

# ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

## Conservation

### Level 3

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|                       |        |                                                                           |   |                 |   |                        |    |
|-----------------------|--------|---------------------------------------------------------------------------|---|-----------------|---|------------------------|----|
| <b>Title:</b>         |        | <b>Monitor Natural Resource Management Practices</b>                      |   |                 |   |                        |    |
| <b>Applied Title:</b> |        | <b>Monitor Natural Resource Management Practices in Citrus Production</b> |   |                 |   |                        |    |
| <b>Field:</b>         |        | Agriculture and Nature Conservation                                       |   |                 |   |                        |    |
| <b>Sub-Field:</b>     |        | Primary Agriculture                                                       |   |                 |   |                        |    |
| <b>SETA (SGB):</b>    |        | AgriSETA                                                                  |   |                 |   |                        |    |
| <b>Skills Area:</b>   |        | Conservation                                                              |   |                 |   |                        |    |
| <b>Context:</b>       |        | Citrus Production                                                         |   |                 |   |                        |    |
| <b>US No:</b>         | 116263 | <b>Level:</b>                                                             | 3 | <b>Credits:</b> | 4 | <b>Notional Hours:</b> | 40 |
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Based on the Production Guidelines of:



Supported by:



**Unit standard alignment and assessment tool development:**

Cabeton Training and Development

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## Directions

This material is aimed at learners wishing to complete this unit standard. The guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard.

This guide is designed to be used by the learner with guidance from a facilitator and a trained assessor to develop competence in all knowledge, skills and attitudes required by this unit standard.

This guide contains step-by-step instructions for the assessment process. These steps are as follows:

| <b>Step</b> | <b>Description</b>                                     | <b>Timeframe</b>                                                 |
|-------------|--------------------------------------------------------|------------------------------------------------------------------|
| 1           | Learner Assessment Contract                            | Before delivery of program                                       |
| 2           | Learner Declaration of Authenticity                    | Before delivery of program                                       |
| 3           | Learning Assumed to Be in Place                        | Before delivery of program                                       |
| 4           | Learner Assessment Plan for Gathering of Evidence      | Before delivery of program                                       |
| 5           | Assessment Activity Workbook                           | During delivery of program, assessment after delivery of program |
| 6           | Presentation                                           | After delivery of program                                        |
| 7           | Attitude and Attributes Assessment                     | After delivery of program                                        |
| 8           | Re-assessment Procedures                               | After completion of assessment                                   |
| 9           | Documentation                                          | After completion of assessment                                   |
| 10          | Administration and Completion of Portfolio of Evidence | After completion of assessment                                   |

## Step 1

### Learner Assessment Contract

The assessor and / or the facilitator holds a pre-assessment briefing with you before the learning program starts in order to guide you and assist you to make sure that you understand exactly what is expected from you in order to become competent in this learning module.

As part of the pre-assessment briefing, the learner assessment contract must be signed. The assessor will assist you and explain the agreement to you in detail.

| Learner Assessment Contract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Learner's Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |
| <b>Assessor's Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |
| <b>Unit Standard:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 116263 |
| <p>Your rights as a learner are:</p> <ol style="list-style-type: none"> <li><b>1. You have a right to appeal</b> against any judgment given as a result of any assessment. You must have valid reasons for doing this.</li> <li><b>2. You have the right to an interpreter</b> if you need one. However, if one of the learning assumptions for the unit standard is that you are competent within the language of assessment, you may not have an interpreter.</li> <li><b>3. You can ask that an impartial observer attend any assessment.</b> This observer may not take any part in the assessment.</li> <li><b>4. If you do not agree with the assessment, you have the right to have your assessment internally moderated.</b> If you still do not agree with the result of the assessment you can ask that the ETQA to perform an <b>external moderation</b> on the assessment. If any verification upholds the assessment findings, you will be held liable for all the costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be held liable for all cost of verification.</li> <li><b>5. If during the assessment you are found not yet competent, your assessor will encourage you to master the areas where you have not reached competency.</b> This will be recorded on a <b>development plan</b>. You are required to arrange with the assessor for a new assessment schedule. The assessor can only permit three such re-assessments. If a learner has not reached mastery after three additional attempts, the assessor reserves the right to remove you from the program.</li> </ol> |        |
| <p><b><u>Qualification</u></b></p> <p>This standard leads to the award of credits for unit standard 116263. Once the assessment is complete application will be made to register and certify you for that standard with the AgriSETA. You may contact the assessor or facilitator at any time for information to assist you with further studies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |
| <p><b><u>Confidentiality</u></b></p> <p>Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by you, the learner, the facilitator(s), assessor(s), and moderator(s). No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |

**Consent**

I, the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment of my own free will and without duress.

|                             |  |              |  |
|-----------------------------|--|--------------|--|
| <b>Learner's Signature</b>  |  | <b>Date:</b> |  |
| <b>Assessor's Signature</b> |  | <b>Date:</b> |  |



## Step 2

### Learner Declaration of Authenticity

It is important that we make sure that each learner supplies original evidence completed by himself / herself and according to the level of knowledge and skill that he / she has acquired from the learning process.

Please sign the following declaration:

|                                                                                                                                                                                              |  |              |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|--|
| I hereby declare that the following documentary evidence is my own. I certify that the process followed was ethical and did not infringe on the copyright of any individual or organisation. |  |              |  |
| <b>Learner's Signature</b>                                                                                                                                                                   |  | <b>Date:</b> |  |
| <b>Assessor's Signature</b>                                                                                                                                                                  |  | <b>Date:</b> |  |



## Step 3

### Learning Assumed to Be in Place

Do you have all the knowledge and skills necessary to begin this learning process?

This is a level 3 module of learning, and we have to make sure that you have already learnt all the skills, knowledge and attitudes that you will need to use in this module. It will help you to understand and learn more easily in this module, and it is important that we know whether you are ready to move on.

Please look at the list of unit standards below of modules that you should have completed before undertaking this one. Tell us whether you have completed each of the unit standards or modules, and if you did, tell us when you learnt this.

If you need help in understanding this list, please ask the facilitator or assessor.

| <b><i>NQF Level</i></b>     | <b><i>Unit Standard Number</i></b> | <b><i>Learning Module Name</i></b>                                         | <b><i>No, I Have Not Completed It</i></b> | <b><i>Yes, I Have Completed It</i></b> | <b><i>If Yes, When Did You Complete It?</i></b> |
|-----------------------------|------------------------------------|----------------------------------------------------------------------------|-------------------------------------------|----------------------------------------|-------------------------------------------------|
| NQF2                        |                                    | Literacy and Numeracy                                                      |                                           |                                        |                                                 |
| 2                           | 116121                             | Apply sustainable farming practices to conserve the ecological environment |                                           |                                        |                                                 |
| <b>Learner's Signature</b>  |                                    |                                                                            | <b>Date:</b>                              |                                        |                                                 |
| <b>Assessor's Signature</b> |                                    |                                                                            | <b>Date:</b>                              |                                        |                                                 |

## Step 4

### Learner Assessment Plan for Gathering of Evidence

As the assessor has explained to you, the aim of an assessment is not to catch you out, but rather to help you develop all the skills, knowledge and attitudes that you need to move forward. It is important that you know what is expected from you and that you play an active role every step of the way.

Let's plan for the assessment together. Below are the steps that you have to work through in order to show that you are competent in this module. Check them carefully and discuss each step with the assessor. Agree with the assessor on the dates on which each step has to be completed or documents handed in. Write the dates in the right-hand column as a reminder.

| Learner Assessment Plan                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module / Unit Standard Name:</b>                | Monitor natural resource management practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |
| <b>Module / Unit Standard Registration Number:</b> | 116263                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |
| <i>Step Number</i>                                 | <i>Step Description and Learner's Tasks</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Completion / Submission Date</i> |
| <b>5</b>                                           | <b>Assessment Activity Workbook</b> <ul style="list-style-type: none"> <li>In this step, you complete certain tasks in class or as homework.</li> <li>It is important that you complete every task and understand why it is necessary, because it will help you to gain the knowledge, skills and attitudes that you need to be found competent in this learning module.</li> <li>If there are things that you are unsure about, please ask the facilitator or the assessor to explain it to you again.</li> <li>You hand in the completed workbook to the facilitator or assessor who will help you to check your progress.</li> <li>The assessor or facilitator mark it and discuss areas that need more work with you.</li> </ul> |                                     |
| <b>6</b>                                           | <b>Presentation</b> <ul style="list-style-type: none"> <li>There are many important things that you need to remember about conservation in order to be found competent in this learning module, and so that you can do your job well and move on to level four.</li> <li>You have to develop a presentation for your co-workers to check if you have gained all this knowledge.</li> <li>There is a detailed list of things that you need to know in this guide and examples of the information that you could use to plan your conservation plan.</li> <li>Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you do not understand.</li> </ul>                                  |                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Attitude and Attributes Assessment</b> <ul style="list-style-type: none"> <li>You also have to develop very specific character traits and attitudes and to be able to do very specific tasks to be competent in this learning module, be good in this job and before you can move on to level four.</li> <li>Going out into the field, and showing and explaining certain skills and attitudes, is the most appropriate way for you to show that you are competent in the skills and attitudes that are needed.</li> <li>You will have an opportunity to practice these tasks and develop these attitudes during your practical learning module.</li> <li>There is a list of all the things that you would have to be able to show and explain in this guide.</li> <li>Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.</li> </ul> |       |
| 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Re-Assessment Procedure</b> <ul style="list-style-type: none"> <li>What if the assessor tells you that you have not met the right standard or that you still need more evidence to prove your competence?</li> <li>The assessor explains to you exactly what you need to do or learn to become competent.</li> <li>You and the assessor and / or facilitator, develop an action plan together, and you may be granted a second or even a third opportunity to prove your competence.</li> <li>Remember you have the right to appeal against the assessor's decision, if you feel it is unfair. There is a copy of the form in the back of this guide if you need it.</li> </ul>                                                                                                                                                                                                                               |       |
| 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Paperwork</b> <ul style="list-style-type: none"> <li>If you have met the standard that is explained for each step of the process you will be found competent in this unit standard.</li> <li>The assessor will discuss everything with you in detail and will ask you to fill in and sign forms throughout the process.</li> <li>You will also be given an opportunity to write down any comments you might have on the assessment process.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |
| 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Improving the Learning and Assessment Process</b> <ul style="list-style-type: none"> <li>Once the assessor has given you the final declaration of competence, you will be asked to give some feedback in order to help everyone to improve the learning and assessment process.</li> <li>Please think carefully. It might really help other learners in the future.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |
| <b>Into the Future</b> <ul style="list-style-type: none"> <li>The assessor will discuss what happens next and when you will get a certificate of competence.</li> <li>It is also important to remember that you learnt this module for a specific reason. Discuss with the assessor, facilitator, mentor, and / or coach how you can move forward in your career with this level of competence.</li> <li>Also remember that the learning process never stops. Plan together with the assessor, facilitator, coach, and / or mentor what you need to learn next.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
| Learner's Signature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Date: |
| Assessor's Signature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Date: |

## Step 5

### Assessment Activity Workbook

- The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- It is important that you ask questions and participate as much as possible in order to play an active role in reaching competence.
- When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- You should not move on to the next step in the assessment process until this step is completed, marked, and you have received feedback from the assessor.

| <b>Activity 1 – Group Discussion</b>                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------|
| Hold a class discussion about the questions below, and write keynotes for yourself on the conclusions that you reach.    |
| What is a biome?                                                                                                         |
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|                                                                                                                          |
| What biome is found in the area where you farm or where you are completing your practical duties? Describe it in detail. |
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| Do you think citrus production influences this biome? Explain your answer.                                               |
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## Activity 2 – Group Brainstorm

In your group, brainstorm about the questions below and write down keynotes for yourself.

What is biodiversity?

Why is it important to maintain and increase biodiversity?

What impacts on biodiversity in the area where you live?

How does agriculture affect biodiversity?

What steps can be taken to limit the negative impact of the factors you mentioned above?

Design a strategy with your group in which you come up with solutions to maintain biodiversity in your area and prevent threats to local fauna and flora. Summarise the strategies that you come up with, including the specific steps that needs to be taken.

[illegible]

**Activity 4 – Research and Discover**

Find examples of fauna and flora that is endangered in your area and explain what agriculture can do to protect them.

| Examples of Endangered Fauna and Flora | Protection Strategies |
|----------------------------------------|-----------------------|
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**Activity 5 – Research and Discover**

Find examples of invasive fauna and flora species in your area. Explain why they are considered invasive, how they should be dealt with, and what role your team can play in dealing with them.

| Examples of Invasive Fauna and Flora | Why Are Species Invasive? | Control Strategies |
|--------------------------------------|---------------------------|--------------------|
|                                      |                           |                    |
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**Activity 6 – Explore and Discover**

Walk about the farm where you are completing your practical duties. Identify an ecosystem and answer the questions below.

|                         |
|-------------------------|
| Describe the ecosystem. |
|                         |
|                         |
|                         |
|                         |

Describe the biotic and abiotic elements of the ecosystem.

Describe how the food chains in the ecosystem work.

Identify possible problems with the ecosystem and complete the table below.

| Possible Problem | What causes the problem | How can problem be prevented? | How can problem be dealt with if it occurs? |
|------------------|-------------------------|-------------------------------|---------------------------------------------|
|                  |                         |                               |                                             |
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### Activity 7 – Worksheet

Answer the questions below in your own words and according to your understanding.

What is soil potential and how is it measured?

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What is soil degradation and how does it happen?

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How can the soil potential be retained or improved on the farm where you are completing your practical duties?

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How can soil degradation be prevented on the farm where you are completing your practical duties?

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What can cause soil erosion on the farm where you are completing your practical duties?

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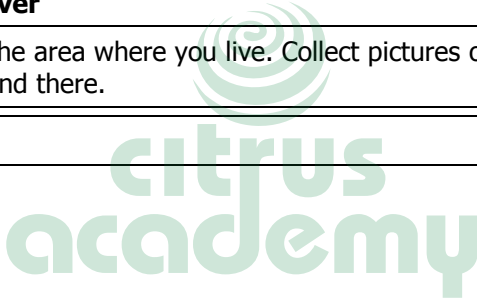
How would you know if soil has been eroded?

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|------------------------------------------------------------------------------------------------------------------------|
| What will you do if you encounter soil erosion on the farm where you are completing your practical duties?             |
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| What would you recommend to prevent or manage soil erosion on the farm where you are completing your practical duties? |
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### Activity 8 – Explore and Discover

Identify the veldt composition in the area where you live. Collect pictures or dried examples of the pioneer, sub-climax and climax species found there.

|                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pioneer Species                                                                                                                                                         |
|   |
| Sub-Climax Species                                                                                                                                                      |
|                                                                                                                                                                         |

| Climax Species |
|----------------|
|                |

### Activity 9 – Research and Advise

Make a recommendation to a small-scale citrus farmer of methods to increase soil potential and ensure soil conservation.

[illegible]

### Activity 10 – Worksheet

Answer the questions below in your own words and according to your understanding.

Identify and name the water source(s) on the farm where you are completing your practical duties.

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What does water management mean to you?

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How are the water source(s) that you have identified managed?

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What does water runoff mean?

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How should water runoff be controlled and managed on the farm where you are completing your practical duties?

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**Activity 11 – Worksheet**

Answer the questions below in your own words and according to your understanding.

What is the energy cycle?

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How is the energy cycle utilised on a citrus farm?

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Why must we understand the energy cycle when farming?

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Make a recommendation about the placement of citrus trees to utilise sunlight correctly for photosynthesis and best farming practice. Base it on your practical experience.

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**Activity 12 – Worksheet**

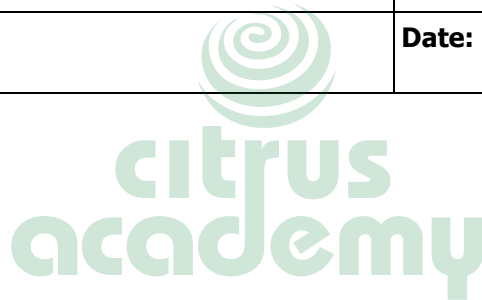
Find a copy of the map for the farm where you are completing your practical duties. Identify the following by tracing or colouring the items on a copy of the map. Attach the copy to your workbook.

- Contour lines
- Steep elevation
- Gradual elevation
- Boundaries of the farm
- Water sources such as dams or rivers

Explain in your own words why it is important to be able to identify this kind of information on a map.

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| <b>Assessment Feedback Form – Activity Workbook</b> |  |                           |  |
|-----------------------------------------------------|--|---------------------------|--|
|                                                     |  | <b>Comments / Remarks</b> |  |
| Feedback to learner on assessment                   |  |                           |  |
| Feedback from learner to assessor                   |  |                           |  |
| <b>Learner's Signature</b>                          |  | <b>Date:</b>              |  |
| <b>Assessor's Signature</b>                         |  | <b>Date:</b>              |  |



## Step 6

### Presentation

You are now ready for step six of the assessment process, the design of a presentation in which you educate your co-workers about the necessity and methods of protecting the environment around the farm where you work. Check your plan carefully to make sure that you prepare in good time.

Please request a map of the farm where you are working to assist you with your project and use this map during your presentation to explain the different locations of the ecosystems and natural resources to which you refer.

Be as creative as possible and include pictures, photos and physical examples in your presentation. Remember that you have to present your presentation to your peers and the assessor.

Inform the assessor if you have any special needs or requirements **before** the agreed date for the hand in of your conservation plan. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Plan and prepare by using the list given below.

All the information you need was taught in the classroom and can be found in the learner guide that you received.

| <i><b>Example Questions</b></i>                                                                                   | <i><b>I Have Revised<br/>This and<br/>Understand It Well</b></i> | <i><b>I Am Unsure of<br/>This and Need to<br/>Ask the Facilitator<br/>or Assessor to<br/>Explain It Again</b></i> |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| What is meant by an ecosystem?                                                                                    |                                                                  |                                                                                                                   |
| Identify the ecosystems found on the farm or in the farming environment                                           |                                                                  |                                                                                                                   |
| Why is it important to protect these ecosystems?                                                                  |                                                                  |                                                                                                                   |
| What can be done to protect these ecosystems?                                                                     |                                                                  |                                                                                                                   |
| List all the natural resources necessary for the farm to operate (think of such things as the soil, water, etc.)  |                                                                  |                                                                                                                   |
| How can these natural resources be damaged or harmed?                                                             |                                                                  |                                                                                                                   |
| What would the consequences be to the farm and the environment if these natural resources were harmed or damaged? |                                                                  |                                                                                                                   |
| What can be done to protect these natural resources?                                                              |                                                                  |                                                                                                                   |
| What is meant by invasive species?                                                                                |                                                                  |                                                                                                                   |
| How will you know that you have encountered an invasive species?                                                  |                                                                  |                                                                                                                   |
| What must be done if you encounter an invasive animal species?                                                    |                                                                  |                                                                                                                   |

| <b><i>Example Questions</i></b>                                                               |  | <b><i>I Have Revised<br/>This and<br/>Understand It Well</i></b> | <b><i>I Am Unsure of<br/>This and Need to<br/>Ask the Facilitator<br/>or Assessor to<br/>Explain It Again</i></b> |
|-----------------------------------------------------------------------------------------------|--|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| What must be done if you encounter an invasive plant species?                                 |  |                                                                  |                                                                                                                   |
| The assessor or facilitator has explained this step to me and I have revised these questions. |  |                                                                  |                                                                                                                   |
| <b>Learner's Signature</b>                                                                    |  | <b>Date:</b>                                                     |                                                                                                                   |
| <b>Assessor's Signature</b>                                                                   |  | <b>Date:</b>                                                     |                                                                                                                   |

The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.



## Step 7

### Attitudes and Attributes Assessment

You are now ready for step seven of the assessment process, the Attitude and Attribute assessment. Check your plan carefully to make sure that you prepare in good time.

Inform the assessor if you have any special needs or requirements before the agreed date for the assessment test. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use the checklist below to help you prepare for the part of the practical assessment when you are observed on the attitudes and attributes that you need to have to be found competent for this learning module.

| <b><i>Observations</i></b>                                                                                                                                                  | <b><i>I Am Sure of This and Understand It Well</i></b> | <b><i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain What It Means</i></b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Can you identify problems and deficiencies correctly?                                                                                                                       |                                                        |                                                                                                        |
| Are you able to work well in a team?                                                                                                                                        |                                                        |                                                                                                        |
| Do you work in an organised and systematic way while performing all tasks and tests?                                                                                        |                                                        |                                                                                                        |
| Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?                               |                                                        |                                                                                                        |
| Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?                                               |                                                        |                                                                                                        |
| Can you base your tasks and answers on scientific knowledge that you have learnt?                                                                                           |                                                        |                                                                                                        |
| Are you able to show and perform the tasks required correctly?                                                                                                              |                                                        |                                                                                                        |
| Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live? |                                                        |                                                                                                        |

- The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- You will be asked to give your own feedback and to sign this document.
- It will be placed together with this completed guide in a file as part of your portfolio of evidence.

## Step 8

### Re-Assessment Procedure

The assessor will discuss in detail with you what to do in case you require a re-assessment, and when the re-assessment will take place.



## Step 9

### Paperwork

Please assist the assessor by filling in these forms and signing then as instructed.

| Learner Information Form              |           |               |                         |
|---------------------------------------|-----------|---------------|-------------------------|
| Unit Standard                         | 116263    |               |                         |
| Program Date(s)                       |           |               |                         |
| Assessment Date(s)                    |           |               |                         |
| Surname                               |           |               |                         |
| First Name                            |           |               |                         |
| Learner ID / SETA Registration Number |           |               |                         |
| Job / Role Title                      |           |               |                         |
| Home Language                         |           |               |                         |
| Gender                                | Male      | Female        |                         |
| Race                                  | African   | Coloured      | Indian/Asian      White |
| Employment                            | Permanent | Non-permanent |                         |
| Disabled                              | Yes       | No            |                         |
| Date of Birth                         |           |               |                         |
| ID Number                             |           |               |                         |
| Contact Telephone Numbers             |           |               |                         |
| Email Address                         |           |               |                         |
| Postal Address                        |           |               |                         |

| Assessor Report and Summative Evidence Collection Summary for Unit Standard 116263 – Level 3                                                                                                                                                                                            |                                                                 |                                                                            |                             |                                     |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------|-------------------------------------|-----------------------|
| Description                                                                                                                                                                                                                                                                             | Evidence Gathered                                               |                                                                            | Benchmark                   | Competent /<br>Not yet<br>Competent | Feedback and Comments |
|                                                                                                                                                                                                                                                                                         | Foundational and<br>Embedded Knowledge                          | Practical Skills,<br>Underpinning<br>Knowledge and<br>Reflexive Competence |                             |                                     |                       |
| <b>Specific Outcome 1: Know and monitor the occurrence of key types of fauna and flora and their environmental requirements.</b><br><br><i>Range:</i> Fauna and flora include all harmful and useful fauna and flora on the farm and direct vicinity                                    | Attend all lectures, complete learner workbook and presentation | CCFO Rating Scale                                                          | 85% competence in all areas |                                     |                       |
| <b>Specific Outcome 2: Demonstrate an understanding of the elements of an ecosystem and a food chain.</b><br><br><i>Range:</i> Ecosystem includes but is not limited to energy flows, water cycle, climate, soil, fauna, flora and air. Food chain is limited to food chain components. | Attend all lectures, complete learner workbook and presentation | CCFO Rating Scale                                                          | 85% competence in all areas |                                     |                       |
| <b>Specific Outcome 3: Identify the key fauna and flora types and their sustainable management.</b><br><br><i>Range:</i> All planted areas on a farm                                                                                                                                    | Attend all lectures, complete learner workbook and presentation | CCFO Rating Scale                                                          | 85% competence in all areas |                                     |                       |
| <b>Specific Outcome 4: Identify the different soil categories, the utilisation and maintenance thereof.</b><br><br><i>Range:</i> Soil types are limited to three types occurring on the farm or direct environment                                                                      | Attend all lectures, complete learner workbook and presentation | CCFO Rating Scale                                                          | 85% competence in all areas |                                     |                       |

| Assessor Report and Summative Evidence Collection Summary for Unit Standard 116263 – Level 3                                                                                                                                                                                                                                                |                                                                 |                                                                            |                                   |                                     |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------|-------------------------------------|-----------------------|
| Description                                                                                                                                                                                                                                                                                                                                 | Evidence Gathered                                               |                                                                            | Benchmark                         | Competent /<br>Not yet<br>Competent | Feedback and Comments |
|                                                                                                                                                                                                                                                                                                                                             | Foundational and<br>Embedded Knowledge                          | Practical Skills,<br>Underpinning<br>Knowledge and<br>Reflexive Competence |                                   |                                     |                       |
| <b>Specific Outcome 5: Monitor and implement principles of water management.</b><br><br><i>Range:</i> Water management includes but is not limited to rainwater harvesting, catchment methods, protection of wells and fountains, protecting and controlling riverbanks, etc.                                                               | Attend all lectures, complete learner workbook and presentation | CCFO Rating Scale                                                          | 85% competence in all areas       |                                     |                       |
| <b>Specific Outcome 6: Demonstrate a basic understanding of the energy cycle.</b><br><br><i>Range:</i> Limited to the components of the energy cycle                                                                                                                                                                                        | Attend all lectures, complete learner workbook and presentation | CCFO Rating Scale                                                          |                                   |                                     |                       |
| <b>Specific Outcome 7: Read a two dimensional map of the direct vicinity.</b><br><br><i>Range:</i> Limited to basic topography                                                                                                                                                                                                              | Attend all lectures, complete learner workbook and presentation | CCFO Rating Scale                                                          |                                   |                                     |                       |
| <b>Embedded Knowledge:</b><br><br>The learner is able to demonstrate a basic knowledge of: <ol style="list-style-type: none"> <li>1. Basic fire fighting rules.</li> <li>2. Basic principles of natural resources management.</li> <li>3. Acts and legislation on "conservation of Agricultural Resources".</li> <li>4. OHS Act.</li> </ol> | Attend all lectures, complete learner workbook and presentation | N/a                                                                        | Overall minimum test score of 85% |                                     |                       |

### Assessor Report and Summative Evidence Collection Summary for Unit Standard 116263 – Level 3

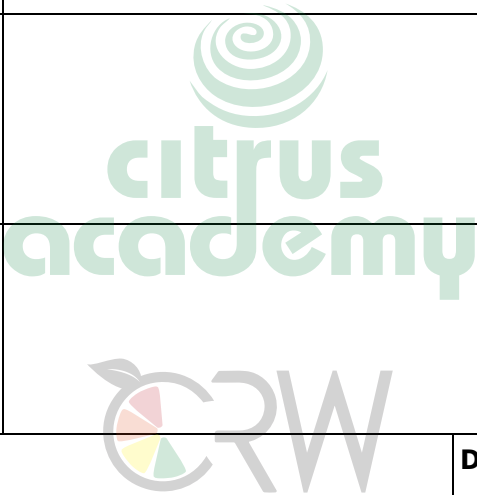
| <i>Description</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Evidence Gathered</i>                       |                                                                                      | <i>Benchmark</i>                                                 | <i>Competent /<br/>Not yet<br/>Competent</i> | <i>Feedback and Comments</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------|------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Foundational and<br/>Embedded Knowledge</b> | <b>Practical Skills,<br/>Underpinning<br/>Knowledge and<br/>Reflexive Competence</b> |                                                                  |                                              |                              |
| 5. Natural Resource Conservation Act.<br>6. Components of the water cycle.<br>7. Components of ecosystems.<br>8. Components of an energy cycle.<br>9. Principles of sustainability.<br>10. Classification of fauna and flora relevant to the direct environment.<br>11. Alien species relevant to the direct environment.<br>12. Three main soil types and characteristics.<br>13. Definitions and terminology.<br>14. Prevailing climatic conditions of the area.<br>15. Sources of water.<br>16. Sources of energy (renewable and non renewable).<br>17. Basic topography and map reading.<br>18. Types of pollution.<br>19. Importance of natural resources management. |                                                |                                                                                      |                                                                  |                                              |                              |
| <b>Unit Standard CCFOs:</b><br><br>1. <b>Problem solving</b> relates to all specific outcomes.<br>2. <b>Self-organisation</b> and management relates to all specific outcomes.<br>3. <b>Information evaluation</b> relates to all specific outcomes.<br>4. <b>Communication</b> relates to all specific outcomes.                                                                                                                                                                                                                                                                                                                                                          | N/a                                            | Rating Scale                                                                         | Minimum rating of 3:5 in each criteria or overall average of 3:5 |                                              |                              |

| Learner Assessment Re-Actionnaire                                                                            |  |              |  |
|--------------------------------------------------------------------------------------------------------------|--|--------------|--|
| Questions                                                                                                    |  | Response     |  |
| How did the assessor encourage you to be involved in the assessment process?                                 |  |              |  |
| Did the assessor take your special needs into account? If so, how?                                           |  |              |  |
| Did the assessor agree on the assessment procedures with you?                                                |  |              |  |
| Was feedback relevant to your needs?                                                                         |  |              |  |
| Were you always aware of the outcome of the assessment?                                                      |  |              |  |
| Did the assessor help you to explore ways of becoming competent whenever you were judged NYC?                |  |              |  |
| Did the assessor allow you to ask questions?                                                                 |  |              |  |
| Did you always agree with assessment decisions?                                                              |  |              |  |
| Was all appropriate documentation completed and signed and did you receive copies?                           |  |              |  |
| Did the assessor assist or prevent you in any way when gathering evidence so as to obscure its authenticity? |  |              |  |
| All the evidence submitted in my name is my authentic work, which was not acquired by any unethical means.   |  |              |  |
| <b>Learner's Signature</b>                                                                                   |  | <b>Date:</b> |  |
| <b>Assessor's Signature</b>                                                                                  |  | <b>Date:</b> |  |
| <b>Moderator's Signature</b>                                                                                 |  | <b>Date:</b> |  |

| <b>Assessor's Assessment Review and Improvement Document</b>                                                            |                 |
|-------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Issues</b>                                                                                                           | <b>Comments</b> |
| Did the assessment go according to plan?                                                                                |                 |
| Did anything unexpected happen?                                                                                         |                 |
| Were you pleased with the assessment decision; i.e. was it what you expected?                                           |                 |
| How could the process have been carried out more efficiently?                                                           |                 |
| How could the process of assessing the knowledge be improved?                                                           |                 |
| How could the Performance Observation checklist be improved?                                                            |                 |
| Was the evidence you gathered sufficient to make a judgment of competence?                                              |                 |
| Was the way you obtained feedback from the learner effective?                                                           |                 |
| Were you pleased with the way you communicated your decision to the learner? If not, how could this have been improved? |                 |
| How would you improve the assessment process?                                                                           |                 |

## Assessment Appeal Form

Any candidate has the right of appeal against any not-yet-competent decision by the assessor. If you wish to appeal, please complete the form below.

| Appeal Form                                                               |                                                                                     |              |  |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------|--|
| I hereby appeal against the outcome of my assessment.                     |                                                                                     |              |  |
| <b>Date:</b>                                                              |                                                                                     |              |  |
| <b>Learner's Name:</b>                                                    |                                                                                     |              |  |
| <b>Assessors Name:</b>                                                    |                                                                                     |              |  |
| <b>Organisation:</b>                                                      |                                                                                     |              |  |
| <b>Assessment Details:</b><br><br>Criteria, role, standards<br>Used, etc. |  |              |  |
| <b>Issue to be Reviewed:</b>                                              |                                                                                     |              |  |
| <b>Learner's Signature</b>                                                |                                                                                     | <b>Date:</b> |  |
| <b>Assessor's Signature</b>                                               |                                                                                     | <b>Date:</b> |  |

## **Step 10**

### **Administration and Completion of Portfolio of Evidence**

All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence.

