Investigate and monitor the financial aspects of issues.

Facilitator: .................................................................
Company: .................................................................
Commodity: ...................... Date: .........................

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA. Terms and conditions apply.
Dear Facilitator,

This Facilitator Guide (together with the relevant Learner Guide) is aimed at facilitators who will be assisting learners wishing to complete the following unit standard:

| Title: Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues. |
| US No: 7468 | NQF Level: 4 | Credits: 2 |

This guide contains all necessary facilitation instructions to ensure that learners will attain the expected competencies required by the above-mentioned unit standard. This guide is designed to be used during the presentation of a learning session based on this unit standard. The full unit standard is attached at the end of the relevant Learner Guide. Learners are advised to read the unit standard at their time. Please discuss the unit standard with the learners to ensure that they understand what is expected from them to achieve the outcomes of the unit standard.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently facilitating, because that will be determined by the context of application:

<table>
<thead>
<tr>
<th>Title</th>
<th>ID Number</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate in Animal Production</td>
<td>48979</td>
<td>4</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>National Certificate in Plant Production</td>
<td>49009</td>
<td>4</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Please mark the learning program the learners are enrolled in:

Are you enrolled in a:  
Y | N

Learnership?  
Skills Program?  
Short Course?

Note to Facilitator:  
If you are presenting this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

Please explain the above concepts to the learner.

There are three guides, namely the Learner Guide (with activities)  
Assessor Guide and the Facilitator Guide.

These guides have been developed to address specific aspects of the learning experience. You therefore need to use these guides complementally to one another.

Make this an enjoyable learning experience!
Context of Application ...

Primary Agriculture is a diverse sector and a wide range of commodities is being produced for both national and international market. Each commodity has its own production requirements and practices. You will be facilitating the learning process within a specific context where a specific agricultural commodity is being produced. The learning material has been written in a generic manner, as it is aimed to be available on national level and should be relevant to be applied within a variety of commodities. It is therefore inclusive of all agricultural commodities and crop in this field. Therefore, the examples that are being used in the materials may not always be applicable to your specific community, commodity, environment or region.

This presents you, the facilitator, with the challenge to contextualise the learning material. It is imperative that you, the Facilitator and Assessor interpret and present activities, case studies and projects related to the material in such a way that learners can easily identify and apply their knowledge within their own context. This will require from you to add examples of crop, which are applicable to the community or farm. Learners must be guided with examples from their own communities, commodities, environment or regions. This should be done by complementing the learning material with:

- Examples relevant to the commodity,
- Including commodity specific requirements,
- Including operating procedures of the farm,
- Including agricultural practice specific requirements,
- Agricultural markets,
- Guiding learners to write these specifics down in the learning guide, etc.

The contextualisation of the learning material is a very important step in preparing for and facilitating the learning experience and enough time and effort should be put into this exercise.

According to the qualifications mentioned on page 2, this module could be contextualised to fit the following groups of commodities:

<table>
<thead>
<tr>
<th>Plant Production</th>
<th>Animal Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic production,</td>
<td>Natural resources harvesting,</td>
</tr>
<tr>
<td>Hydroponic production,</td>
<td>Organic production,</td>
</tr>
<tr>
<td>Perma-culture production,</td>
<td>Perma-culture production,</td>
</tr>
<tr>
<td>Agronomy,</td>
<td>Dairy production,</td>
</tr>
<tr>
<td>Horticulture,</td>
<td>Pig production,</td>
</tr>
<tr>
<td>Natural resources harvesting.</td>
<td>Poultry production,</td>
</tr>
<tr>
<td></td>
<td>Game,</td>
</tr>
<tr>
<td></td>
<td>Aqua / mari culture,</td>
</tr>
<tr>
<td></td>
<td>Commercial insects</td>
</tr>
<tr>
<td></td>
<td>Animal fibres harvesting,</td>
</tr>
<tr>
<td></td>
<td>Bee keeping,</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
</tr>
</tbody>
</table>
How to use this guide …

Throughout the guide information is given specifically aimed at you, the facilitator, to assist in the actual presentation of the learning material and/or facilitation of the learning process. Although this guide contains all the information required for attaining competency in this unit standard, references to additional resources, both printed and electronic, are provided for additional reference by the facilitator and further study by the learner.

Please note that the purpose of this information is merely to guide you, the facilitator, and is provided as a suggestion of possibilities. It remains the responsibility of every facilitator to re-assess the learner/s in each learning situation throughout the learning process in order to stay in touch with their specific learning needs. This should be the determining factor in the choice of the learning approach to follow.

Use the different boxes listed below for identification purposes:

- **Activity Instructions**
  Instructions regarding activities, whether group or individual activities will be described in this box.

- **Facilitators’ Tip**
  

- **My Notes**
  You can use this box for your own notes/comments.
What & How will you be Facilitating?

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Tips for level of learning .................................................................... 8
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What will I do differently next time? 16
Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.

Primary Agriculture

NQF Level 4

Unit Standard No: 7468

The Learning Experience...

On completion of this module, the learners will be able to:

♦ This unit standard will be useful to people who aim to achieve recognition at some level in Further Education and Training or to meet the Fundamental requirement of a wide range of qualifications registered on the National Qualifications Framework.

♦ People credited with this unit standard are able to:

♦ Use mathematics to plan and control financial instruments including insurance and assurance, unit trusts, stock exchange dealings, options, futures and bonds

♦ Use simple and compound interest to make sense of and define a variety of situations including mortgage loans, hire purchase, present values, annuities and sinking funds

♦ Investigate various aspects of costs and revenue including marginal costs, marginal revenue and optimisation of profit

♦ Use mathematics to debate aspects of the national and global economy, including tax, productivity and the equitable distribution of resources.

Learning Assumed to be in Place:

♦ It is expected of the learner attempting this unit standard to demonstrate competence against the unit standard:

♦ The credit value is based on the assumption that people starting to learn towards this unit standard are competent in Mathematics and Communications at NQF level 3.

Remember to do a diagnostic assessment of the learner's prior learning and ensure that they are starting at the correct level.

My Notes ...
### Learning Program Time Frames

<table>
<thead>
<tr>
<th>Activities to be completed</th>
<th>Total time allocated (hours)</th>
<th>Theoretical learning time allocated (hours)</th>
<th>Practical learning time allocated (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Program (including summative assessment)</td>
<td>20 hours</td>
<td>8 hours</td>
<td>12 hours</td>
</tr>
<tr>
<td>Learner Orientation and &quot;Ice Breaker&quot;</td>
<td>0.5 hour</td>
<td>0.5 hour</td>
<td></td>
</tr>
<tr>
<td>Purpose, Introduction and Learner Directions</td>
<td>0.5 hour</td>
<td>0.5 hour</td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>2.5 hours</td>
<td>1 hour</td>
<td>1.5 hour</td>
</tr>
<tr>
<td>Session 2</td>
<td>7 hours</td>
<td>2.5 hours</td>
<td>4.5 hours</td>
</tr>
<tr>
<td>Session 3</td>
<td>1 hour</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>6 hours</td>
<td>1.5 hour</td>
<td>4.5 hours</td>
</tr>
<tr>
<td>Preparation for Assessment &amp; revision</td>
<td>2.5 hours</td>
<td>1 hour</td>
<td>1.5 hour</td>
</tr>
</tbody>
</table>

My Notes ...

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Version: 01          Version Date: July 2006
Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.

Primary Agriculture  NQF Level 4  Unit Standard No: 7468

**Tips for level of learning**

Remember the following before you get started:

*Typically, a learning programme leading to the award of a qualification or unit standards at level 4 should develop learners who demonstrate an ability to:*

- Take responsibility for their own learning within a supervised environment.
- Take decisions about and responsibility for actions.
- Evaluate their own performance against given criteria.
- Take the initiative to address any shortcomings they find.
- Communicate and present information reliably and accurately in writing and verbally.
- Gather relevant information, analysis and evaluation skills.
- Use their knowledge to solve common problems within a familiar context; adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context; motivate the change using relevant evidence.
- Apply essential methods, procedures and techniques of the field or discipline; apply and carry out actions by interpreting information from text and operational symbols or representations.
- Understand the organisation or operating environment as a system within a wider context.
- Demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study an informed understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines.
Facilitator's Checklist & Training Aids

**Learner support strategies:**

Learners are supplied with all resources and aids as required by the programme – including:
- Objects & devices such as equipment, protective clothing, safety gear, etc.
- Learner Guides and Learner Workbook
- Visual aids, etc.

Use this checklist below during your preparation to ensure that you have all the equipment, documents and training aids for a successful session.

<table>
<thead>
<tr>
<th>Preparation:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualification Knowledge</strong> – I have familiarised myself with the content of the applicable qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit Standard Knowledge</strong> – I have familiarised myself with the content of all aspects of the applicable unit standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Knowledge</strong> – I have sufficient knowledge of the content to enable me to facilitate with ease</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Application knowledge</strong> – I understand the programme matrix &amp; have prepared for programme delivery accordingly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contextualisation</strong> – I have included information which is specific to the commodity and practices related to the commodity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ability to respond to learners background &amp; experience</strong> – I have studied the learner demographics, age group, experience &amp; circumstances &amp; prepared for programme delivery accordingly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enthusiasm &amp; Commitment</strong> – I am passionate about my subject &amp; have prepared my programme delivery to create a motivating environment with real commitment to success</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enterprise knowledge</strong> – I know &amp; understand the values, ethics, vision &amp; mission of the workplace &amp; have prepared my programme delivery, reporting &amp; administrative tasks accordingly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Equipment check:**

- Learner guides x 1 per learner
- Assessment guides x 1 per learner
- Writing materials & stationary (facilitator & learner)
- White board & pens
- Flip chart paper
- Proxima projector & screen
- Laptop & programme disk
- Sample Hand-outs and examples of laws and other relevant documents
Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.

Primary Agriculture  
NQF Level 4  
Unit Standard No: 7468

Safety gear as prescribed by unit standard and applicable legislation

**Documentation checklist:**

- Attendance Register
- Course Evaluation
- Learner Course Evaluation
- Portfolios of evidence

## Contextualisation of Content!

Go through this module and indicate what specific information / activities / examples should be included in this module?

<table>
<thead>
<tr>
<th>Contextualisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Commodity specific?</td>
</tr>
<tr>
<td>▪ Operating procedures of the farm?</td>
</tr>
<tr>
<td>▪ Agricultural practices?</td>
</tr>
<tr>
<td>▪ Agricultural markets?</td>
</tr>
</tbody>
</table>
Session 1

Budgets and other financial concepts

After completing this session, the learner should be able to:

**SO 1: Use mathematics to plan and control financial instruments.**

<table>
<thead>
<tr>
<th>Concept (SO 1)</th>
<th>Time frame</th>
<th>Activities related to the concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans are sufficient to ensure effective control of financial instruments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculations are carried out using computational tools efficiently and correctly and solutions obtained are verified in terms of the context.</td>
<td>2.5 hours</td>
<td>Activity 1</td>
</tr>
<tr>
<td>Measures used for control purposes are appropriate to the need and are in line with control plans.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please allow learners to complete Activity 1 in their Learner Guides

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer the questions.</td>
<td>Learner Guide, stationary.</td>
</tr>
</tbody>
</table>

Instructions to give to the learners

As per instructions in Learner Guide.

My Notes ...

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**Session 2**

**Use mathematics to plan and control financial instruments.**

**Learner Guide:** Page 16

After completing this session, the learner should be able to:

**SO 2:** Use simple and compound interest to make sense of and define a variety of situations.

<table>
<thead>
<tr>
<th>Concept (SO 2)</th>
<th>Time frame</th>
<th>Activities related to the concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>The differences between simple and compound interest are described in terms of their common applications and effects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of calculation are appropriate to the problem types.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computational tools are used efficiently and correctly and solutions obtained are verified in terms of the context or problem.</td>
<td>7 hours</td>
<td>Activity 2 - 5</td>
</tr>
<tr>
<td>Solutions to calculations are used effectively to define the changes over a period of time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**My Notes ...**

...
Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.

Primary Agriculture  
NQF Level 4  
Unit Standard No: 7468

Please allow learners to complete Activity 2 - 5 in their Learner Guides

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructions to give to the learners</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructions to give to the learners</strong></td>
<td></td>
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<tr>
<td><strong>Instructions to give to the learners</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructions to give to the learners</strong></td>
<td></td>
</tr>
</tbody>
</table>

As per instructions in Learner Guide.

My Notes ...

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### Session 3: Cost and revenue

After completing this session, the learner should be able to:

**SO 3:** Investigate various aspects of costs and revenue.

<table>
<thead>
<tr>
<th>Concept (SO 3)</th>
<th>Time frame</th>
<th>Activities related to the concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values are calculated correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical tools and systems are used effectively to determine and</td>
<td>1 hour</td>
<td>No activities</td>
</tr>
<tr>
<td>describe the relationships between the various aspects of cost and revenue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terminology is used in the correct context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasonable methods are described for the control of costs and optimisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of profits in relation to given data.</td>
<td></td>
<td></td>
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</tbody>
</table>

**My Notes ...**

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After completing this session, the learner should be able to:

SO 4: Use mathematics to debate aspects of the national and global economy.

<table>
<thead>
<tr>
<th>Concept (SO 4)</th>
<th>Time frame</th>
<th>Activities related to the concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values are calculated correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical tools and systems are used effectively to determine, compare and describe aspects of the national and global economy.</td>
<td>6 hours</td>
<td>Activity 6 &amp; 7</td>
</tr>
<tr>
<td>Debating points are based on well-reasoned arguments and are supported by mathematical information.</td>
<td></td>
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</tr>
</tbody>
</table>

Please allow learners to complete Activity 6 & 7 in their Learner Guides

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Resources</th>
</tr>
</thead>
</table>

Instructions to give to the learners

As per instructions in Learner Guide.

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Resources</th>
</tr>
</thead>
</table>

Instructions to give to the learners

As per instructions in Learner Guide.

My Notes ...
**What will I do differently next time?**

Take some time to reflect on your own activities as facilitator of this Unit Standard 7468. Then write down five of the most important lessons you have learnt and include a motivation:

<table>
<thead>
<tr>
<th>What will I do differently next time?</th>
<th>Motivate how or why (Give examples, reasons, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

As facilitator, you have hands on experience in the application of the unit standard 7468. And you might experience difficulties with the unit standard that the developers did not anticipate. Also, the unit standard will be revised at the end of the registration period. Your comments below can be an important contribution in the revision process and should be brought to the attention of either the AgriSETA ETQA manager or the SGB chairperson.

Please take some time to reflect on your experience and list a few of the difficulties you had to address.

<table>
<thead>
<tr>
<th>Difficulties I had with the Unit Standard</th>
<th>Recommended Changes to Address the Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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</tbody>
</table>