




NQF Level: 2 **US No: 116121**

Assessment Guide

Primary Agriculture

Conservation

A photograph of an industrial factory with several tall smokestacks. Some of the stacks are emitting thick plumes of white and grey smoke that rise into the sky. The sky is a pale, overcast blue. The photograph is centered within a large yellow rectangular area.

Assessor:

Workplace / Company:

Commodity: Date:

Before we start...

This assessment 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 was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Guide.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

Title: Apply sustainable farming practices to conserve the ecological environment
US No: 116121 NQF Level: 2 Credits: 5

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

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Assessor:

If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.

1**SO 1****Instructions to learner:**

Group Discussion

Learner Guide: Page 20 Facilitator Guide: Page 13

1. Brainstorm as a group and list as many natural resources as you can think of. Write the list down below.
2. Now decide as a group whether each item on the list is a living (biotic) or a non-living (abiotic) resource.
3. Now decide as a group whether each item on the list is a renewable or a non-renewable resource.
4. Tick off all the items on the list that can be found on your farm or in your immediate area

Model Answer(s):*Natural resources: Water, soil, climate, energy (non-living); plants, animals (living)**Non-renewable: Water, soil, traditional energy**Renewable: Most plants and animals***2****SO 1****Instructions to learner:**

Group Discussion

Learner Guide: Page 24 Facilitator Guide: Page 13

1. Brainstorm together as a group and list as many waste resources as you can think of.
2. Now decide as a group how each of these waste resources can be recycled

Model Answer(s):*Any plastic, metal, refuse, chemicals, glass**Recycle through separation and make compost from organic waste; utilise waste in craft*

3**SO 1****Instructions to learner:**

Group Discussion

Learner Guide: Page 26 Facilitator Guide: Page 13

Hold a ten minute debate between two groups in the class. Make key notes for yourself as a reminder of the points that are made.

Group A – Traditional energy sources work very well and there is no reason to change how, where, when and how much energy we use on our farms.

Group B – Alternative energy sources are the way of the future, and if we do not modify our behaviour and start changing the way in which we are currently using our energy sources on farms, then we will definitely run out sooner, rather than later.

Model Answer(s):*No model answer supplied due to variation in interpretation and opinion***4****SO 2****Instructions to learner:**

Practical Project

Learner Guide: Page 40 Facilitator Guide: Page 17

1. Walk around outside on your farm and collect examples of noxious weeds you can find. Identify the plant species by using a picture catalogue of the current list of invasive species in South Africa that you can get from your facilitator.
2. Make a list of what everyone found and state why it is considered a noxious weed.
3. Paste at least three examples of the leaves, stems, seeds or flowers of the weeds in your Guide.
4. Write a paragraph explaining what cleared invasive plant material could be used for.
5. Join a team on your farm or in your area whom is clearing invasive species. You have to work with this team for at least two full working days. The supervisor or team leader must sign off the activities that you have performed.

Model Answer(s):*No model answer supplied due to variation in interpretation and opinion*

5**SO 5****Instructions to learner:**

Practical Project

Learner Guide: Page 48 Facilitator Guide: Page 19

Walk around on your farm or in the area where you live. Find an example of an eroded area. Complete the questions below.

Model Answer(s):*None due to variation***6****SO 3****Instructions to learner:**

Group Discussion

Learner Guide: Page 56 Facilitator Guide: Page 22

1. Join a team on your farm or in your area whom is constructing a fire guard or cutting a firebreak.
2. You have to work with this team for at least two full working days. The supervisor or team leader must sign off the activities that you have performed.
3. Write a detailed paragraph in your own words, explaining what you did and why it is important to construct fire guards or firebreaks.

Model Answer(s):*According to firebreak principles of farm.*

Summative Test and Attitude & Attribute Evaluation

Before the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner Guide. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

Unit Standard:	116121	NQF Level:	2
Learner Name:			

Questions	Model Answers
1. Identify natural resources on the farm where you work that must be conserved	No specific answer
2. What is a natural resource?	<ul style="list-style-type: none"> • Something that is found naturally that assists us in our activities • e.g. water, fauna, flora, soil
3. Why are natural resources important in farming?	<ul style="list-style-type: none"> • Without them, farming is virtually impossible
4. How will we conserve natural resources?	<ul style="list-style-type: none"> • Identify them • Identify the risks to them • Actively prevent damage or depletion • Inform staff of conservation • Install a pro-active conservation plan while farming
5. Identify invasive plants/animals on the farm where you work	No specific answer

6. What makes things invasive?	<ul style="list-style-type: none"> • When they take over • When they kill off indigenous species • When they deplete natural resources
7. How do you know if it is invasive?	<ul style="list-style-type: none"> • Indigenous species suffer (visibly) • Natural resources suffer (visibly)
8. Show how to eradicate invasive species	<ul style="list-style-type: none"> • Able to perform task correctly and safely
9. Identify risks/dangers that can lead to the outbreak of veldt fires on your farm where you are working.	No specific answer
10. What must be cleared to prevent veldt fires?	<ul style="list-style-type: none"> • Dead vegetation • Any flammable material
11. Whose responsibility is the prevention of veldt fires?	<ul style="list-style-type: none"> • Everyone
12. What is a firebreak?	<ul style="list-style-type: none"> • A structure cut/built to prevent a veldt fire from jumping or spreading
13. How do we cut/build a firebreak?	<ul style="list-style-type: none"> • Able to perform task correctly and safely
14. How often do we cut/build firebreaks?	<ul style="list-style-type: none"> • Correctly stated as per SOP
15. Identify risks/dangers that can lead to soil erosion on your farm where you are working.	No specific answer
16. What causes soil erosion?	<ul style="list-style-type: none"> • Wind • Water • Heavy equipment
17. Why is soil erosion undesirable?	<ul style="list-style-type: none"> • Without topsoil, growing plants is impossible

18. How can we prevent soil erosion?	<ul style="list-style-type: none">• Stabilise soil• Fertilise soil• Rotate crops• Rotate animals• Retain indigenous vegetation• Plant cover crops• Install anti-erosion structures
19. Can we fix eroded soil?	<ul style="list-style-type: none">• To some extent, but with much effort and great expense

Assessment Feedback Form

Comments / Remarks	
<p>Feedback to learner on assessment and / or overall recommendations and action plan for competence:</p>	
<p>Feedback from learner to assessor:</p>	
<p>Assessment Judgement You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p>Actions to follow:</p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
<p>Learner's Signature:</p>	<p>Date:</p>
<p>Assessor's Signature:</p>	<p>Date:</p>
<p>Moderator's Signature:</p>	<p>Date:</p>