



NQF Level: 1

US No: 116165

Assessment Guide

Primary Agriculture

Natural Resource Management



Assessor:

Workplace / Company:

Class Group: Date:

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agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



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 Workbook.

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, names Policies and Procedures for Assessment, 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:	Demonstrate an understanding of the importance of marketing		
US No:	116165	NQF Level:	1
		Credits:	2

This unit standard is one of the building blocks in the qualifications 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	48970	1	120	
National Certificate in Mixed Farming Systems	48971	1	120	
National Certificate in Pant Production	48972	1	120	

Please mark the learning program the learners are enrolled in:

Are you assessing a:	Yes	No
Learnership?		
Skills Program?		
Short Course?		

Please Note:

This Unit Standard 116165 Assessment Guide must be read in conjunction with the generic Assessor Guide as prescribed and published by the AgriSETA.

Note to Assessor:

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

1
SO 1

Let's brainstorm as a group...

Why do you think it is important to know what the Department of agriculture in South Africa does and how they can help you?

Learner Workbook: Page 3

Facilitator Guide: Page 10

Model Answer:

They make sectoral decisions; negotiate international trade; have support systems such as plant improvement, research and engineering available; support & assist agri-business in South Africa.

My Notes ...

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SO 1

Instructions to Learner:

Take into account what you have just learnt and then classify the farm on which you are completing your practical learning. Fill in the information in the questionnaire below.

Learner Workbook: Page 4

Facilitator Guide: Page 10

Let's look at each act, what it governs and why / how we can access and use it?

Model Answer: None supplied due to variation – assessor to take into account learner perspective	
What kind of farm is this?	
In which part of the country is it situated?	
What kind of crop(s) is produced on this farm?	
Who is the crop sold to?	
What kinds of "inputs" are necessary in order to produce this kind of a crop e.g. water?	
What kind of a "farming system" would you call this type of farm?	

3

SO 1

Instructions to Learner:

Choose and define 3 concepts from the list below that might be used on the farm where you are completing your practical learning, or in the vicinity thereof.

Learner Workbook: Page 5

Facilitator Guide: Page 10

Model Answer: Learner chooses any 3	
Aeroponics	Aeroponics is a hydroponics' technique involving the use of sprayers, nebulizers, foggers, or other devices to create a fine mist of solution to deliver nutrients to plant roots. Aeroponic techniques are used in the cultivation of high value crops and plant specimens that can offset the high set-up and maintenance costs associated with this method of horticulture.
Aerial topdressing	Aerial topdressing is the spreading of fertilisers such as super phosphate over farmland. For spraying of insecticides and fungicides, by air, also called crop dusting.
Agricultural machinery	Agricultural machinery is one of the most revolutionary and impact applications of modern technology. Given the truly elemental human need for food, agriculture has been an essential human activity almost from the beginning, and it has often driven the development of technology and machines. Over the last 250 years, advances in farm equipment have dramatically changed the way people are employed and produce their food worldwide.
Animal husbandry	Animal husbandry is the agricultural practice of breeding and raising livestock. As such, it is a vital skill for farmers and, in some countries in many ways, as much art as it is science. Other countries have strict laws on the qualifications needed to treat animals and ensure that scientific methods are used to care for them.
Aquaculture	Aquaculture is the cultivation of the natural produce of water (such as fish or shellfish, algae and other aquatic plants). Mari culture is specifically marine aquaculture, and thus is a subset of aquaculture. Some examples of aquaculture include raising catfish and tilapia in freshwater ponds, growing cultured pearls, and farming salmon in net-pens set out in a bay. Fish farming is a common type.
Beekeeping	Beekeeping (or apiculture, from Latin <i>Apis</i> , a bee) is the practice of intentional maintenance of honeybee hives by humans. A beekeeper may keep bees in order to collect honey and beeswax, or for the purpose of pollinating crops, or to produce bees for sale to other beekeepers. A location where bees are kept is called an apiary.

<p>Crop rotation</p>	<p>Crop rotation is the practice of growing a series of dissimilar type of crops in the same space in sequential seasons to avoid the build-up of pathogens and pests that often occurs when one species is continuously cropped. Crop rotation also seeks to balance the fertility demands of various crops to avoid excessive depletion of soil nutrients. A traditional component of crop rotation is the replenishment of nitrogen through the use of legumes in sequence with cereals and other crops. It is one component of polyculture. Crop rotation can also improve soil structure and fertility by alternating deep-rooted and shallow-rooted plants.</p>
<p>Concentrated Animal Feeding Operation (CAFO, factory farming)</p>	<p>In agriculture, a Concentrated Animal Feeding Operation (CAFO) is a farm that raises livestock and seeks to maximize production by making highly efficient use of space and other resources. Operating a CAFO is sometimes negatively referred to as factory farming. CAFOs hold large numbers (up to hundreds of thousands) of animals, often indoors. These animals are typically cows, hogs, or chickens.</p>
<p>Composting</p>	<p>Compost is the decomposed remnants of organic materials (those with plant and animal origins). Compost is used in gardening and agriculture, mixed in with the soil. It improves soil structure, increases the amount of organic matter, and provides nutrients. Biodegradation is the means by which organic matter is recycled in its environment</p>
<p>Dairy farming</p>	<p>Dairy farming is a class of agricultural, or more properly, an animal husbandry enterprise, raising female cattle for long-term production of milk, which may be either processed on-site or transported to a dairy for processing and eventual retail sale. Most dairy farms sell the male calves borne by their cows, usually for veal production, rather than raising non-milk-producing stock. Many dairy farms also grow their own feed, typically including corn, alfalfa, and hay. This is fed directly to the cows, or stored as silage for use during the winter season. Additional dietary supplements are added to the feed to increase quality milk production.</p>
<p>Detasseling</p>	<p>Detasseling is the act of removing the pollen-producing (or "male") tassel from a corn (maize) plant. Detasseling is done to breed, or hybridise, two different varieties of corn; the varieties are carefully selected so that the variety bred will exhibit hybrid vigour. By removing the tassels from all plants of one variety, all the grain growing on those plants will be fertilized by the other variety's tassels.</p>

<p>Domestication</p>	<p>Domestication is a phenomenon whereby a wild biological organism is habituated to survive in the company of human beings. Domesticated animals, plants, and other organisms are those whose collective behaviour, life cycle, or physiology has been altered as a result of their breeding and living conditions being under human control for multiple generations. Humans have brought these populations under their care for a wide range of reasons: for help with various types of work, to produce food or valuable commodities (such as wool, cotton, or silk), and to enjoy as pets or ornamental plants.</p>
<p>Fencing</p>	<p>In agriculture, fences are used to keep animals in or out of an area.</p>
<p>Fertilizers</p>	<p>Fertilizers or fertilisers are compounds given to plants with the intention of promoting growth; they are usually applied either via the soil, for uptake by plant roots, or by foliar spraying, for uptake through leaves. Fertilizers can be organic (composed of organic matter, i.e. carbon based), or inorganic (containing simple, inorganic chemicals). They can be naturally occurring compounds such as peat or mineral deposits, or manufactured through natural processes (such as composting) or chemical processes.</p> <p>Fertilizers typically provide, in varying proportions, the three major plant nutrients (nitrogen, phosphorus, and potassium), the secondary plant nutrients and sometimes trace elements with a role in plant nutrition.</p>
<p>Greenhouse</p>	<p>A greenhouse (also called a glasshouse or hothouse) is a building where plants are cultivated. A greenhouse is built of glass or plastic; it heats up because the sun's incoming electromagnetic radiation warms plants, soil, and other things inside the building. Air warmed by the heat from hot interior surfaces is retained in the building by the roof and wall.</p>
<p>Harvest</p>	<p>In agriculture, harvesting is the process of gathering mature crops from the fields. Reaping is the harvesting of grain crops. The harvest marks the end of the growing season, or the growing cycle for a particular crop.</p> <p><i>Harvesting</i> in general usage includes the immediate post-harvest handling, all of the actions taken immediately after physically removing the crop—cooling, sorting, cleaning, packing—up to the point of further on-farm processing, or shipping to the wholesale or consumer market.</p> <p>Harvest timing is a critical decision that balances the likely weather conditions with the degree of crop maturity. Weather events like frost, and unseasonably warm or cold periods, affect yield and quality. An earlier harvest date may avoid damaging conditions, but result in poorer yield and quality. Delaying harvest may result in a better harvest, but increases the risk of weather problems. Timing of the harvest often involves a significant degree of gambling.</p>

	<p>On smaller farms with minimal mechanization, harvesting is the most labour-intensive activity of the growing season. On large, mechanized farms, harvesting utilizes the most expensive and sophisticated farm machinery, like the combine harvester.</p>
Hybrid seed	<p>In agriculture and gardening, hybrid seed is seed produced by artificially cross-pollinated plants. Hybrids are bred to improve the characteristics of the resulting plants, such as better yield, greater uniformity, improved colour, disease resistance, and so forth. Today, hybrid seed is predominant in agriculture and home gardening, and is one of the main contributing factors to the dramatic rise in agricultural output during the last half of the 20th century. Hybrid seed cannot be saved, as the seed from the first generation of hybrid plants does not reliably produce true copies, therefore, new seed must be purchased for each planting.</p>
Hydroponics	<p>Hydroponics is the growing of plants without soil. A variety of techniques exist.</p>
Integrated Pest Management (IPM)	<p>In agriculture, Integrated Pest Management (IPM) is a pest control strategy that uses an array of complementary methods: natural predators and parasites, pest-resistant varieties, cultural practices, biological controls, various physical techniques, and pesticides as a last resort. It is an ecological approach that can significantly reduce or eliminate the use of pesticides.</p>
Irrigation	<p>Irrigation (in agriculture) is the replacement or supplementation of rainfall with water from another source in order to grow crops. In contrast, agriculture that relies only on direct rainfall is sometimes referred to as dry land farming.</p>
Livestock	<p>Livestock are domesticated animals intentionally reared in an agricultural setting to make produce such as food or fibre, or for their labour. Livestock include pigs, cattle, goats, deer, sheep, yaks and poultry. The type of livestock reared varies worldwide and depends on factors such as climate, consumer demand, native animals, local traditions, and land type.</p>
Market gardening	<p>Market gardening as a business is based on providing a wide range and steady supply of fresh produce through the local growing season. Many different crops and varieties are grown, in contrast with large, industrialized farms, which tend to specialize in high volume production of single crops, a practice known as monoculture. Market gardening also employs more manual labour and gardening techniques, compared to large-scale mechanized farming. Because production is relatively low-volume, sales are often through local fresh produce outlets, such as on-farm stands, farmers' markets, and community-supported agriculture subscriptions, restaurants and independent produce stores.</p>

<p>Mechanised agriculture</p>	<p>Mechanised agriculture is the process of using agricultural machinery in order to massively increase output. In modern times, machinery has replaced many jobs formerly carried out by men or beasts such as horses, donkeys or oxen.</p>
<p>Monoculture</p>	<p>In agriculture, "monoculture" describes the practice of relying on a very small number of genetic variants, or cultivars of a food crop for commercial agricultural. Modern agriculture relies on standardization on a single cultivar so that the technology for tilling, planting, pest control, and harvesting, can be used over large geographical areas to obtain an economy of scale.</p>
<p>No-till farming</p>	<p>In no-till farming the soil is left intact and crop residues are left in the fields. Variations of the conservation tillage method involve some working of the soil with attention paid to keeping soil compaction and carbon loss at a minimum. These variations include reduced tillage, in which small strips may be ploughed to allow space for planting seeds. Other terms, such as incomplete tillage and minimal tillage may be used.</p>
<p>Organic farming</p>	<p>Organic farming is a form of agriculture that relies on ecosystem management and attempts to reduce or eliminate external agricultural inputs, especially synthetic ones. It is a holistic production management system that promotes and enhances agro-ecosystem health, including biodiversity, biological cycles, and soil biological activity.</p>
<p>Plant breeding</p>	<p><i>Plant breeding</i> has been practiced for thousands of years, since near the beginning of human civilization. Government institutions and commercial enterprises now practice it worldwide. International development agencies believe that breeding new crops is important for ensuring food security and developing practices of sustainable agriculture through the development of crops suitable for their environment</p>
<p>Permaculture</p>	<p>Permaculture is a design system which aims to create sustainable habitats by following nature's patterns. Permaculture can best be described as an ethical design system applicable to food production and land use, as well as community building. It seeks the creation of productive and sustainable ways of living by integrating ecology, landscape, organic gardening, and architecture and agro forestry.</p>
<p>Pollination management</p>	<p>Pollination Management is the label for horticultural practices that accomplish or enhance pollination of a crop, to improve yield or quality, by understanding of the particular crop's pollination needs, and by knowledgeable management of colonisers, pollinators, and pollination conditions.</p>

	<p>Precision farming or precision agriculture is an agricultural concept relying on the existence of <i>in-field variability</i>. It requires the use of new technologies, such as global positioning (GPS), sensors, satellites or aerial images, and information management tools (GIS) to assess and understand variations. Collected information may be used to more precisely evaluate optimum sowing density, estimate fertilizers and other inputs needs, and to more accurately predict crop yields. Application of precision farming concepts is usually considered related to sustainable agriculture. It seeks to avoid applying same practices to a crop, regardless of local soil/climate conditions and may help to better assess local situations of disease or lodging.</p>
<p>Precision farming</p>	<p>Precision farming may be used to improve a field or a farm management from several perspectives :</p> <ul style="list-style-type: none"> • agronomical perspective : adjustment of cultural practices to take into account the real needs of the crop rather (e.g., better fertilization management) • technical perspective : better time management at the farm level (e.g. planification of agricultural activity) • environmental perspective : reduction of agricultural impacts (better estimation of crop nitrogen needs implying limitation of nitrogen run-off) • economical perspective : increase of the output and/or reduction of the input, increase of efficiency (e.g.; lower cost of nitrogen fertilization practice)
<p>Season extension</p>	<p>In agriculture, season extension refers to anything that allows a crop to be cultivated beyond its normal outdoor growing season.</p>
<p>Seed saving</p>	<p>Open pollination is the key to seed saving. Plants that reproduce through natural means tend to adapt to local conditions, and evolve as reliable performers, particularly in their localities. The modern trend to hybridised plants interrupts this process. Hybrid plants are artificially cross-pollinated, and bred to favour desirable characteristics, like higher yield and more uniform size. However, the seed produced by the first generation of the hybrid does not reliably produce a true copy of that hybrid (it begins to revert to its parents), or is sterile, and is therefore fairly useless for seed saving.</p>

<p>Seed testing</p>	<p>Trained and usually certified analysts perform seed testing in dedicated laboratories. The tests are designed to evaluate the quality of the seed lot being sold. Several tests are done:</p> <ul style="list-style-type: none"> • Germination test: Reports the percentage of seed that germinated. Tests are usually made in 200 or 400 seed samples. • Purity test: The percentage of seed described on the label that is actually found in the quantity of seed. • TZ test: A test for viability that involves soaking the seed in a tetrazolium solution, cutting the seed open, and looking for a colour change in the seed embryo. • Weed test: Examines a sample of seed and identifies every seed that is different from the seed that is different from the labelled seed kind.
<p>Subsistence farming</p>	<p>Subsistence farming is a mode of agriculture in which a plot of land produces only enough food to feed the family working it. Depending on climate, soil conditions, agricultural practices and the crop grown, it generally requires between 1,000 and 40,000 m² (0.25 and 10 acres) per person.</p>
<p>Succession planting</p>	<p>In agriculture, succession planting refers to several planting methods that increase crop availability during a growing season by making efficient use of space and timing.</p> <p>There are four basic approaches, that can also be combined:</p> <ul style="list-style-type: none"> • Two or more crops in succession: After one crop is harvested, another is planted in the same space. The length of the growing season, climate, and crop selection is key factors. For example, a cool season spring crop could be followed by a heat-loving summer crop. • Same crop, successive plantings: Several smaller plantings are made at timed intervals, rather than all at once. The plants mature at staggered dates, establishing a continuous harvest over an extended period. Lettuce and other salad greens are common crops for this approach. • Two or more crops simultaneously: Non-competing crops, often with different maturity dates, are planted together in various patterns. Intercropping is one pattern approach; companion planting is a related, complementary practice. • Same crop, different maturity dates: Several varieties are selected, with different maturity dates: early, main season, late. Planted at the same time, the varieties mature one after the other over the season.

<p>Sustainable agriculture</p>	<p>Sustainable agriculture integrates three main goals: environmental stewardship, farm profitability, and prosperous farming communities. These goals have been defined by a variety of disciplines and may be looked at from the vantage point of the farmer or the consumer. To some it is a means of continuing agriculture as usual with increased care for these three factors, while for others it is a deeper commitment to practicing agriculture in a manner that accords with natural flows. The latter is considered the only real form of sustainability while the former is a practical approach for gradual improvements, which in themselves introduce other negative factors that require further modifications.</p>
<p>Vegetable farming</p>	<p>Vegetable farming has traditionally been done in long rows. This allows machinery to cultivate the fields, increasing efficiency and output.</p>
<p>Tillage</p>	<p>Tillage, or cultivation (a term which also has broader meanings related to the raising of plants in general) is the agricultural preparation of the soil to receive seeds. Primary tillage loosens the soil and mixes in fertilizer and/or plant material, resulting in soil with a rough texture. Secondary tillage produces finer soil and sometimes shapes the rows. It can be done by a using various combinations of equipment: plough, disk plough, harrow, dibble, hoe, rotary tillers, sub-soiler, ridge or bed forming tillers, roller. Tillage can also mean the land that is tilled.</p>
<p>Weed control</p>	<p>Weed control, a botanical component of pest control, stops weeds from reaching a mature stage of growth when they could be harmful to domesticated plants, sometimes livestock, by using manual techniques including soil cultivation, mulching and herbicides. Prevention of weeds from growing is desirable, but often difficult to achieve, due to the resilient fertilization and growth patterns of weeds.</p>

My Notes ...

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SO 2

Research and discover...

Answer the questions below after finding out from your facilitator, workplace coach or mentor

Learner Workbook: Page 7

Facilitator Guide: Page 11

Model Answer: None supplied due to variation

List 5 inputs that are necessary for the type of farming you do.	
Say where these types of inputs are sourced from i.e. who is the suppliers.	
Say what would happen to the production of the crop if you did not apply these types of inputs to your crop.	
List 2 outputs of your farm.	
Say for each output what you think the MOST important input factor would be e.g. A tree cannot grow and bear fruit without water.	

5

SO 2

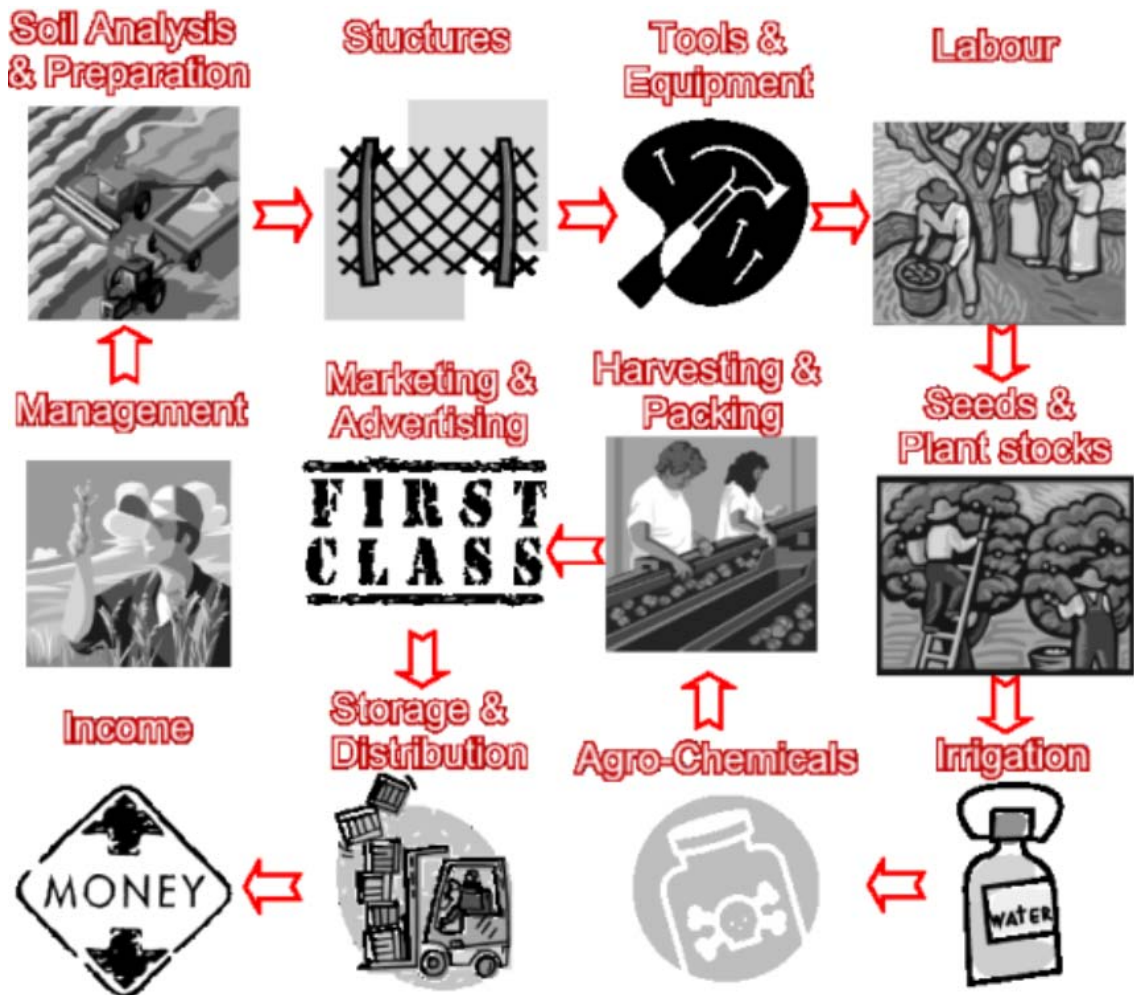
Instructions to Learner:

Draw a flow chart of the production process from planting to delivery to the consumer, for the type of crop on your farm.

Learner Workbook: Page 8

Facilitator Guide: Page 11

Model Answer



6

SO 2

Role-play in pairs:

Role-play what consequences would follow if production inputs were not applied responsibly e.g. we did not prepare the soil properly or we did not water the crop.

Learner Workbook: Page 9

Facilitator Guide: Page 11

Write down key concepts as reminders to yourself.

Model Answer

Lack of profitable output; injury; loss of rootstocks; job losses

My Notes ...

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SO 2


Instructions to Learner:

Draw 3 examples of Health and Safety warning and information signs and say why each one would be important for the production of your crop (According to the table below).

Learner Workbook: Page 10

Facilitator Guide: Page 11

Model Answer: As per example

Your picture:	Example: 			
How this is important to the inputs of my farm:	No open flames near chemicals or diesel			
How this is important for the valuable resources of my farm	Protects human resources, buildings and structures as well as crop root stocks			
How this helps with the production or conversion process on my farm.	Ensures that no valuable resources are wasted through fire			
Why this kind of sign is important for the output of my farm	Ensures that no valuable resources are wasted through fire			

8

SO 2

Instructions to Learner:

Model or simulate modeling of the correct uniform that a farm worker or a pack house worker should wear and explain how it should be worn correctly.

Learner Workbook: Page 11

Facilitator Guide: Page 11

Model Answer

Write down key concepts as reminders for yourself.

- Correct uniforms;
- Adherence to health,
- Hygiene and safety;
- Personal hygiene and safety

My Notes ...

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SO 3

Instructions to Learner:

Make a list of 5 duties of a typical Agricultural Production Manager.

Learner Workbook: Page 12

Facilitator Guide: Page 13

Model Answer (s)

- *Speaking* -- Talking to others to convey information effectively.
- *Management of Personnel Resources* -- Motivating, developing, and directing people as they work, identifying the best people for the job.
- *Negotiation* -- Bringing others together and trying to reconcile differences.
- *Management of Financial Resources* -- Determining how money will be spent to get the work done, and accounting for these expenditures.
- *Coordination* -- Adjusting actions in relation to others' actions.
- *Critical Thinking* -- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- *Management of Material Resources* -- Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- *Writing* -- Communicating effectively in writing as appropriate for the needs of the audience.
- *Judgment and Decision Making* -- Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- *Mathematics* -- Using mathematics to solve problems.

My Notes ...

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10

SO 4

Instructions to Learner:

Draw up a 12-month calendar with a word or picture that would explain the typical production cycle on your farm, in one year.

Learner Workbook: Page 13

Facilitator Guide: Page 14

Model Answer: None supplied due to variation

January	February	March	April
May	June	July	August
September	October	November	December

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>

Summative Test and Attitude & Attribute Evaluation

Before the interview design 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 workbook. 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:	116165	NQF Level:	1
Learner Name:			

Question	Model Answer
1. Explain what type of Agricultural production environment the farm is where you are completing your practical learning	Agricultural environments include but are not limited to those found on farms, feedlots, aqua cultural facilities, ranges, game farms and agri-tourist attractions, horticultural production facilities such as vegetable, fruit, nut and seed production, plant nurseries and the like, as applicable to the context of operation.
2. List and explain at least 3 components that would be important to crop production on a typical farm	Components include but are not limited to primary and secondary input components, resource facilities, and production, processing and marketing facilities.
3. Explain in your own words what you think the role of the department of Agriculture might be in South Africa and how they may help you on your farm	Knowledge about the various types of production facility within Agriculture e.g. Pack houses or Slaughterhouses.
4. What kinds of facilities are necessary on your farm for the production or conversion of the crop.	Production facilities include but are not limited to plant and plant product production and animal and animal product production facilities as related to the specific farm where the learners are completing practical learning.
5. In your own words describe why you think it is necessary to have a "production system" rather than to just let matters run their course	Production systems include but are not limited to systems producing animals and plants and their products, as relevant to the context of operation. Learner should at least mention time management, productivity and financial impact of an organised system.

Question	Model Answer
6. Name at least 5 inputs that are required to produce your type of crop	Inputs refer to but are not limited to all the input factors (seed, fertiliser, feed, medicine, climate, soil, water, skills, finances, etc.) as applied in the production process.
7. Do you think it is important to work responsibly with agricultural inputs? Motivate your answer.	Yes - Responsible usage refers to but is not limited to safe usage, prevention of wastages and prevention of direct or indirect dangers. Learner should at least mention time management, productivity and financial impact of an organised system.
8. Explain why fire would be a direct danger to the production of your crop	Learner to explain direct impact of crop destruction by fire.
9. Explain how irresponsible work with agricultural inputs might cause a fire to start	Chemicals react Diesel catches alight Etc.
10. Explain what other kind of danger (indirect) something like a fire might hold.	Loss of life etc.
11. Explain what sorts of measures can be taken to ensure the responsible use of agricultural inputs	Warning signs include but are not limited to those governing the usage of chemicals, machinery, electricity, fire and equipment. Disciplinary code. Workplace management systems such as HACCP and ISO.
12. Explain why you think it is important to have OHS health and safety signs and to adhere to them	It creates constant awareness and reminds workers of OHS.
13. Explain in your own words the 4 basic components of any agricultural production system	<ul style="list-style-type: none"> • Inputs • Conversion • Outputs • Feedback
14. Give an example of the kinds of "outputs" that are delivered by the production system on your farm.	I.e. Fruit for packing, Maize for milling, Grapes for Wine, Animal products such as eggs. As per the learner context.
15. List and give an example of two different production factors on your farms	Follows on to the examples given above: May include any activities relating to the actual physical transformation of materials or production means into a meaningful product.
16. Give a definition of the term "production" and explain it	The definition should include the entire process, from the application of inputs to the final product (Objective, Place, Sequence) Human resources, Method (such as organic, manually, mechanically), financial resources, etc.
17. Explain how "inputs" and "outputs" of farming are related to each other.	Learners should give an example such as – if we do not water, then the crop will die. If we do not fertilise then the quality and quantity of our crop would be poor. Etc.
18. What do you understand by the "transformation" and "conversion" of a crop	Learner should give an example from their own context such as Seed is planted, tress grow that produce oranges, which are picked and squeezed for juice, etc.
19. Explain what kinds of activities take place on a farm to complete the "production and conversion" process.	Learner should give an example from their own context such as "Fruit is harvested and packed" or "grapes are picked and fermented".

Question	Model Answer
20. Do you know of any other types of "production / conversion" business related to agriculture. Explain with an example.	Activities include but are not limited to activities such as choices of product range, production process, equipment, size of process, location, climate, soil, product demand, work plan, quality, maintaining equipment and the output.
21. How would you describe the basic agricultural "business environment" in your own words.	As per learner's own understanding – incorporated: <ul style="list-style-type: none">• Inputs• Conversion• Outputs• Feedback
22. Explain the different components of the Agricultural business environment	Production and conversion processes include but are not limited to those found in farms, feedlots, aqua cultural facilities, ranges, game farms and agri-tourist attractions, horticultural production facilities such as vegetable, fruit, nut and seed production, plant nurseries and the like.

My Notes ...

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Assessment Feedback Form

Comments / Remarks	
Feedback to learner on assessment and / or overall recommendations and action plan for competence:	
Feedback from learner to assessor:	
<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>
Learner's Signature:	Date:
Assessor's Signature:	Date:
Moderator's Signature:	Date: