

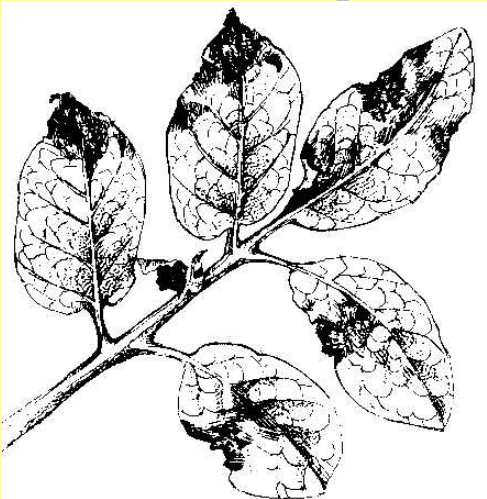


NQF Level: 1 **US No: 116204**

Learner Workbook

Primary Agriculture

Recognise Pests, diseases and weeds on crops



My name:

My Workplace:

Commodity: Date:

Before we start...

Dear Learner - on completion of the Learner Guide, you should have acquired all the knowledge and skills to be assessed against the following unit standard:

Title: Recognise pests, diseases and weeds
US No: 116204 NQF Level: 1 Credits: 5

Please read the unit standard at your own time (see Learning Guide).

What is assessment all about?

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

How to use this workbook ...

Your activity workbook will be handed in from time to time on request of the facilitator for the following purposes:

- ◆ 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 roll 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.
- ◆ Sources of information to complete these activities should be identified by your facilitator.
- ◆ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.



1
SO 1

Group work - Brainstorm

My Name:

My Workplace:

My ID Number:

- What is the difference between a grasshopper (an insect) and a dog? Explain it with examples

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Facilitator comments:

Assessment:



2

SO 1

Discuss with a partner

My Name:

My Workplace:

My ID Number:

1. Why do you think some insects have wings and others don't?

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Facilitator comments:

Assessment:

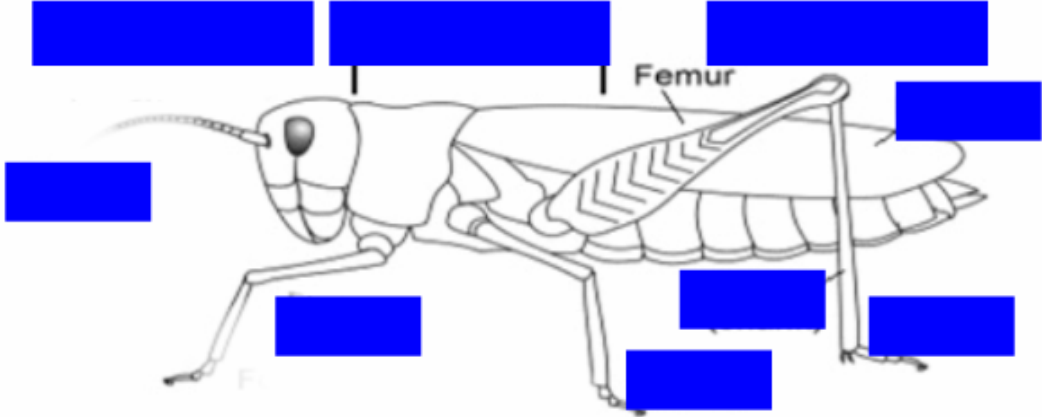


3
SO 2

Individual exercise

My Name:
My Workplace:
My ID Number:

Write down on the picture below
Identify and name the different parts of the insect.



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Facilitator comments:

Assessment:



4
SO 2

Individual questions and answers

My Name:
My Workplace:
My ID Number:

Answer the following questions in your own words.

- 1. Do insects have mouths that look like those of humans? Explain.
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- 2. What do insects do with their mouths? Give examples.
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- 3. Do insects have legs that look like ours? Explain.
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- 4. What do insects use their legs for? Give examples.
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- 5. Do insects have wings that look like the wings of a bird? Explain.
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- 6. What do insects use their wings for? Give examples
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Facilitator comments:

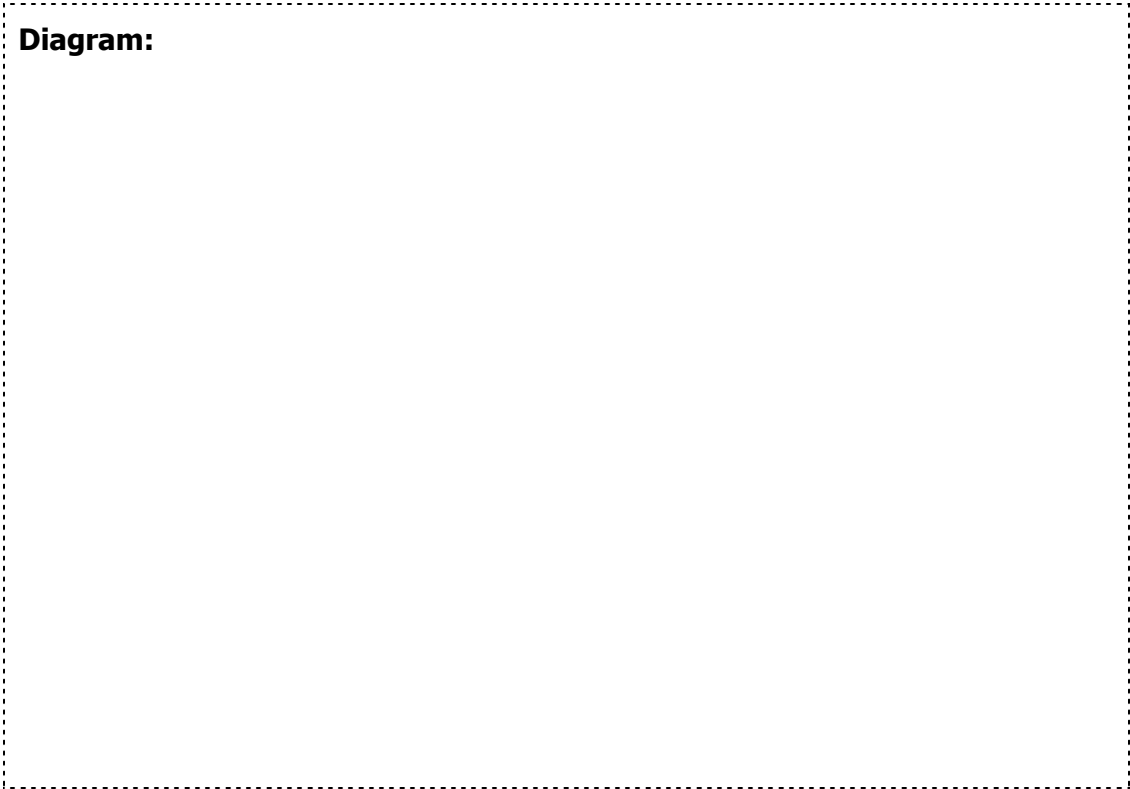
Assessment:



5
SO 3&8

Choose an insect and show its life cycle on a diagram.

My Name:
My Workplace:
My ID Number:



Answer the following questions:

- 1. Is the life cycle completely-metamorphic or not? Why?

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2. Give an example of insect that has the opposite life cycle of your insect. How is its life cycle different?

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3. How would the stage of the life cycle that the insect is in, affect how it can be controlled.

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Facilitator comments:

Assessment:



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SO 4

Practical exercise

My Name:

My Workplace:

My ID Number:

Give an example for each of the following that damages the crop that you are growing, and explain how this insect is controlled.

<i>Type of Insect</i>	<i>Example</i>	<i>How it is controlled</i>
An insect that eats the plant.		
An insect that sucks plant sap.		
An insect that lays eggs and whose larvae damage the plant.		
An insect that stings the plant.		
An insect that is a vector for a plant disease.		

Facilitator comments:

Assessment:



7
SO 5

Individual report writing

My Name:
My Workplace:
My ID Number:

Write a paragraph on:-

- 1. How do you scout for and recognize harmful insects on the farm where you are completing your practical work?

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- 2. What kind of damage can you see when harmful insects attack the crop?

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- 3. Who do you have to report the symptoms to if you see it?

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Facilitator comments:

Assessment:



8
SO 5

Group work

My Name:
My Workplace:
My ID Number:

Explain to a co-worker

1. If you are working with chemicals to control insects, explain what you have to wear and why you have to wear this?

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2. Explain what rules you have to keep and why you have to keep to these rules?

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Facilitator comments:

Assessment:



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SO 6

Individual exercise

My Name:
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My Workplace:
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My ID Number:
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Explain in your own words what the difference is between beneficial insects and harmful insects.

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Facilitator comments:

Assessment:



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SO 6

Brainstorm with a partner

My Name:
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My Workplace:
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My ID Number:
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Apart from insects, what other animals can damage the crop from the farm where you are performing your practical duties?

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Facilitator comments:

Assessment:



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SO 6

Research and provide an explanation

My Name:
My Workplace:
My ID Number:

Find an example of a beneficial insect and explain how it is used in agriculture.

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Facilitator comments:

Assessment:



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SO 7

Group discussion

My Name:
My Workplace:
My ID Number:

1. Explain in your own words what group deficiencies are?

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2. Are plant deficiencies and plant diseases the same? Motivate your answer.

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Facilitator comments:

Assessment:



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SO 7

Research

My Name:
My Workplace:
My ID Number:

Speak to an expert and find out.

- 1. What are microbes?

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- 2. What kind of microbes are pests for the crop from the farm where you are performing your practical duties

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Facilitator comments:

Assessment:



14
SO 7

Draw pictures.

My Name:
My Workplace:
My ID Number:

Draw a picture of the life cycle of each of the following

1. A fungus that attacks the plant from the farm where you are performing your practical duties

2. A virus that attacks the plant from the farm where you are performing your practical duties.

3. A bacterium that attacks the plant from the farm where you are performing your practical duties

Facilitator comments:

Assessment:



15
SO 8

Class discussion

My Name:
My Workplace:
My ID Number:

Have a class discussion and write notes for yourself.

- 1. How do pests and diseases generally spread?

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- 2. What can we do about limiting the spread of these pests and diseases?

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Facilitator comments:

Assessment:

Am I ready for my test?

- ◆ Check your plan carefully to make sure that you **prepare in good time**.
- ◆ You have to be found **competent** by a qualified **assessor** to be declared competent.
- ◆ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
- ◆ Use this worksheet to help you prepare for the test. These are **examples of possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.
 1. **I am sure** of this and understand it well
 2. **I am unsure** of this and need to ask the Facilitator or Assessor to explain what it means

Questions	1. I am sure	2. I am unsure
Identify a pest found on the crop produced on the farm where you work that is caused by an insect		
How do you know it is an insect?		
How does this insect damage the plant?		
Draw a picture with labels of the basic shape of the insect.		
If there are beneficial insects that control this insect, what do you think these beneficial insects will do?		
How is this insect controlled?		
If you had a choice between chemical control and biological control of this insect, which would you choose? Why?		
What else can you do to control the insect?		
What other organisms are considered pests for this crop (apart from insects)?		
What vectors exist for diseases found in this crop?		
How can you prevent the spread of pests, diseases and weeds?		

Checklist for practical assessment ...

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.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
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.**
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form				
Unit Standard	116204			
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				Signature: