

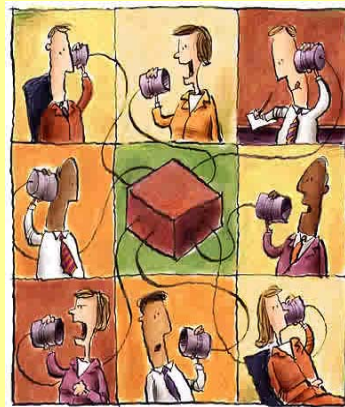


NQF Level: **1** US No: **12462, 12469 & 12470**

Assessment Guide

Primary Agriculture

Communicating Information




Assessor:


Workplace / Company:

Commodity: Date:

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA.



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 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:	<i>Engage in a range of speaking and listening interactions for a variety of purposes</i>		
US No:	12462	NQF Level: 1	Credits: 6
	<i>Read and Respond to a range of text types</i>		
US No:	12469	NQF Level: 1	Credits: 6
	<i>Write for a Variety of different purposes</i>		
US No:	12470	NQF Level: 1	Credits: 6

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	48970	1	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48971	1	120	<input type="checkbox"/>
National Certificate in Plant Production	48972	1	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

Instructions to learner:

As a group – brainstorm and write down

Learner Workbook: Page 3 Facilitator Guide: Page 10

- 1. As a group** – brainstorm and write down a list of reasons why you think it is important to understand the meaning of information that you might encounter in the course of your life and work.

Model Answer(s):

- Answers may vary according to learner context –
- Include reasons like –
- If we don't understand then we will not be able to complete work instructions.
- In order to fill in forms correctly.
- In order to read stories.
- In order to learn new things.
- In order to read reports and draw conclusions.
- In order to communicate effectively.

My Notes ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2

Instructions to learner:
Group activity

Learner Workbook: Page 4 Facilitator Guide: Page 10

“Your group wants to buy a farm in the North West province of South Africa.” Follow the same process as in your learner guide and discuss the example. Make notes on the information that t your group will need to achieve the task at hand.

Model Answer(s): Specific to each group, but should include aspects such as:

The things we have to consider before buying a farm

- ◆ Where will we farm?
- ◆ What will we farm with?
- ◆ How will the farming activities influence the environment?
- ◆ How can we limit the impact of farming on the environment?
- ◆ What do we need in order to farm on this farm?
- ◆ Which of the things we need are available?
- ◆ Where will we find what is not available?
- ◆ How will we look after the things that we need for farming?
- ◆ What resources are required to farm commercially?
- ◆ What the differences are between the resources that are required for commercial farming and subsistence farming?
- ◆ What natural vegetation occurs in the area where you farm?
- ◆ What animals are found in the area where you farm?
- ◆ How farming activities can affect the animals in the area?

My Notes ...

.....

.....

.....

.....

.....

.....

.....

.....

3

Instructions to learner: Note taking skills: Read the following article and write keynotes for yourself according to the steps listed below.

Learner Workbook: Page 5 Facilitator Guide: Page 10

Key notes – step by step – model answers	
Step 1	Plan
Step 2	Browse and note key words (mind map)
Step 3	Compile a bibliography
Step 4	Read to understand
Step 5	Summarise the content
Step 6	Acknowledge the authors
Step 7	Be systematic and organised

4

Instructions to learner: Individual work: Name 5 places that you can think of where you might find information and what types of information might be available there.

Learner Workbook: Page 7 Facilitator Guide: Page 10

#	Place	Type of Information
1	Dictionaries	Broadcast media
2	Encyclopedias	Conference proceedings/reports
3	Books	Other course-specific resources
4	Periodicals / Magazines / Journals	Maps
5	Newspapers	Government publications
6	Audio-visual materials	Published Standards
7	Internet	Museums
8	Grey literature	Archives

My Notes ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5

Instructions to learner: Group activity: In your group give examples of a fact and an opinion for each of the subjects listed.

Learner Workbook: Page 8 Facilitator Guide: Page 10

1. In your group give examples of a fact and an opinion for each of the subjects listed.

Example	A fact about it is...	An opinion about it is...
Example 1 Profitability of maize farming	As per learner example	
Example 2 Ploughing soil	As per learner example	
Example 3 Taxi transportation in the North West Province	As per learner example	

2. How do you know when it is a fact or an opinion?

Model Answer(s):

Answers may vary according to learner context –

Facts:

- Can be verified in reference books, official records, and so forth.
- Are expressed in concrete language or specific numbers.
- Once verified, are generally agreed upon by people.

- Opinions are often expressed as comparisons (more, strongest, less, most, least efficient, but): *Women are weaker than men.*
- Opinions are often expressed by adjectives (brilliant, vindictive, fair, trustworthy): *Disrespectful people don't greet others.*
- Opinions often involve evaluations: *The excellence of her science project was a model for other students.*
- Opinions are often introduced by verbs and adverbs that suggest some doubt in the writer's mind:
 - *It appears she was confused.*
 - *She seems to have the qualifications for the position.*
 - *They probably used dirty tricks to win.*

6

Instructions to learner: Obtain information from written texts. Read the following article and list the answers as per the criteria.

Learner Workbook: Page 9 Facilitator Guide: Page 10

Criteria	Found / not found	Model Answers
Author or contact person	NF	
Link to local home page	F	www.nda.agric.za
Institution	F	Department of Agriculture
Date of creation or revision	NF	
Intended audience	F	Maize Farmers
Purpose of the information	F	Awareness creation regarding GE maize and the results.
Accuracy	F	Note at the end of the page questions reliability and completeness
Authority	F	References to ARC, DoA,
Objectivity	F	Mostly facts that are represented.
Currency	F	Refers to information from 2004
Do you think that this is a good article to use as research material?	N	Motivate your answer: Information is questionable – indicated not complete or reliable.

Instructions to learner: Individual Exercise: Write and assignment by following the process described here below

Learner Workbook: Page 11 Facilitator Guide: Page 12

Subject:	Chances of Bafana Bafana to win Soccer World Cup 2010
Assignment length:	1 page
Format:	Include both the actual written assignment on a separate page and the process as per the prescribed format listed beneath.
Resources:	Consult as many resources as you think relevant, but make sure you give both facts and opinions as part of the final assignment. List the sources of your facts & opinions in a legally acceptable manner.

Step 1	Consulting information sources.
Step 2	Reading and making notes.
Step 3	Preparing the entries for the bibliography from the start.
Step 4	In-text referencing - doing it right.
Step 5	Compiling the bibliography.
Step 6	Writing the first draft.
Step 7	Revising the assignment.
Step 8	Writing the final draft.
Step 9	Collating the assignment.
Step 10	Checking the final draft.
Step 11	Example of a completed assignment.
Step 12	References and Bibliography.

Model Answer(s):

Answers may vary according to learner context – the above steps should be used as a checklist.

8

Instructions to learner: Follow the step-by-step process and make a poster on the following:

Learner Workbook: Page 13 Facilitator Guide: Page 12

“The model of Bakkie that I think is functional on a farm”. Present a poster and fill in the process flow sheet below whilst completing the task.

How we planned our poster:	
Title (the audience will view this first):	
Introduction	
Problem statement	
Method	
Results	
Recommendations	
Conclusion	
What “noise” factors we eliminated	
What “attention grabbers” we added	
The layout format we decided on	
Our colour scheme includes:	
The font type we decided on is:	
The font sizes we decided on are:	
We added the following visuals to our poster:	

Model Answer(s):

Answers may vary according to learner context – the above steps should be used as a checklist.

9

Instructions to learner: Group Exercise: Follow the step-by-step process and make a brochure on the following:

Learner Workbook: Page 15 Facilitator Guide: Page 12

“You have decided to offer Township Tours and a Shebeen lunch as a Tourist Attraction to earn some additional income”.
 Present a brochure and fill in the process flow sheet below whilst completing the task.

Purpose of the brochure	
Plan your brochure layout	
Writing style	
Headings	
Grammar and spelling	
Colour combinations	
Paper quality	

Model Answer(s):
 Answers may vary according to learner context – the above steps should be used as a checklist.

10

Instructions to learner: Problem solving

Learner Workbook: Page 17 Facilitator Guide: Page 14

List 2 problems within your own organization regarding verbal communication with:

	Problems	Ways of improving
Suppliers	Model Answer(s): Answers may vary according to learner context.	
The public		
Co-workers.		

11

Instructions to learner: Individual Exercise: Observe and comment

Learner Workbook: Page 18 Facilitator Guide: Page 14

Observe people in your environment and comment on the following:

	Comment	What can you learn from others?.
Correct and appropriate procedures.	Model Answer(s): Answers may vary according to learner context – the above steps should be used as a checklist	
Body language.		
Voice modulation.		
Active listening.		

12

Instructions to learner: Individual Exercise: Write an assignment by following the process described here below

Learner Workbook: Page 19 Facilitator Guide: Page 14

Answers may vary according to learner context. Use the table below as a guideline.

Situation	Model Answers	
	Action	Reasons
Foreign/Regional language	<p>If someone is having difficulty understanding because he/she speaks a different language, consider the following:</p> <ul style="list-style-type: none"> • Speak slowly and clearly and use the hands to explain what needs to be said. • If necessary, draw pictures. • If one knows a staff member who speaks the guest's language, ask that colleague to assist. 	<p>Using alternative methods to communicate shows guests/foreigners that one is sensitive to their needs and is trying to accommodate them as best as one can. This makes the person feel important and promotes repeat business.</p>
Cultural differences	<p>Eye contact: Make a little less eye contact than usual if necessary– but do not avoid it completely.</p> <p>Gestures: Gestures vary from one culture to another.</p> <p>"Latin" people (Spanish, Greek, Italian, Portuguese) tend to use very big gestures. Do not be intimidated by such gestures.</p> <p>Cultural groups using smaller gestures to complain should be taken just as seriously as those who are animated.</p> <p>Personal space: This may vary according to culture.</p> <p>Be sensitive to the indications that people give regarding their need for space – if a person moves back slightly, realise that he or she needs more space.</p>	<p>In some cultures, direct eye contact is regarded as insolent and disrespectful.</p> <p>Big gestures are not necessarily aggressive – they might better be described as expressive.</p> <p>Some cultures use very few or very small gestures. This may suggest that they are less emotional than they really are.</p> <p>Oriental (Japanese, Chinese, etc.) people require a large personal space and do not like to be touched.</p> <p>Most African people tend to require a smaller personal space, and tend to touch more than other.</p>

13

Instructions to learner: Group Exercise: Discuss and note suggestions

Learner Workbook: Page 20 Facilitator Guide: Page 13

How would you minimise the effects of cultural differences and stereotypes in a business conversation with a person from the following groups:

Model Answer(s):

Answers may vary according to learner context – the information below should be used as a checklist.

Cultural Groups	Traditional Non Verbal	Traditional Verbal
African Culture	<ul style="list-style-type: none"> • Don't make eye contact. • Look down and remain silent. • First greet men then greet women. • Men sometimes walk in public holding hands as a sign of friendship / respect for each other. • Men walk in front of women to show that there is a leader and to also protect the women in the event of danger. • Sitting is a sign of respect to superior 	<ul style="list-style-type: none"> • They mostly talk loudly and shout across to the person across the street. • Value system does not allow the person to whisper. They perceive this to be rude. • They're comfortable to laugh and cry loudly in public. • Youngsters are not allowed to address their superiors by name.
Western/Coloured Culture	<ul style="list-style-type: none"> • Make eye contact. • Greet with a firm handshake. • Greet each other with a kiss and hug. • Standing as a sign of respect to superior 	<ul style="list-style-type: none"> • Talk in a well-modulated tone of voice within their circle of space. • Whisper and talk in lowered tones so as not to disturb or distract others in their surroundings.
Asian Culture: <ul style="list-style-type: none"> • Hindu • Muslim • Chinese 	<ul style="list-style-type: none"> • In greeting with each other, put hands together as if in prayer. • Make eye contact. • Men shake hands and kiss both cheeks. • Muslim women avoid contact with unrelated men and cover up hair and face. 	<ul style="list-style-type: none"> • Verbal communication is in modulated tones. • Do not display emotions publicly, worried what people will think. • Men appear to be the spokesperson. Men are authoritarian. Women are very conservative.

14

Instructions to learner: In pairs: Discuss and note your findings.

Learner Workbook: Page 22 Facilitator Guide: Page 14

For each of the types of writing below, write down who you think the most likely type of audience would be and for what purpose this type of text would be written.

Type of text	Who is the audience	Purpose of writing
Narrative	Model answers: Children Entertainment such as a play or story telling event	Model answers: Writing typically done to tell a story or to explicate a point through a story. The story or a message that tells the particulars of an act or occurrence or course of events; presented in writing or drama or cinema or as a radio or television program; "his narrative was interesting"; "Disney's stories entertain adults as well as children
Discursive	Scientific community or Legal community	Proceeding to a conclusion by reason or argument rather than intuition
Reflective	Self or Diary for purpose of recording events in biography or autobiography	Recording personal thoughts, analyses/syntheses/evaluations, applications of concepts) = WRITING TO LEARN OR COME TO A CONCLUSION
Argumentative	Legal community or Debating community	One of the four chief composition modes. Its purpose is to convince a reader or listener by establishing the truth or falsity of a proposition. Interpretation is required when the meaning of a text is unclear because its author speaks from a standpoint alien to the reader's.
Descriptive	Social context such as stories or movies	Writing that uses concrete and specific details that appeals to one or more of the reader's five senses
Expository	Social context such as documentary television program Newspaper reader Trade magazine reader	Text that explains an event, concept, or idea using facts and examples.
Transactional	Memo in the workplace	Writing to accomplish something, to inform, instruct, or persuade
Business correspondence	Reports, Memos, Faxes, Letters, CV's etc. in the	Clear, effective writing can be critical to success on the job. Includes: formal

15

Instructions to learner: Group Activity: Role play the following situations and make notes of your observations.

Learner Workbook: Page 24 Facilitator Guide: Page 16

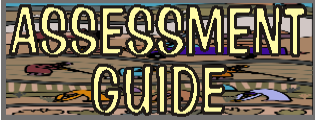
Model Answers:

Situation	Action	Reasons
Foreign/Regional language	<p>If someone is having difficulty understanding because he/she speaks a different language, consider the following:</p> <p>3 Speak slowly and clearly and use the hands to explain what needs to be said.</p> <ul style="list-style-type: none"> • If necessary, draw pictures. • If one knows a staff member who speaks the guest's language, ask that colleague to assist. 	<p>Using alternative methods to communicate shows guests/foreigners that one is sensitive to their needs and is trying to accommodate them as best as one can. This makes the person feel important and promotes repeat business.</p>
Deaf person	<p>Be sensitive and helpful to the needs of a person with a disability. It is important for the service provider to be polite and discrete when he/she discovers that an audience is deaf.</p> <p>If a person is hard of hearing, make sure they can see your lips when speaking.</p>	<p>Deafness and other disabilities can give the impression that the audience is being difficult as disabilities are not always immediately apparent and people with disabilities usually try to conceal them from the public.</p> <p>Most deaf people can lip-read and interpret facial expressions.</p>
Different level of language	<p>Deal with others with speech impediments in exactly the same manner as one would any other guest.</p> <p>A common mistake people tend to make when dealing with someone who has a speech impediment is that they look down, or past the person, that we correct the person's attempt to communicate with us, or that we finish their sentences. This should never be done.</p>	<p>Using inappropriate body language will intimidate a person and make him or her feel uncomfortable, unwelcome and that the organisation is unhelpful or insensitive to his/her needs.</p> <p>A speech impediment is not necessarily an indication of a lesser intellect. Neither is the use of high complex</p>

Situation	Action	Reasons
	<p>In a different situation, when an audience appears aloof and uses complicated words, it is important to swallow one's pride and pander to his/her vanity. Don't hesitate to stop and ask for a meaning of a word that is not understood if it affects the perception of what the audience needs.</p>	<p>language a sign of superiority of a guest over the service provider.</p> <p>Audiences, co-workers and the public are vital to any business and should always be treated with importance.</p>

My Notes ...

A large rectangular area containing horizontal dotted lines for writing notes.



Assessment Feedback Form

Comments / Remarks	
Feedback to learner on assessment:	
Feedback from learner to assessor:	
Learner's Signature:	Date:
Assessor's Signature:	Date:

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 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:	12462, 12469, 12470	NQF Level:	1
Learner Name:			

Summative Activity 1 – 12462, 12469, 12470 - observe all SO's + CCFO's

- Read the following 3 pieces of literature regarding conservation
- As a group brainstorm the information that you think would be appropriate to give a detailed presentation on the subject
- Make notes of your brainstorming session below.

Article 1 – National Department of Agriculture Website on the state of conservation in South African Agriculture

Agriculture

Introduction

South Africa has an essentially dual agricultural economy, comprising a well-developed commercial sector and a predominantly subsistence-oriented sector in the rural areas.

Only about 13% of South Africa's surface area can be used for crop production, of which just 22% can be classified as high-potential land. Some 1,3 million hectares (ha) are under irrigation.

The most important factor limiting agricultural production is the availability of water. Rainfall is distributed unevenly across the country, with almost 50% of water being used for agricultural purposes.

Primary agriculture contributes about 2,6% to the gross domestic product (GDP) of South Africa and almost 9% of formal employment. However, there are strong backward and forward linkages into the economy, so that the agro-industrial sector is estimated to comprise 15% of GDP. For the past five years, agricultural exports have contributed on average approximately 8% (7% in 2001) of total South African exports.

Agriculture

Today, South Africa is not only self-sufficient in virtually all major agricultural products, but in a normal year it is also a net food exporter. However, with very low average rainfall and high variability within and between seasons, agriculture is vulnerable to the effects of drought.

In good years, though, the contribution of agriculture can be vital to lifting the economy. During 2001, the seasonally adjusted real value added by the agriculture, forestry and fishing industry declined by 3,1% compared with 2000. However, in 2002, the sector rebounded by an annualised 4%.

Agribusiness is big business. There are close to 1 000 primary agricultural co-operatives and agribusinesses throughout the country, and 15 central co-operatives. Since 1994, when the agriculture sector was deregulated, the structure of agribusiness has changed substantially, with many co-operatives transforming themselves into private companies. In 2000, expenditure on agricultural input and services amounted to more than R21 billion, with farm feeds, fuel, fixed improvements and fertiliser being major items handled by agribusinesses.

Normally, South Africa is a net exporter of agricultural products in Rand value. The largest export groups are raw sugar, fresh grapes, citrus, nectarines, wine and deciduous fruit. Other important exports include avocados, plums, maize, black tea, groundnuts, meat, pineapples, tobacco, wool and cotton.

Production

In general, the prices of agricultural products increased by 13% from 2000 to 2001. Prices of field crops rose by 23%, horticultural products by 6%, and prices of livestock products by 11%.

The net income of the farming sector increased from R6,5 billion in 2000 to R9,6 billion in 2001. The country is self-sufficient in primary foods, with the exception of wheat, oil-seeds, rice, tea and coffee.

The largest area of farmland is planted with maize, followed by wheat and, to an extent, sugar cane and sunflowers. Maize is the largest locally produced field crop and most important source of carbohydrates for human and animal consumption. Average production per year is approximately 9 million tons (mt). Local consumption is some 7,4 mt.

South Africa is the world's 11th-largest producer of sunflower seed and the world's 12th-biggest sugar-cane producer. Sugar-cane production amounts to some 2,5 mt per season. About 50% of this is marketed in southern Africa. The remainder is exported.

Deciduous fruit export earnings account for 15% of the country's total earnings from agricultural exports. In 2001, apples made up the largest percentage of the crop (43%), followed by grapes 21% and pears 19%.

South Africa is ranked as the eighth-largest wine producer in the world, with a harvest of 7,5 hectolitres of which 65% is used in winemaking. Some 53 000 people owe their livelihoods to wine production. The export of white wine increased from 20 million litres (ml) in 1992 to 177 ml in 2001.

Livestock is farmed in most parts of South Africa. The latest estimates for cattle and sheep are 13,5 million and 28,8 million respectively. South Africa normally produces 85% of its meat requirements.

The dairy industry is an important employer with 4 300 milk producers employing about 60 000 farm workers and indirectly providing jobs to some 40 000 people. Milk production for 2001/02 was estimated at 1,97 ml.

South Africa's poultry meat production is estimated at 980 000 t. The gross value of broilers and other fowls slaughtered in 2001 was some R9,3 billion, which makes it the most important contributor to the value of agricultural production in South Africa.

Policy

In recent years, agriculture has undergone drastic changes. Several processes have reversed the impact of discriminatory legislation, while other initiatives have deregulated and liberalised the sector.

The main policy shifts include:

- liberalising agricultural trade and deregulating the marketing of agricultural products
- implementing land reform policies and programmes
- abolishing certain tax concessions and reducing direct subsidisation
- introducing a minimum wage for farm workers.

In terms of legislation enacted in 1996, the control boards for each sector of agriculture were to be abolished. With the task of closing down

the boards almost complete, the National Agricultural Marketing Council is considering the integration of disadvantaged and small-scale participants into agriculture's mainstream.

The Department of Agriculture funds the National African Farmers' Union's (NAFU) capacity-building programme. Further funding is provided by the United States' Department of Agriculture. Co-operatives aimed at economic empowerment are also co-ordinated by the Department.

To consolidate gains and address remaining weaknesses, the departments of Agriculture and Land Affairs, in collaboration with NAFU and Agri SA, have developed a common long-term vision of a united and prosperous agricultural sector. The medium-term goal is to generate equitable access and participation in a globally competitive, profitable and sustainable agricultural sector.

Planning to achieve this goal began in 2002. South Africa, at most times, is able to meet its own food requirements, with considerable food exportation. However, the inherent limitations of the natural resource base and variable climate require land users to be very circumspect in how they use and manage these resources so as to retain their productive capacity. Ninety percent of South Africa can be regarded as arid, semiarid and dry sub humid, and it is these areas where desertification can occur.

The national Department of Agriculture exercises control over the utilisation of South Africa's natural agricultural resources. Legislation provides for the conservation of natural agricultural resources through maintaining the land's production potential; combating and preventing erosion; and protecting vegetation and combating weeds and invader plants.

Specific requirements and prohibitions apply to land users, and certain activities, such as the cultivation of virgin land and burning of veld, are subject to prior approval, while others are prescribed as 'best practice' in the interest of sustainable land use. In order to promote natural agricultural resource conservation, policies, norms, standards and guidelines have been developed.

The United Nations Framework Convention on Climate Change and the Convention to Combat Desertification requires South Africa to draw up a

National Action Programme, which will be integrated into a regional programme for the Southern African Development Community (SADC) region.

The sharp increase in food prices during 2002 is one of the most important issues facing the Department, due to the impact it has had on the poor and on food security in the southern African region as a whole.

Government's response has centred on a package of relief measures to supplement the income of the poor, contain price pressures on basic foods, and strengthen the ability of the poor to grow their own food. These measures have helped to cushion the impact of inflation on vulnerable groups.

Social grants have been increased by an average of 15,2%, and the private sector has also responded through limited maize subsidies. Government's interventions were effected through the 2002/03 Adjusted Estimates, which set aside R400 million for targeted food relief to the most vulnerable. The funds will go mainly towards food parcel distribution on the domestic front (R230 million), and 100 000 tons of white maize for affected SADC countries (R170 million).

Government is also examining the feasibility of a longer-term food security programme to provide households with seeds and tools for subsistence agriculture. In addition, a Food Pricing Monitoring Committee has been established to monitor the prices of a basket of basic food items.

National LandCare Programme (NLP)

The vision of the Department's NLP is to have communities and individuals adopt an ecologically sustainable approach to the management of South Africa's environment and natural resources, while improving their quality of life. This means people use the soil, water and vegetation resources in a responsible manner to ensure that future generations will also be able to use them to their benefit.

Land Care is implementing integrated approaches

to natural resource management which are efficient, sustainable and equitable.

Serious concerns about land and water degradation, which impact on sustainable resource use, are identified in each province, and specific projects address these issues. In some cases, physical control structures are needed to ensure that water run-off control takes place.

Land reform

The Chief Directorate: Land Reform Implementation Management and Co-ordination in the Department of Land Affairs is concerned with the delivery of land and tenure reform.

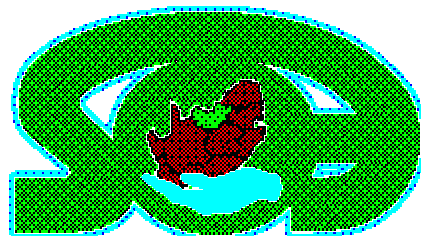
This is primarily done through nine provincial Land Reform offices and 36 operational regions. Recently, important policy and systems developments have enhanced delivery and will further broaden the scope of delivery. Since 1994, 1 433 260 ha of land have been redistributed. In the same period 36 279 restitution claims have been settled, restoring 512 912 ha.

The Land Redistribution for Agricultural Development (LRAD) Programme was officially launched in August 2001. The Nkomazi Project involved 241 LRAD grant beneficiaries. The main objective of the LRAD Programme, in line with the Department's mission to provide access to land and to extend land rights to the previously disadvantaged communities, is to redistribute white-owned agricultural land to black people.

By June 2002, 4 823 beneficiaries had received LRAD grants, resulting in the delivery of 100 000 ha of land or 164 farms. There were also 136 beneficiaries who had received a combination of grant and loan components from the Land Bank with the delivery of 2 203 ha of land.

Delivery by provincial Land Reform offices for the 2001/02 financial year involved 418 projects that benefited in excess of 83 530 beneficiaries and/or households. The Land Bank (which had a loan portfolio of R16,5 billion in 2001) approved 152 loan applications in the year to end March 2002.

Article 2 – Research paper –Conservation in the North West Province



South African Provincial Collecting Permits

With the change of national government in 1994 and the subsequent institution of a new constitution, South Africans have become increasingly aware of the unique natural heritage they live in, and around, and the need to protect the diversity of habitats and organisms that occur within the national borders.

With the requirements of the Rio Convention on Biodiversity pending, it is obvious to many here that in order to best proceed with needed inventories of plant and animal taxa, something must be done to regulate the amount and kind of specimens that are collected and especially those taken to foreign institutions.

The implementation of provincial collecting permits follows recommendations made by various

professional societies in South Africa, notably the Biosystematics Interest Group (BIG) of the Entomological Society of Southern Africa (ESSA). Through the BIG link, we suggest that you contact at least one of the insect systematists working in South Africa for further information and coordination of your plans. Other interested societies include the Zoological Society of Southern Africa (ZSSA) and the Southern African Society of Systematic Biologists (SASSB).

To date, there is no national permit for collecting or export, but the provinces and their respective nature conservation authorities will supervise the granting of collecting permits for activities within their boundaries.

NORTHWEST	Northwest Environmental Conservation Private Bag X2078 Mafikeng 8670		Tel: (0140) 895 776
-----------	--	--	---------------------

Table 17.2.1: Contents of the interim Annual Performance Report on Sustainable Development in accordance with the National Environmental Management Act, Section 26(2) (Source: Guidelines Interim Performance Report. DEAT).

Annual Performance Report on Sustainable Development				
Social chapter	Natural resources chapter	Economic chapter	Role of major groups	Institutional chapter
<ul style="list-style-type: none"> • Poverty • Demographics • Health • Education • Human settlement 	<ul style="list-style-type: none"> • Agriculture • Atmosphere • Biodiversity • Desertification and drought • Forests • Freshwater • Land management • Mountains • Oceans and coastal areas • Toxic chemicals • Hazardous wastes • Solid wastes • Radioactive wastes 	<ul style="list-style-type: none"> • International cooperation and trade • Changing consumer patterns • Financial resources and mechanisms • technology 	<ul style="list-style-type: none"> • Women • Children and youth • Indigenous people and their communities • Non-governmental organisations • Local authorities initiatives • Workers and trade unions • Business and industry • Scientific and technological community • Farmers 	<ul style="list-style-type: none"> • Integrated decision-making • Science • National mechanisms for capacity building • International legal instruments and mechanisms • Information for decision-making

Chapter 10: Water Resources

CONCLUSIONS	RECOMMENDATIONS
<p>10.1 Surface Water Resources</p> <ul style="list-style-type: none"> ▪ The North West Province is classified as a water-scarce province. ▪ Aquatic systems in the Province are susceptible to a wide range of extreme climatic conditions (e.g. droughts and floods). In all catchments evaporation exceeds rainfall and few river systems are perennial. ▪ There are 28 major impoundments most of which were constructed for irrigation purposes. Most of the impoundments have been classified as being of moderate ecological status. ▪ There are 40 major wetland areas and one international Ramsar site (Barberspan). ▪ There is a substantial import of water from outside the Province. ▪ Most of the surface waters in the Province are polluted to varying extent, mainly from sources outside the Province (particularly 	<ul style="list-style-type: none"> ▪ There is a need to improve the Province’s capacity in water resource management; and to support the establishment of CMAs to take on the management of water resources. ▪ Training in water management responsibilities at the levels of District/Regional Councils, Water Services Authorities and Catchment Management Agencies should be an on-going process. ▪ Health services should be improved in rural areas in order to assist in managing the effects of water quality problems and other water borne diseases. ▪ An inventory of the North West province’s water resources is required as a matter of urgency. ▪ There is an urgent is the need for a monitoring programme which provides appropriate information on the status of water resources in the Province; such as the

CONCLUSIONS	RECOMMENDATIONS
<p>Gauteng).</p> <ul style="list-style-type: none"> ▪ There are two major water quality problems within the North West Province, notably eutrophication and salinisation. Both of these arise because of excessive loads of chemicals from industrial and domestic sources. ▪ Eutrophication is probably the most serious of the Province’s water quality problems. It has led to nuisance algal blooms and plant growths in rivers and dams throughout the Province. This has negatively impacted on the tourism value of these water bodies, especially Hartebeespoort Dam. ▪ Several impoundments in the North West have been invaded by aquatic alien plants particularly water hyacinth. Noticeable infestations of these occur during favourable climatic conditions at both Hartebeespoort and Bloemhof Dams. ▪ There is presently inadequate water resource management capacity within the Province, particularly in relation to information, human resources and institutional governance. ▪ The North West has four Water Management Areas (WMA’s) within its provincial boundaries: Crocodile (West) and Marico, Upper, Middle and Lower Vaal. The establishment of the former has been prioritised as one of three national pilot CMA’s. 	<p>River Health Programme.</p> <ul style="list-style-type: none"> ▪ The determination of the Reserve – both Ecological and Human (in terms of the National Water Act) is required for major rivers in the North West. ▪ The North West Province should select and implement appropriate surface water indicators (e.g. surface water nutrients) from the National Environmental Indicator set for State of the Environment Reporting and to develop nationally comparable long-term environmental trends of water quality.
<p>10.2 Groundwater Resources</p> <ul style="list-style-type: none"> ▪ The North West Province has substantial groundwater resources comprised of dolomitic compartments and fractured aquifers. There are some high yield areas (e.g. Kudumane, Ventersdorp, Lichtenburg and Coligny) that yield up to 10 million cubic meters per annum. ▪ The quality of groundwater is generally good. Almost 60% of sources were found to be within drinking water quality limits. ▪ Most of the Province’s groundwater systems have a long residence times and slow recharge rates making them highly sensitive 	<ul style="list-style-type: none"> ▪ The concept of a “groundwater reserve” should be developed as part of the legislation. ▪ Assessment, quantification and routine monitoring of groundwater resources for the Province should take place. ▪ Spatial information on groundwater quality and quantity is required for the effective management of the resource. ▪ Funding is required for research into the most-pressing groundwater problems. ▪ Specific actions for groundwater management

CONCLUSIONS	RECOMMENDATIONS
<p>to pollution and over-abstraction. This is important for the management of dolomitic areas.</p> <ul style="list-style-type: none"> The high levels of nitrates in groundwater particularly in the central and parts of the western region of the Province are of concern, particularly to those communities who rely on the groundwater as a sole source for domestic use. High concentrations of fluoride in groundwater in the Pilanesberg and Rustenburg districts and some areas in the western region pose serious health effects for resident communities dependent on these water resources for domestic purposes. 	<p>include:</p> <ul style="list-style-type: none"> Borehole registration and electronic filing; Spring measurements; Abstraction and irrigation volumes should be assessed at the provincial level on a monthly basis; Compliance monitoring is needed; Control an abatement of pollution and identification of pollution sources; Integration of groundwater monitoring initiatives with other environmental monitoring (surface water, climate etc.), and Improved transparency and public accessibility to data and information. <ul style="list-style-type: none"> The North West Province should select and implement appropriate ground water indicators (e.g. ground water nitrates) from the National Environmental Indicator set for State of the Environment Reporting and to develop nationally comparable long-term environmental trends of ground water quality.

Chapter 11: Biodiversity and Conservation

CONCLUSIONS	RECOMMENDATIONS
<p>11.1 Biological, Ecosystem and Habitat Diversity</p> <ul style="list-style-type: none"> The North West Province has a great diversity of biological resources. These include: <ul style="list-style-type: none"> 3025 known plant species; 138 mammal species; 395 bird species; 95 reptile species; 25 species of amphibians an unknown number of invertebrates Dolomitic and wetland ecosystems are unique with endemic populations of indigenous fish species. A large number of aquatic invertebrate species have been recorded in one or two of the dolomitic eyes. Threats to biodiversity and include: <ul style="list-style-type: none"> habitat transformation; encroachment by invader species; pollution, and land use transformation by 	<ul style="list-style-type: none"> Biodiversity should be monitored on a functional, structural and compositional level, in which the level of veld types under conservation, transformation, biodiversity hotspots, threatened status, endemic status and economic status are assessed. The North West Province should select and implement appropriate biodiversity indicators (e.g. distribution and abundance of alien invasive organisms) from the National Environmental Indicator set for State of the Environment Reporting and to develop nationally comparable long-term biodiversity trends. Genetic variation of isolated populations, especially in the game industry, and specifically of key species, needs to be established, to ensure long-term sustainable

CONCLUSIONS	RECOMMENDATIONS
<p>agricultural, industrial, mining and game farming activities.</p>	<p>management and conservation of resources.</p> <ul style="list-style-type: none"> ▪ The unique dolomitic ecosystems in the North West require special environmental management and accorded formal protected status for some of the important ones. Dolomitic Eyes need more investigation and should be protected through IEM procedures. ▪ Pans and wetlands are of national importance, and management plans for important pan systems, vlei areas and wetlands should be compiled.
<p>11.2. Formally Protected Conservation Areas</p> <ul style="list-style-type: none"> ▪ Formally protected areas play a vital role in bio-diversity conservation and social and economic upliftment in the whole region. ▪ The percentage of area in the North West Province which currently receives formal protection (2,44%) is still well below the IUCN recommended 10% of land area. ▪ The Magaliesberg Protected Natural Environment (MPNE) has not been managed properly due to the fact that no integrated environmental management plan is being implemented. Lack of capacity has been a major limitation. 	<ul style="list-style-type: none"> ▪ It is recommended that the North West Department of Agriculture, Conservation and Environment reinstate and manage the Natural Heritage Programme, as they have done with the Conservancy Programme, and also maintain a central (accurate) register of formally protected areas within the province. ▪ Clarity is required over the Taung Heritage Site. Responsibility of this very important site should be allocated to one single department. ▪ It is essential that Magaliesberg Advisory Committee for the MPNE becomes functional and devotes attention to the management of the Magaliesberg Protected Natural Environment.
<p>11.3 Informally Protected Conservation Areas</p> <ul style="list-style-type: none"> ▪ Informally protected areas play a significant role in environmental management and socio-economic upliftment of the people of the North West. ▪ The conservancy concept is predicted to be a significant conservation strategy for the future, especially in the light of dwindling state funding for the purchase of land for conservation. ▪ Conservancies encourage private landowners and all the users of the natural resources to become involved in conservation and take responsibility for the sustainable use of such resources. 	<ul style="list-style-type: none"> ▪ A provincial policy regarding the establishment and management of conservancies needs to be developed. ▪ Recognised legal status should be accorded to registered conservancies. ▪ There is currently a capacity problem within NWDACE in terms of dealing with conservancies. This situation needs to be addressed in order to promote effective management of areas protected by conservancies.

CONCLUSIONS	RECOMMENDATIONS
<ul style="list-style-type: none"> ▪ Conservancies form the ideal platform to create environmental awareness and contribute to environmental education and research. 	
<p>11.4 Trade in Biological Resources</p> <ul style="list-style-type: none"> ▪ Trade in fauna and flora and biodiversity products is a multi-million rand industry in the North West. ▪ Main components of trade are: <ul style="list-style-type: none"> ○ Professional hunting; ○ Pet and bird trade; ○ Medicinal plants. ▪ Legislation regulating the trade is outdated. The Province still uses the Transvaal and Bophuthatswana Ordinances for provincial management and conservation of biodiversity. ▪ There is inadequate monitoring information on the extent and details of biodiversity and its trade within the Province. ▪ Professional hunting is playing a vital role in the economic development of the region. However, the support of marketing, research and general management support to the industry is not up to standard at the moment. ▪ The following problems have been identified: <ul style="list-style-type: none"> ○ Fragmentation of law and the splitting of activities by provincial borders create management problems; ○ Poor control at ports of import and export; ○ Endangered Species Protection Unit and Departmental interaction unclear - they are not abiding by the D'nyala interdepartmental agreement; ○ Provincial capacity is not adequate to fulfil mandated functions. 	<ul style="list-style-type: none"> ▪ Provincial Ordinances require consolidation and development to reflect international and national trends in biodiversity management. ▪ Support for the equitable development and increasing the participation of previously disadvantaged communities in the Professional hunting is important for the sustainability of the consumptive nature based industry and can play a vital role in the economic development of the region. ▪ Anti-poaching measures need to be implemented more effectively – capacity and plans to achieve this on a provincial scale require review. ▪ The trading and importation of alien species into the North West should be strictly controlled, given the potential of introduced species to seriously impact on natural ecosystems and biodiversity if accidentally or intentionally released into areas beyond their natural distribution range. ▪ A comprehensive database of biodiversity trade that details the extent and influence on the North West's economy is required. ▪ Monitoring of sustainable utilization of the province's biodiversity is required. The development and identification of key environmental indicators to achieve this on a spatially and temporal scale is urgently required. ▪ Issues surrounding bio-prospecting and patent rights require attention, while being sensitive to the ownership by indigenous communities. ▪ An aggressive marketing campaign to promote of the Province's biodiversity products and assets is required.

CONCLUSIONS	RECOMMENDATIONS
	<ul style="list-style-type: none"> Education and capacity building and awareness of the effects of trade of biodiversity and overexploitation of local natural resources are critical.

References

- Gemi, 1996**, *Environmental reporting in a global economy, Conference proceedings*, 157-162.
- Guidelines Interim Performance Report in accordance with The National Environmental Management Act, Section 26 (2)**. Department of Environmental Affairs and Tourism. Undated publication 250pp.
- United nations environmental programme industry and environment, 1994**. *Company environmental reporting, a measure of the progress of business and industry towards sustainable development. Paris 118pp.*
- www.pirc.co.uk Environmental reporting, 1999.**
- Department of Environmental Affairs and Tourism (DEAT), 2001**. *Environmental Potential Atlas(ENPAT)*. www.environment.gov.za/Enviro-Info/Enpat.htm.

Article 3

Press release from the Working for Water Project

Working for Water's Research Unit

As part of its commitment to the sound management of invasive alien plants, the *Working for Water* programme maintains a small, productive research unit.

The research carried out by this unit has formed an integral part of the development of the *Working for Water* programme since its inception in 1995.

The research sub-programme consists of a Research Management Unit supported by five research review panels for each of the research themes. Members of the research review panels are drawn from government and non-government organizations. They play an advisory role to the Research Management Unit and ensure that the research commissioned remains credible and provides optimum returns on investment.

The Research Management Unit coordinates research within the following themes (*click on each for more detail on research findings, future projects, research panel members etc*):

- Biological control.**
The identification, screening, release and monitoring of biological agents for long term, cost-effective control of invading alien plants.
- Social development**
The assessment of major impacts of Working for Water on the socio-economic status of participants and local communities.
- Hydrology**
The assessment of major impacts of invading alien plants on hydrological processes and water yields.

- **Ecology**
The assessment of major impacts of alien invading plants on ecological processes and biodiversity.
- **Resource economics**
The assessment of the overall costs and benefits of the Working for Water programme

ASSISTANCE FROM WORKING FOR WATER

As a public sector institution funded almost exclusively by the government Working for Water clears invading alien plants from public land as a priority.

In line with government's commitment to implement a programme of land reform and support for emerging farmers, WfW will prioritise the clearing of land identified for redistribution and programmes to support emerging farmers. In such cases, the programme covers the full costs of initial clearing.

Where and how will WfW contribute to clearing on private land?

WfW will give priority to areas where land users are paying an alien-clearing water tariff as part of their water use charges. In this instance, WfW will cover full costs of initial clearing. Any uncultivated portion of the land will receive two follow up clearings, if required

Where no alien-clearing water tariff is paid, WfW will generally only assist with clearing work on private land that has been identified as a priority in terms of the programme's holistic clearing strategy subject to the following restrictions:

In these instances the contribution from the landowner must not be less than the ongoing maintenance cost of keeping the land clear once the existing infestation has been brought under control.

In *rural areas, areas zoned for agriculture and peri-urban areas*, WfW will cover a maximum of 80% of the costs of initial clearing and 80% of the first follow-up and 60% of the second follow-up.

In *urban areas*, WfW will cover up to 50% of the costs of initial clearing and the first follow-up.

For landowners falling out of these priority areas.....

If WfW is approached by a landowner to assist with clearing an area it would be necessary to establish whether the land falls into a prioritised clearing quarternary catchment. If it does, then the programme will consider assisting in accordance with its clearing strategy for the catchment. If it does not, WfW will not automatically become involved.

The programme will consider becoming involved if landowners within a quarternary catchment agree collectively that such a co-ordinated clearing project become established and at least 50% (by number or extent) of the landowners support this. In this case, a joint application for clearing assistance needs to be submitted to the regional office of WfW. (Forms can be obtained from them). This request will then be evaluated by the regional office in the light of the programme's resources and priorities at the time.

If WfW is able to assist, this assistance could take the form of:

- Expertise
- Provision of Herbicide
- The provision of subsidised labour

The extent of this contribution will be a maximum of 50% and will be towards initial clearing operations only.

What are the legal implications for the landowner?

There are a range of other conditions subject to which the programme generally assists with clearing. Landowners applying for assistance should be aware that:

- Where assistance has been provided, a directive in terms of the Conservation of Agricultural Resources Act will be issued to the landowner upon completion of the work. The landowners will be obliged, in terms of this directive, to keep the land clear from reinfestation.
- Should landowners, after completion of the assisted clearing work, fail to keep the property in a cleared state, they will be liable to repay the State for all the assistance previously given.

- If land that is cleared with WfW's assistance is later sold to the State within 5 years of the completion of the clearing work, then the State will discount the price paid for the land by the monetary value of the assistance provided.

Landowners wishing to clear their own land, without the assistance of the programme should be aware that the clearing of land must be done in the most environmentally sensitive manner. For treatment method and approach, you are advised to visit the NDA website.....or contact the toll free line 0800 005 376
 Landowners seeking assistance should contact the WfW office in their regions.

How do I go about clearing my land?

Summative Activity 1 – 12462, 12469, 12470 - observe all SO's + CCFO's

- Using the same 3 articles that you read in activity 1 as reference, prepare to give a detailed presentation to an audience of interested students.
- You would like to convince them to join your conservation action group.
- The presentation needs to be 5 minutes in duration
- You have to include:
 - Visual references such a pictures & statistical information
 - You will be marked as per the checklist below on the following criteria, on a rating scale:
 - Coherent in articulation, pronunciation, volume, tempo, intonation, use of non-verbal cues, body language, tone, volume, gestures and eye contact.
- Ensure that you keep record of the process you followed as per the instructions below

Process Flow of the presentation (in flow chart format)

Audience Research & How I specifically adapted my presentation in order to convince them of my cause:

Sources of reference / bibliography**Summative Activity 1 – 12462, 12469, 12470 - observe all SO's + CCFO's**

- Using the same 3 articles that you read in activity 1 as reference, prepare to give a detailed presentation to an audience of right wing farmers.
- This time you are violently opposed to the concept of conservation
- You would like to convince them to go and protest against a new law that has just been passed forcing farmers to apply conservation principles
- The presentation needs to be 5 minutes in duration
- You have to include:
 - A set of cue cards that you would use in your presentation
 - You will be marked as per the checklist below on the following criteria, on a rating scale:
 - Coherent in articulation, pronunciation, volume, tempo, intonation, use of non-verbal cues, body language, tone, volume, gestures and eye contact.
- Ensure that you keep record of the process you followed as per the instructions below

Process Flow of the presentation (in mind map format)

Audience Research & How I specifically adapted my presentation in order to convince them of my cause:

Attach the copies of your cue-cards that you used in the presentation

Please explain the differences in how you would influence your audience in Activity 2 & Activity 3's presentations

Assessment Feedback Form

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