



NQF Level: 1

US No: 13356

Learner Workbook

Primary Agriculture

Assess the Influence of the Environment on Sustainable Livestock Production



My Name:

My Workplace:

My ID Number: 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...

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

Title: Assess the influence of the environment on sustainable livestock production		
US No: 13356	NQF Level: 1	Credits: 4

Please read the unit standard at your own time (see **Learner 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.



1.1
SO 1 AC 1-3

Groupwork (1), discussions (2) and individual work (3).

My Name:
My Workplace:
My ID Number:

1. Brainstorm: How do the following ecological factors influence the veld?

a. Climate:

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b. Soil:

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c. Topography:

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2. Discuss in class and make key notes for yourself: Why must we consider the impact of ecological factors on the veld?

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3. Make a list:

a. What are the main types of veld?

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b. What are the differences between these veld types?

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c. What kinds of animals prefer to eat which type of veld?

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d. What type/s of veld are found in your area?

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Facilitator comments:

Assessment:



2.1
SO 2 AC 1-5

Explain in your own words:

My Name:
My Workplace:
My ID Number:

1. What is veld composition?

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2. Why do we consider veld composition in veld management?

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3. What are pioneer species?

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4. What are climax species?

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5. What do pioneer and climax species have to do with veld management?

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Facilitator comments:

Assessment:



2.2
SO 2 AC 1-5

Discuss with a partner and write notes

My Name:
My Workplace:
My ID Number:

1. For a type of domestic animal, identify what plants that grow in your area are considered "palatable" and "un-palatable" for this animal.

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2. Which of the palatable plants will this animal eat first and which will be its last choice?

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Facilitator comments:

Assessment:



3.1
SO 3 AC 1 - 4

Speak to an expert and write notes for yourself.

My Name:
My Workplace:
My ID Number:

1. What kinds of domestic animals are suited to your area?

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2. Why are these animals suited to your area?

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3. What breed of this animal will be suited or most desirable?

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4. Why would this breed of animal be chosen?

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Facilitator comments:

Assessment:



3.2
SO 3 AC 1 - 4

Investigate

My Name:
My Workplace:
My ID Number:

1. Would it be possible to farm with different animals to the ones that are most suited to your area by including special supplementary feeds?

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2. How will these animals affect the environment?

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3. If you had no choice but to farm with this animal, how would you prevent that it damages the environment?

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Facilitator comments:

Assessment:



4.1
SO 4 AC 1 - 5

Research and discover

My Name:

My Workplace:

My ID Number:

Choose an animal that you would like to farm with.

1. What supplementary feeds can you give this animal?

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2. How and when will you give this animal these supplementary feeds?

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3. If you had to let this animal graze on pastures, what would the pasture contain?

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Facilitator comments:

Assessment:



5.1
SO 5 AC 1 - 6

A case study

My Name:
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My Workplace:
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My ID Number:
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What benefit would cattle have from the following creatures in their environment:

1. The white Ibis ("Bosluisvoël")

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2. The Secretary bird

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Facilitator comments:

Assessment:



5.2
SO 5 AC 1 - 6

Make a list

My Name:
My Workplace:
My ID Number:

1. Which organisms and creatures can harm pigs?

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2. What do these organisms do to the pigs?

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3. How would you control these organisms if you had to farm with pigs?

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Facilitator comments:

Assessment:



5.3

SO 5 AC 1 - 6

Have a group discussion

My Name:

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My Workplace:

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My ID Number:

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As a group of small farmers, you notice that your chickens are dying and ill. You have heard of bird flu and when you read up about the disease, most of the symptoms are similar to those of your chickens.

1. What are you supposed to do if you suspect that your chickens have bird flu?

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2. Who must you speak to about this?

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Facilitator comments:

Assessment:



6.1
SO 6 AC 1 - 5

Come up with some ideas

My Name:
My Workplace:
My ID Number:

1. What would you do to make your business of farming with goats "sustainable" for yourself, your business and your environment?

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Facilitator comments:

Assessment:

Assessment Feedback Form

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

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

Tasks and Questions	1. I am sure	2. I am unsure
1. Assess the veld in your area		
2. Which environmental factors influence the veld in your area?		
3. How do these environmental factors influence the veld in your area?		
4. Recall some activities that you have participated in and indicate how they managed the environmental factors that influence the veld in your area		
5. What types of animals would you be able to farm with here?		
6. What made you decide that you could farm with these animals in this area after assessing the veld?		
7. What would these animals eat and what wouldn't they eat that is found in the veld in your area?		
8. What would these animals eat first?		
9. Which plants in this area could poison these animals?		
10. How will you prevent the animals from being poisoned by these plants?		
11. What types of animals would you be able to farm with if you could feed them supplementary feeds?		
12. Investigate what supplementary feeds are available to give them?		

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.

When observed ...	Answer Yes or No	Motivate your answer (Give examples, reasons, etc.)
1. Can you identify problems and deficiencies correctly?		
2. Are you able to work well in a team?		
3. Do you work in an organised and systematic way while performing all tasks and tests?		
4. Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
5. Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
6. Can you base your tasks and answers on scientific knowledge that you have learnt?		
7. Are you able to show and perform the tasks required correctly?		
8. 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	13356			
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: