



NQF Level: **1** US No: **7463**

Assessment Guide

Primary Agriculture

Shape, Space, Time and Motion

Assessor:

Workplace / Company:

Commodity: Date:

Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner 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:	Describe and represent objects and the environment in terms of shape, space, time and motion		
US No:	7463	NQF Level:	1
		Credits:	2

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

SO 1

Instructions to learner:

Complete the worksheet

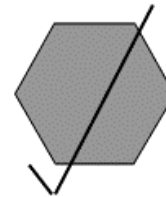
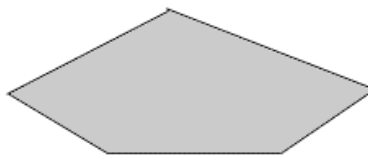
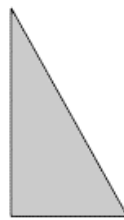
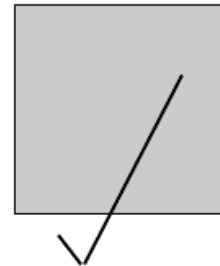
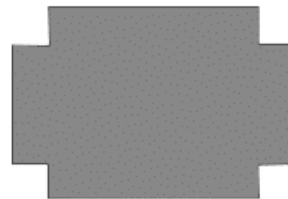
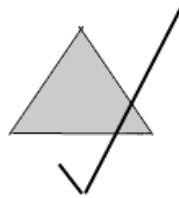
Learner Workbook: Page 3

Facilitator Guide: Page 11/12

Here are the answers – how did you do?

1. Put a tick beside each regular shape.

Model Answer(s):



2

SO 1

Instructions to learner:

Complete the worksheet

Learner Workbook: Page 4 Facilitator Guide: Page 11/12

Hint: You may find it useful to have some squared paper or trace the shapes to try out these questions.

1. Which two of these shapes can be used together for a tessellation?

Model Answer(s):

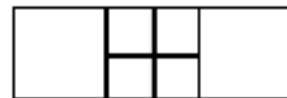
B and D can be used together like this:



2. Can these shapes be combined for a tessellation?

Model Answer(s):

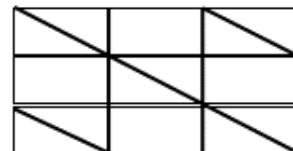
Yes. Because the length of each side of the small square is half the length of the large square, four small squares will replace one large one, like this:



3. Copy these shapes and use them to continue the tessellation.

Model Answer(s):

Your tessellation should look something like this:



3

SO 2

Instructions to learner:

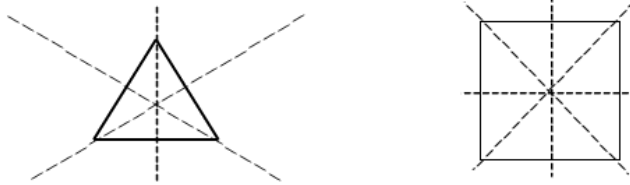
Complete the worksheet

Learner Workbook: Page 5

Facilitator Guide: Page 13/14

1. Draw in the line/s of symmetry on each shape.

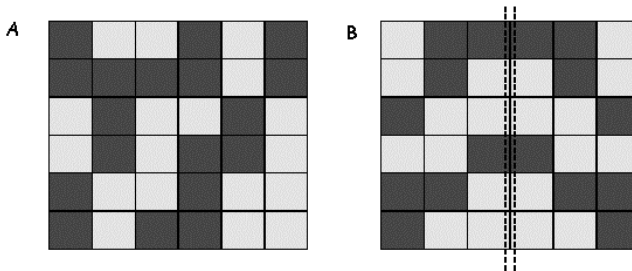
Model Answer(s):



2. Which pattern is symmetrical? Draw in any lines of symmetry.

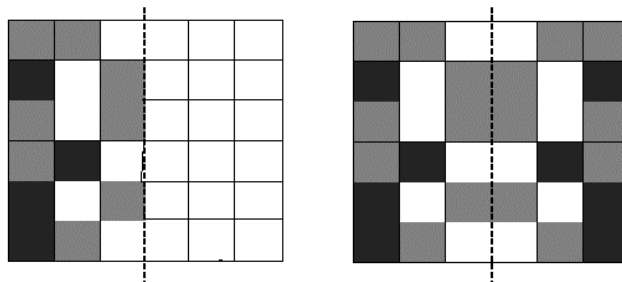
Model Answer(s):

B is symmetrical and has one line of symmetry, as shown.

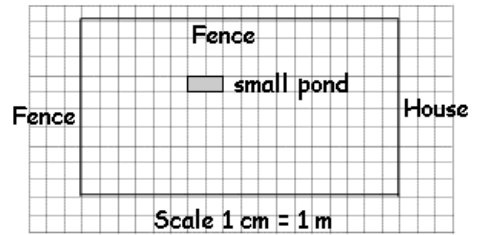


3. Complete this pattern using the dotted lines as the mirror line.

Model Answer(s):



4. The plans below were drawn on cm² paper. Each cm on the plans represents 1 m. Use this plan to answer questions 1 to 4.



1. What is the length of the garden?

Model Answer(s):

The garden is 18 squares long on the plan. Each square represents 1 m in the real garden. So the real garden is 18 m long.

2. Write down the width of the garden.

Model Answer(s):

The garden is 10 m wide.

3. How long is the pond?

Model Answer(s):

The pond is 2 m long.

4. How far is the pond from the house?

Model Answer(s):

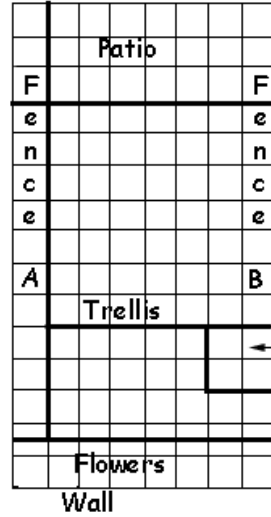
The end of the pond is 10 m from the house.

Mark and label these features on this plan:

5. A patio near the house, 3 m wide.
6. A flowerbed 15 m wide along the wall.
7. A path 1 m wide next to fence A, from the edge of the patio to the flowerbed.
8. A play house 2 m square behind the trellis, next to fence B.

Model Answer(s):

Questions 5 -8 →



My Notes ...

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SO 2

Instructions to learner:

Complete the worksheet

Learner Workbook: Page 7

Facilitator Guide: Page 13/14

Here are the answers – how did you do?

1. Work out the perimeters of these shapes.

Model Answer(s):

- | | | |
|------------|-----------|------------|
| 1. 26 cm | 2. 19.6 m | 3. 25.6 cm |
| 4. 20 cm | 5. 11.8 m | 6. 52 m |
| 7. 98 m | 8. 74 cm | 9. 68 cm |
| 10. 17.2 m | | |

My Notes ...

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SO 2

Instructions to learner:

Complete this exercise

Learner Workbook: Page 8

Facilitator Guide: Page 13/14

Here are the answers – how did you do?

1. Work out the perimeters of these shapes.

Model Answer(s):

1.
$$\frac{30m}{5 + 12 + 13 = 30m}$$

2.
$$\frac{1.35m}{27 \times 5 = 135cm \text{ or } 1.35m}$$

3.
$$\frac{57.8m}{13.2 + 15.7 = 28.9 \quad 28.9 \times 2 = 57.8}$$

4.
$$\frac{42m}{8 + 7 + 3 + 6 + 5 = 42m}$$

5.
$$\frac{33.4m}{1.2 + 7.5 + 1.2 + 1 + 4.8 + 1 = 16.7}$$

$$16.7 \times 2 = 33.4m$$

My Notes ...

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Instructions to learner:

Complete this exercise

Learner Workbook: Page 9

Facilitator Guide: Page 13/14

Here are the answers – how did you do?

1. The shapes were all made from centimeter cubes. Work out the volume.

Model Answer(s):

- | | | |
|----------------------|----------------------|----------------------|
| 1. 6 m ³ | 2. 13 m ³ | 3. 12 m ³ |
| 4. 16 m ³ | 5. 17 m ³ | |

2. Work out the volume.

Model Answer(s):

- | | |
|---|---|
| 1. Volume = $8 \times 3 \times 4 = 96 \text{ m}^3$ | 2. Volume = $3 \times 3 \times 3 = 27 \text{ m}^3$ |
| 3. Volume = $15 \times 4 \times 8 = 480 \text{ m}^3$ | 4. Volume = $6 \times 6 \times 6 = 216 \text{ m}^3$ |
| 5. Volume = $17 \times 4 \times 5 = 1\,020 \text{ m}^3$ | 6. Volume = $9 \times 9 \times 9 = 729 \text{ m}^3$ |
| 7. Volume = $12 \times 3 \times 1 = 36 \text{ m}^3$ | 8. Volume = $7 \times 6 \times 9 = 378 \text{ m}^3$ |

3. Answer the questions.

Model Answer(s):

- | | |
|--|--|
| 1. $60 \times 25 \times 15 = 22\,500 \text{ cm}^3$ | 2. $6 \times 5 \times 0.1 = 3 \text{ m}^3$ |
| 3. $400 \times 150 \times 30$
$= 1\,800\,000 \text{ cm}^3$
$= 1\,800 \text{ liters}$ | 4. $100 \times 22 \times 24 = 52\,800 \text{ cm}^3$ |
| 5. $7.5 \times 6 \times 0.1 = 4.5 \text{ m}^3$ | 6. $400 \times 200 \times 25 = 2\,000\,000 \text{ cm}^3$
She will need 2 000 liters |
| 7. $6.5 \times 4 \times 78.8$
8 cubic meters of sand are needed | 8. $50 \times 30 \times 15 \text{ cm}^3$ which is 22.5 liters
One 20 litre bag will not be enough |

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:	7463	NQF Level:	1
Learner Name:			

Questions	Model Answers
1. How did the assessor encourage you to be involved in the assessment process?	
2. Did the assessor take your special needs into account? If so, how?	
3. Did the assessor agree on the assessment procedures with you?	
4. Was feedback relevant to your needs?	
5. Were you always aware of the outcome of the assessment?	
6. Did the assessor help you to explore ways of becoming competent whenever you were judged NYC?	
7. Did the assessor allow you to ask questions?	
8. Did you always agree with assessment decisions?	
9. Was all appropriate documentation completed and signed and did you receive copies?	

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>