



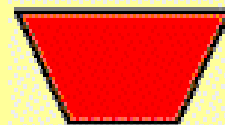
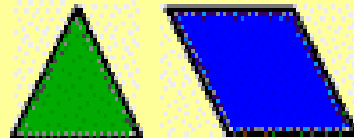
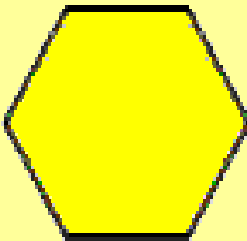
NQF Level: 1

US No: 7464

Assessment Guide

Primary Agriculture

Analyse cultural products and processes as representations of shape, space and time



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. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

Title: Analyse cultural products and processes as representations of shape, space and time
US No: 7464 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 AC 1

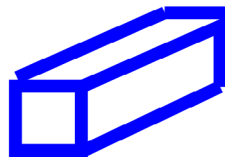
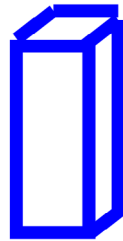
Draw what you see and explain...

Learner Workbook: Page 3

Facilitator Guide: Page 9

Take a brick and turn it in 3 different directions. Sketch what you see.

Model Answer(s):



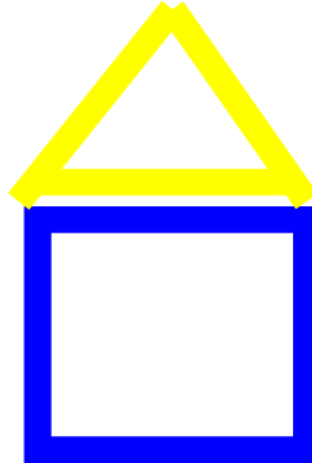
Look at a brick in the mirror. How is the reflection different from the brick in your hand?

Model Answer(s):

It is inverted or reversed.

Draw a square and a triangle. Now cut them out and show how to build a house out of it.

Model Answer(s):



Draw a small circle, a larger circle and 4 triangles and cut them out. Now build a pig out of these shapes.

Model Answer(s):



My Notes ...

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SO 1 AC 2

Answer the questions about shapes

Learner Workbook: Page 4

Facilitator Guide: Page 9

What shape is a brick?

Model Answer(s):

Cube.

What shape is a ball?

Model Answer(s):

Round.

What shape is a stop sign?

Model Answer(s):

Hexagon.

What shape is dripper irrigation pipe?

Model Answer(s):

Cylinder.

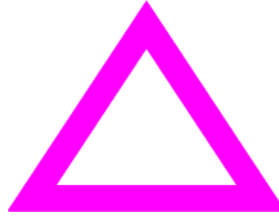
How does a rectangle look? Draw a sketch.

Model Answer(s):



How does a triangle look? Draw a sketch.

Model Answer(s):



My Notes ...

A large rectangular area with a black border, containing horizontal dotted lines for writing notes.

3

SO 1 AC 3-4

Draw sketches

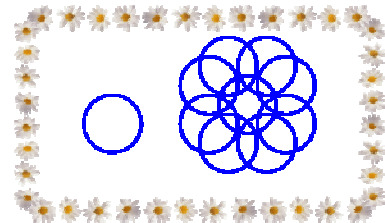
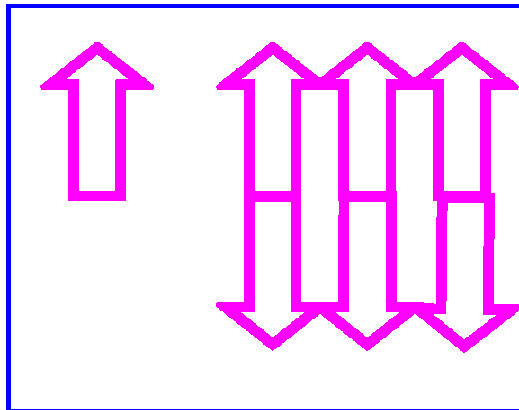
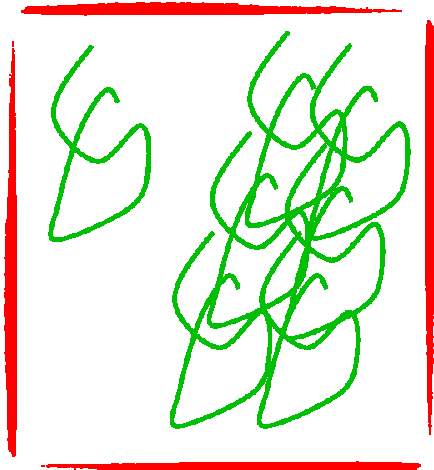
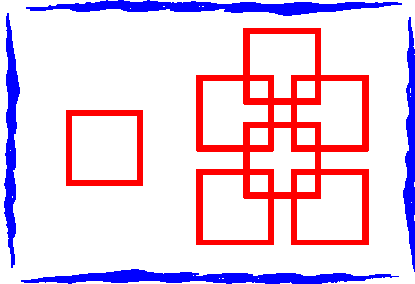
Learner Workbook: Page 5

Facilitator Guide: Page 9

Draw any shape. Repeat the shape to form a pattern & sketch what you make.

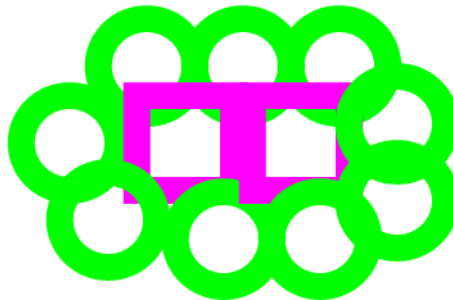
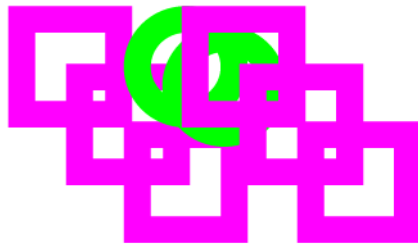
Model Answer(s):

E.g.



With a circle and a square, make 3 different patterns by repeating and combining the shapes.

Model Answer(s):



My Notes ...

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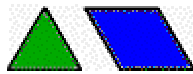
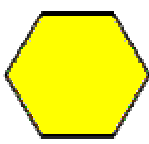
SO 1 AC 1

Look at the shapes and answer the questions

Learner Workbook: Page 7

Facilitator Guide: Page 11



Look at the following shapes:



How many  you see in 



Model Answer(s):

2.

How many  do you see in 

Model Answer(s):

3.

Now say how many , ,  are needed to make 

Model Answer(s):

6  ; 3  ; 2  or a combination of the shapes

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SO 2 AC 2

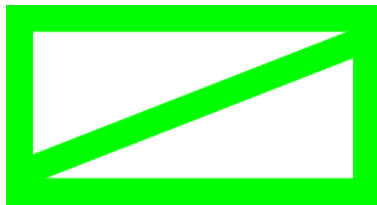
As a group:

Learner Workbook: Page 8

Facilitator Guide: Page 11

1. How can you make a rectangle out of triangles?

Model Answer(s):



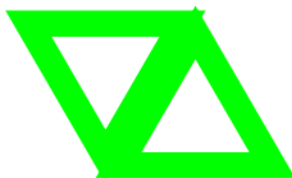
2. How can you make a square out of triangles?

Model Answer(s):



3. How can you make a kite out of triangles?

Model Answer(s):





6

SO 2 AC 3

Research and Discover:

Learner Workbook: Page 9

Facilitator Guide: Page 11

Research the traditional colours and clothing worn by Zulu and Xhosa people and the traditional clothing worn by Scottish people.

List the colours chosen by each cultural group.

Model Answer(s):

As per cultural group.

What are the reasons for the choice of the colours?

Model Answer(s):

As per cultural group.

Why is there a difference between the traditional clothing of the different cultural groups?

Model Answer(s):

Differences in tradition; religion; climate

Differences in status.

My Notes ...

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SO 2 AC 4

Answer the question by looking at the pictures

Learner Workbook: Page 10 Facilitator Guide: Page 11



Look at the beaded ethnic dolls in this picture. Now list the shapes that you recognise. Also list what shape the beads are that the dolls are beaded with.

Model Answer(s):

Shapes:

Triangles; circles; rectangles; lines; etc.

Dolls beaded in cylindrical shape.

Which of these shapes are symmetrical?

Model Answer(s):

Symmetry found in triangles; heads are symmetrical.

My Notes ...

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SO 3 AS 1-2

Complete the research task:

Learner Workbook: Page 11 Facilitator Guide: Page 12

Find pictures of traditional clothing worn by 5 different cultural groups in South Africa.

Model Answer(s):
As per cultural group.

What shapes do you see in each group's clothing?

Model Answer(s):
As per cultural group.

My Notes ...

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SO 3 AC 2

Complete the research task:

Learner Workbook: Page 12 Facilitator Guide: Page 12

Look at the examples of some building styles of different cultures below. Do research on each cultural building or structure and answer the questions.

Model Answer(s):



Zulu Hut



Victorian Style Building in
Claremont Cape Town



Example of Cape-Dutch Building Cape Town



Ndebele building

Model Answer(s) Continued:



Berber tent

What are the shapes that you can see in each structure or building?

Model Answer(s):

Learners to recognize as many shapes as possible.

Why are these buildings or structures this way?

Model Answer(s):

Tradition; argitechatural design; specific shelter from the elements; status symbol.

How much space do these buildings/structures typically occupy?

Model Answer(s):

Victorian & Cape Dutch buildings	=	large surfaces
Zulu & Ndebele Huts	=	relatively small space
Berber tent	=	varies & non-permanent

Why do you think there are people (and cultures) with big houses and with small houses?

Model Answer(s):

Cultural & status variation; availability of building resources; access to infrastructure; wealth or poverty.

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:	7464	NQF Level:	1
Learner Name:			

Questions	Model Answers
1. Identify geometric shapes and patterns in cultural products.	Activity 1 and 2
2. Identify and describe basic shape transformations.	Activity 1 and 2
3. Identify and describe basic geometric shapes.	Activity 1 and 2
4. Identify and describe basic patterns.	Activity 3, 4 and 5
5. Describe how basic patterns are extended in a way that maintains the consistency of the pattern.	Activity 3, 4 and 5
6. Analyse similarities and differences in shapes and patterns, and the effect of colour, used by different cultures.	Activity 6 and 7
7. Identify and describe similarities in shapes and patterns.	Activity 3, 4 and 5
8. Identify and describe differences in shapes and patterns.	Activity 3 – 6

<p>9. List possible reasons for similarities and/or differences in shapes and patterns used by different cultures.</p>	<p>Activity 8 – 9</p>
<p>10. Described and illustrate the effect of colour on shape and symmetry.</p>	<p>Activity 7</p>
<p>11. Identify shapes used by different cultures.</p>	<p>Activity 8 – 9</p>

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>