



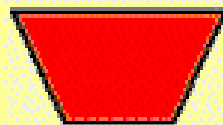
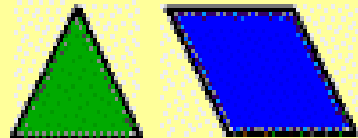
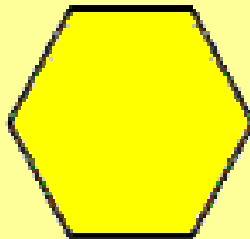
NOF Level: 1

US No: 7464

Learner Workbook

Primary Agriculture

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



My Name:

My Workplace:

Commodity: Date:

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agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



Before we start...

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

Title: Analyse cultural products and processes as representations of shape, space and time		
US No: 7464	NQF Level: 1	Credits: 2

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

What is assessment all about?

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

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

How to use this workbook ...

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

- The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.
- Sources of information to complete these activities should be identified by your facilitator.
- **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.



1

SO 1 AC 1

Individual Exercise: Draw what you see and explain...

My Name:

My Workplace:

My ID Number:

1. Take a brick and turn it in 3 different directions. Sketch what you see.
2. Look at a brick in the mirror. How is the reflection different from the brick in your hand?

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3. Draw a square and a triangle. Now cut them out and show how to build a house out of it.
4. Draw a small circle, a larger circle and 4 triangles and cut them out. Now build a pig out of these shapes.

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Facilitator comments:

Assessment:



2

SO 1 AC 2

Individual Exercise: Answer the questions about shapes

My Name:

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My Workplace:

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My ID Number:

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1. What shape is a brick?

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2. What shape is a ball?

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3. What shape is a stop sign?

.....

4. What shape is a dripper irrigation pipe?

.....

5. How does a rectangle look? Draw a sketch.

6. How does a triangle look? Draw a sketch.

Facilitator comments:

Assessment:



3

SO 1 AC 3-4

Draw sketches

My Name:

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My Workplace:

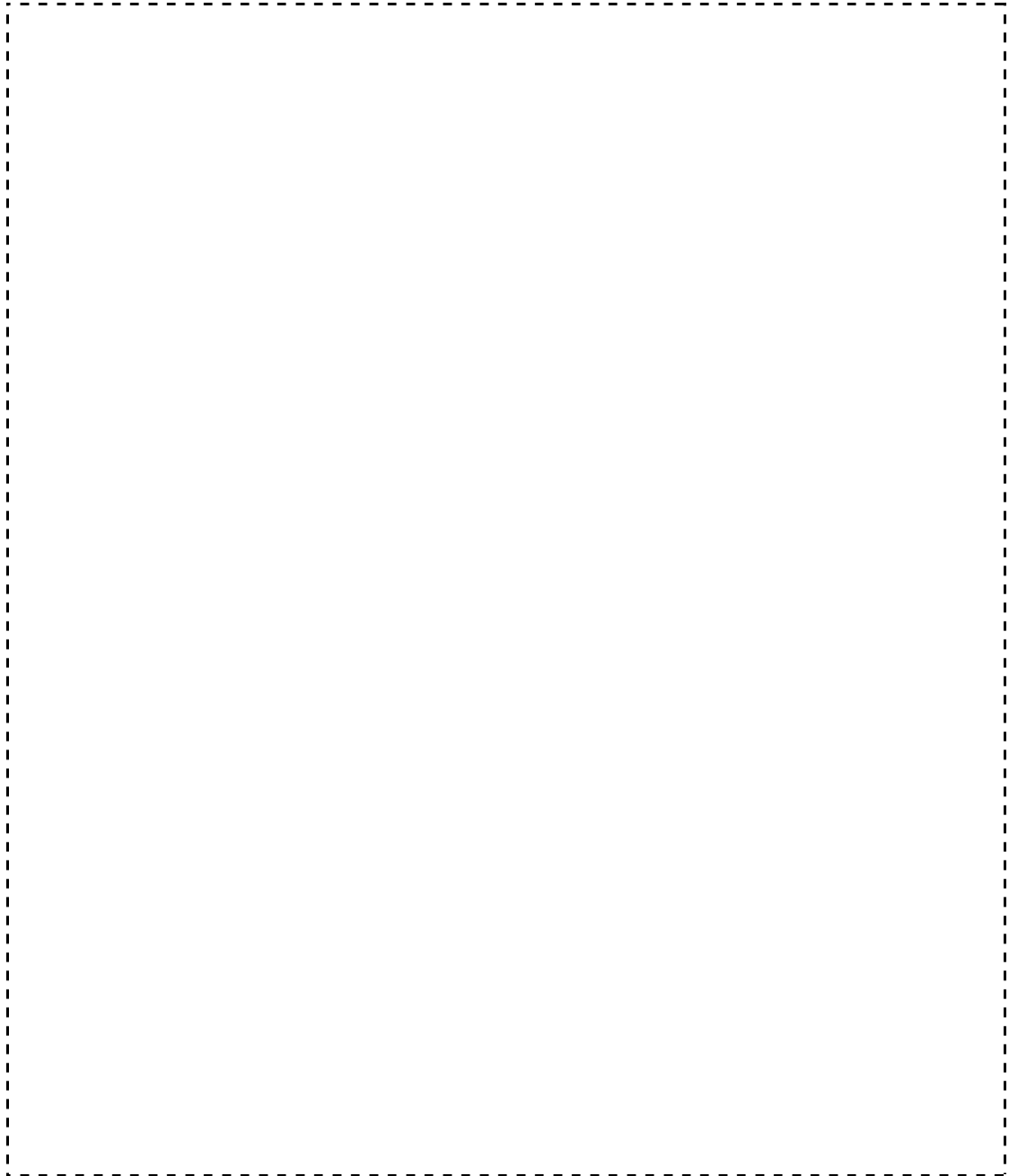
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My ID Number:

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

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



Facilitator comments:

Assessment:

ACTIVITY

4

SO 2 AC 1

Look at the shapes and answer the questions

My Name:

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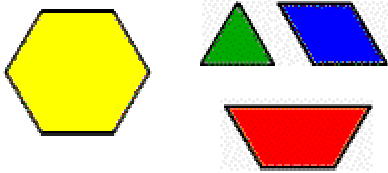
My Workplace:

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My ID Number:



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Look at the following shapes.



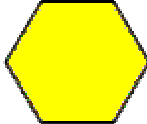
How many do  you see in 

.....

How many do  you see in 

.....

Now say how many , , 

are needed to make 

.....

Facilitator comments:

Assessment:



5

SO 2 AC 2

As a group: Answer the following questions

My Name:

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My Workplace:

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My ID Number:

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

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

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

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4. How can you make a pyramid out of a triangle?

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5. How can you make a cube out of squares?

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Facilitator comments:

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Assessment:

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6

SO 2 AC 3

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

My Name:

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My Workplace:

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My ID Number:

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1. List the colours chosen by each cultural group.

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2. What are the reasons for the choice of the colours?

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

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Facilitator comments:

Assessment:

ACTIVITY

7

SO 2 AC 4

Answer the questions by looking at the picture: Look at the beaded ethnic dolls in this picture.

My Name:

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My Workplace:

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My ID Number:

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1. Now list the shapes that you recognise. Also list what shape the beads are that the dolls are beaded with.

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2. Which of these shapes are symmetrical?

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Facilitator comments:

Assessment:



8
SO 3 AC 1-2

Complete the research task:

My Name:
.....
My Workplace:
.....
My ID Number:
.....

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

[Large dashed rectangular box for drawing or pasting pictures of traditional clothing.]

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

[Large dashed rectangular box for drawing or pasting shapes from the clothing.]

Facilitator comments:

Assessment:



9

SO 3 AC 3

Complete the research task:

My Name:

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My Workplace:

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My ID Number:

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



Zulu Hut



Victorian Style Building in Claremont Cape Town



Example of Cape-Dutch Building Cape Town



Ndebele building



Berber tent

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

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2. Why are these buildings or structures this way?

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3. How much space do these buildings/structures typically occupy?

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

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Facilitator comments:

Assessment:

Assessment Feedback Form

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

Am I ready for my test?

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

1. *I am sure of this and understand it well*

2. *I am unsure of this and need to ask the Facilitator or Assessor to explain what it means*

Questions	1. I am sure	2. I am unsure
1. Identify geometric shapes and patterns in cultural products.		
2. Identify and describe basic shape transformations.		
3. Identify and describe basic geometric shapes.		
4. Identify and describe basic patterns.		
5. Describe how basic patterns are extended in a way that maintains the consistency of the pattern.		
6. Analyse similarities and differences in shapes and patterns, and the effect of colour, used by different cultures.		
7. Identify and describe similarities in shapes and patterns.		
8. Identify and describe differences in shapes and patterns.		
9. List possible reasons for similarities and/or differences in shapes and patterns used by different cultures.		
10. Described and illustrate the effect of colour on shape and symmetry.		
11. Identify shapes used by different cultures.		

Checklist for practical assessment ...

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
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	7464			
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: