



NQF Level: 4

US No: 8975

# Facilitator Guide

## Primary Agriculture

Read, analyse  
and respond to  
a variety of  
text

Facilitator: .....

Company: .....

Commodity: ..... Date: .....

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agriculture

Department:  
Agriculture  
REPUBLIC OF SOUTH AFRICA



# Before you get started...

Dear Facilitator,

This Facilitator Guide (together with the relevant Learner Guide) is aimed at facilitators who will be assisting learners wishing to complete the following unit standard:

<b>Title:</b> Read analyse and respond to a variety of texts
<b>US No:</b> 8975 <b>NQF Level:</b> 4 <b>Credits:</b> 5

This guide contains all necessary facilitation instructions to ensure that learners will attain the expected competencies required by the above-mentioned unit standard. This guide is designed to be used during the presentation of a learning session based on this unit standard. The full unit standard is attached at the end of the relevant Learner Guide. Learners are advised to read the unit standard at their time. Please discuss the unit standard with the learners to ensure that they understand what is expected from them to achieve the outcomes of the unit standard.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently facilitating, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48979	4	120	<input type="checkbox"/>
National Certificate in Plant Production	49009	4	120	<input type="checkbox"/>

Please mark the learning program the learners 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 Facilitator:**  
If you are presenting this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

Please explain the above concepts to the learner.

There are three guides, namely the Learner Guide (with activities), Assessor Guide and the Facilitator Guide.

These guides have been developed to address specific aspects of the learning experience. You therefore need to use these guides complementally to one another.

**Make this an enjoyable learning experience!**

# Context of Application ...

Primary Agriculture is a diverse sector and a wide range of commodities is being produced for both national and international market. Each commodity has its own production requirements and practices. You will be facilitating the learning process within a specific context where a specific agricultural commodity is being produced. The learning material has been written in a **generic** manner, as it is aimed to be available on national level and should be relevant to be applied within a variety of commodities. It is therefore inclusive of all agricultural commodities and crop in this field. Therefore, the examples that are being used in the materials may not always be applicable to your specific community, commodity, environment or region.

This presents you, the facilitator, with the challenge to **contextualise** the learning material. It is imperative that you, the Facilitator and Assessor interpret and present activities, case studies and projects related to the material in such a way that learners can easily identify and apply their knowledge within their own context. This will require from you to add examples of crop, which are applicable to the community or farm. Learners must be guided with examples from their own communities, commodities, environment or regions. This should be done by complementing the learning material with:

- Examples relevant to the commodity,
- Including commodity specific requirements,
- Including operating procedures of the farm,
- Including agricultural practice specific requirements,
- Agricultural markets,
- Guiding learners to write these specifics down in the learning guide, etc.

**The contextualisation of the learning material is a very important step in preparing for and facilitating the learning experience and enough time and effort should be put into this exercise.**

According to the qualifications mentioned on page 2, this module could be contextualised to fit the following groups of commodities:

Plant Production	Animal Production	
<ul style="list-style-type: none"> <li>• Organic production,</li> <li>• Hydroponic production,</li> <li>• Perma-culture production,</li> <li>• Agronomy,</li> <li>• Horticulture,</li> <li>• Natural resources harvesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Small stock production,</li> <li>• Large stock production,</li> <li>• Dairy production,</li> <li>• Pig production,</li> <li>• Poultry production,</li> <li>• Game,</li> <li>• Aqua / mari culture,</li> <li>• Commercial insects</li> <li>• Animal fibres harvesting,</li> <li>• Bee keeping,</li> </ul>	<ul style="list-style-type: none"> <li>• Natural resources harvesting,</li> <li>• Organic production,</li> <li>• Perma-culture production,</li> <li>• Eco/Agri Tourism,</li> <li>• Agro Chemicals,</li> <li>• Horse Breeding,</li> <li>• Etc.</li> </ul>



# What & How will you be Facilitating?

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# The Learning Experience...

**On completion of this module, the learners will be able to:**

- ◆ Use analytical skills to make informed judgements about complex human and social issues.
- ◆ Be aware of both the functions of language and of its drama and power.
- ◆ Draw comparisons between texts, and to compare and contrast themes and issues in texts with those in the contexts in which they live and work.
- ◆ Identify and analyse style and tone and account for their effectiveness in different texts.
- ◆ Challenge the assumptions and values expressed in texts.
- ◆ Analyse and criticise texts produced for a range of purposes, audiences and contexts.
- ◆ Identify and explain the values, attitudes and assumptions in texts.
- ◆ Evaluate the effects of content, language and style on readers` responses in specific texts.

**Learners will also gain basic knowledge of:**

- ◆ Certain language features and conventions that can be manipulated.

**Learning Assumed to be in Place:**

- ◆ US: FET-C/05 Interpret and use information from texts



Remember to do a diagnostic assessment of the learner's prior learning and ensure that they are starting at the correct level.









# Facilitator's Checklist & Training Aids

<b>Learner support strategies:</b>
<p><b>Learners are supplied with all resources and aids as required by the programme – including:</b></p> <ul style="list-style-type: none"> <li>▪ Objects &amp; devices such as equipment, protective clothing, safety gear, etc.</li> <li>▪ Learner Guides and Learner Workbook</li> <li>▪ Visual aids, etc.</li> </ul>

Use this checklist below during your preparation to ensure that you have all the equipment, documents and training aids for a successful session.

Preparation:	Yes	No
<b>Qualification Knowledge</b> – I have familiarised myself with the content of the applicable qualification		
<b>Unit Standard Knowledge</b> – I have familiarised myself with the content of all aspects of the applicable unit standard		
<b>Content Knowledge</b> – I have sufficient knowledge of the content to enable me to facilitate with ease		
<b>Application knowledge</b> – I understand the programme matrix & have prepared for programme delivery accordingly		
<b>Contextualisation</b> – I have included information which is specific to the commodity and practices related to the commodity		
<b>Ability to respond to learners background &amp; experience</b> – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
<b>Enthusiasm &amp; Commitment</b> – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
<b>Enterprise knowledge</b> – I know & understand the values, ethics, vision & mission of the workplace & have prepared my programme delivery, reporting & administrative tasks accordingly.		
<b>Equipment check:</b>		
Learner guides x 1 per learner		
Assessment guides x 1 per learner		
Writing materials & stationary (facilitator & learner)		
White board & pens		
Flip chart paper		
Proxima projector & screen		
Laptop & programme disk		
Sample Hand-outs and examples of laws and other relevant documents		
Safety gear as prescribed by unit standard and applicable legislation		

Documentation checklist:		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

# Contextualisation of Content!

Go through this module and indicate what specific **information** / **activities** / **examples** should be included in this module?

Contextualisation	
<ul style="list-style-type: none"> <li>▪ Commodity specific?</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Operating procedures of the farm?</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Agricultural practices?</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Agricultural markets?</li> </ul>	



Session

# 2 Values, attitudes and assumptions in texts

**Learner Guide:**  
**Page 35**

*After completing this session, the learner should be able to:*

**SO 2: Identify and explain the values, attitudes and assumptions in texts.**

**SO 3: Evaluate the effects of content, language and style on readers' responses in specific texts.**

Concept (SO 2)	Time frame	Activities related to the concept
An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints.	15 hours Theory 10 hours Practical	Activities 1 – 10; Research assignment
The effect of an author's values and views on selected texts is identified and explained in terms of the impact on meaning and target audience.		
Evidence cited from texts in defence of a position is relevant.		
Concept (SO 3)	Time frame	Activities related to the concept
Content is outlined and its possible effects on different readers are explored.		
The impact of different writing techniques on reader perspective are identified and explained in terms of the particular effect produced by each.		
The influence of specific language structures and features is analysed.		
The effect of selected production techniques in visuals is explained.		



**Please allow learners to complete Activity 1 – 10 & Research assignment in their Learner Guides**

Type of activity	Resources
1. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
2. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
3. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
4. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
5. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
6. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
7. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
8. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
9. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
10. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Research. Individual activity	Learner Guide, stationary etc
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	

# What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard. Then write down five of the most important lessons you have learnt and include a motivation:

What will I do differently next time?	Motivate how or why (Give examples, reasons, etc.)
1.	
2.	
3.	
4.	
5.	

As facilitator, you have hands on experience in the application of the unit standard. And you might experience difficulties with the unit standard that the developers did not anticipate. Also, the unit standard will be revised at the end of the registration period. Your comments below can be an important contribution in the revision process and should be brought to the attention of either the AgriSETA ETQA manager or the SGB chairperson.

Please take some time to reflect on your experience and list a few of the difficulties you had to address.

Difficulties I had with the Unit Standard	Recommended Changes to Address the Difficulty
6.	
7.	
8.	
9.	
10.	