



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**CURRICULUM AND ASSESSMENT POLICY  
STATEMENT**

**(CAPS)**

**AGRICULTURAL MANAGEMENT  
PRACTICES**

**FINAL DRAFT**

## SECTION 1

### NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR AGRICULTURAL MANAGEMENT PRACTICES

#### 1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

#### 1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
  - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
  - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
  - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette, No. 29467* of 11 December 2006; and
  - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette, No.29466* of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### 1.3 *General aims of the South African Curriculum*

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and
  - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
  - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
  - Progression; content and context of each grade shows progression from simple to complex;
  - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - organise and manage themselves and their activities responsibly and effectively;
  - collect, analyse, organise and critically evaluate information;
  - communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

#### 1.4 Time Allocation

##### 1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

##### 1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## SECTION 2

### AGRICULTURAL MANAGEMENT PRACTICES

#### What is Agricultural Management Practices?

Agricultural Management Practices is the study and application of economic and management principles that are used in the production, transformation and marketing of food and other agricultural products. These principles are used to produce and add value to high-quality agricultural products so that these products have economic, aesthetic, social and cultural value.

Agricultural Management Practices draws knowledge and skills from disciplines such as crop sciences; animal sciences; economics and management sciences; engineering; and information and communication technology. It links mainly with subjects like Agricultural Sciences; Agricultural Technology; Life Sciences; Consumer Studies; Mathematics; Physical Sciences; Geography; Accounting; Economics and Business Studies.

The subject is designed to provide learners with a sound practice-orientated base that integrates theoretical and practical competencies in a way that also incorporates learners with special educational needs (LSEN). It promotes entrepreneurship and is a gateway to further studies at higher education institutions to give learners the opportunity to become economically productive citizens.

The table below indicates the main topics in the Agricultural Management Practices curriculum.

1. Crop production
2. Soil and water management
3. Crop management
4. Animal production
5. Animal management aspects
6. Management principles
7. Farm planning
8. Recording
9. Product harvesting and quality control
10. Marketing, producer organisations, value adding and processing
11. Agri-tourism, business planning and entrepreneurship
12. Farm evaluation and management

#### In Agricultural Management Practices learners will:

- understand the social contribution of Agricultural Management Practices to promote a culture of human rights, economic growth and sustainability as a tool for change; improve quality of life; and provide solutions that are responsive to individual and community needs
- adopt a positive attitude towards rural lifestyles associated with farming
- help with the management of a farming enterprise and be aware of the discipline that is required by a well-organised farm
- organise and manage activities responsibly and effectively collect, analyse, critically evaluate and present agricultural information
- master and apply the skills they gain
- communicate effectively by using verbal, written, visual, graphical and electronic communication skills and mathematical skills as applied to Agricultural Management Practices

- be competent, informed and responsible citizens in the field of agriculture, and care for the environment by addressing indigenous knowledge (IK) and social issues
- creatively and critically think in an agribusiness environment and develop and enhance entrepreneurial skills
- identify and solve problems by being exposed to the agribusiness management environment
- care for the environment through the management of natural resources and the acceptable treatment of animals and plants
- acquire and use relevant technology in agriculture
- access and value life-long learning and possible career opportunities.

### Time allocation of Agricultural Management Practices in the curriculum

The teaching time for Agricultural Sciences is four hours per week/cycle. The time allocated should consist of single and double periods since practical activities need more time to complete. Four hours per week should also be allocated for practical work, which normally takes place in the afternoon.

SUBJECT	HOURS PER WEEK	HOURS PER YEAR	PERIODS PER WEEK	WEEKS PER YEAR
Agricultural Management Practices	4	160	4 periods (1 period = 1 hour)	40

### Requirements to offer Agricultural Management Practices as a subject

Resources to offer Agricultural Management Practices as a subject are the **responsibility of the school**.

1. The school should have:

- a farm or access to a farm
- a qualified and dedicated educator to teach Agricultural Management Practices (certain skills and knowledge are specific to the subject)
- a farm foreman to assist with practical work
- animals or access to animals
- equipment or tools for crop and vegetable farming
- equipment or tools for animal operations such as castration, branding, dehorning, etc.
- a greenhouse
- the support of the School Management Team (SMT).

2. The teachers should have:

- a prescribed textbook for the subject
- a variety of agricultural booklets and brochures that are always accessible in the classroom
- DVDs on livestock diseases and control, plant pest and diseases, artificial insemination, cloning, irrigation, etc.
- posters and charts, e.g. animal and crop production
- access to the internet to source, download and print relevant and new information since Agricultural Management Practices is an industry with constant new trends and developments
- access to e-mail.

3. Each learner should have:

- protective clothing
- a textbook
- access to a variety of agricultural magazines such as Farmers Weekly, Farming SA, etc.

It is important to note that the school's agricultural resources and facilities (including the farm) should be used for teaching, learning and assessment instead of focusing solely on profit making.

### **Skills in Agricultural Management Practices**

The subject promotes the following skills:

- **management skills** – the knowledge and skills required to plan, organise, guide, control and evaluate production factors to achieve sustainable production enterprises
- **entrepreneurial skills** – the ability to manage risks and combine production factors creatively to produce superior goods and services
- **operational skills** – involve the day-to-day management of crop and animal enterprises
- **marketing skills** – those value-adding activities in the agricultural supply chain that deal with various agricultural production lines, including post-harvesting aspects such as storage, processing, food safety, product packaging and distribution to consumers in domestic and global markets
- **research skills** – involve aspects of problem identification; setting objectives; data collection, analysis and evaluation; and report writing.

### **Educational and career links**

The subject links with a number of subjects in the Further Education and Training band, such as:

- Agricultural Technology
- Tourism and Consumer Studies
- Agricultural Sciences, Physical Sciences and Life Sciences
- Mathematics and Mathematical Literacy
- Geography
- Business Studies and Economics
- Computer and Technology Studies

Agricultural Management Practices offers the learners an opportunity to further their studies and be employed in the following careers:

- farm and ranch management
- marketing
- agricultural research
- civil service
- education and training
- nature conservation
- agricultural advisory service
- agribanking

## OVERVIEW OF TOPICS

Topic	Content	
<b>Crop production</b>	Grade 10	Crop production factors and overview of economic importance of crop production; Potential role in industry; Main production areas in the RSA; Farming systems; Classification of crops according to agronomic characteristics of seed and plant; Main cultivars available in each crop.
	Grade 11	Main production areas in the RSA and potential role in industry; Overview of economic importance of crop production; Classification of crops according to agronomic characteristics of seed and plant; Growth curve and critical period during growth; Important cultivars available in each selected crop, reasons for use.
	Grade 12	
<b>Soil and water management</b>	Grade 10	General climatic requirements (temperature, rainfall, humidity, evaporation and radiation); Collection of weather data; Basic soil aspects; Land use and care; Soil cultivation methods and types of implements; Irrigation and drainage (methods and types). Waste management; Land care and land use; Water resources.
	Grade 11	Soil sampling and profile studies; Soil characteristics and properties; Soil cultivation and tillage practices (methods and aims); Irrigation (methods and types); Water scheduling where applicable; Climatic requirements: Precipitation, temperature, evaporation, radiation and humidity; Use of weather information.
	Grade 12	
<b>Crop management</b>	Grade 10	Crop establishment practices: Plant density, depth and methods (factors influencing each). Weed (methods, types and control); Disease (methods, types and control); Pest (methods, types and control). Crop rotation, monoculture and inter-cropping; Keeping records (financial, physical and production records); Crop protection programmes; Awareness of relevant legislation.
	Grade 11	Soil and plant analysis; Fertilising according to soil analysis and fertilising methods and programme. Crop establishment practices; Basic principles and terminology (e.g. plant density, depth, planting time, treatment of seed, methods and factors influencing each); Weeds: Types, identification, prevention and methods of control; Diseases: Types, identification, prevention and methods of control; Pests: Types, identification, prevention and methods of control. Principles of crop rotation, monoculture and inter-cropping; Calibration and setting of different farm implements; Methods of crop protection; Precision farming; Manipulation of plant growth (pruning, trellising, green housing, etc.); Keeping records (financial, physical and production records); Crop protection programme; Production-related legislation, farmer health issues and risk management.
	Grade 12	
<b>Animal production</b>	Grade 10	Animal production factors and overview of economic importance of production. Potential role in industry; Main production areas in the RSA; Farming systems; General classification of farm animals; Breeds available in each animal group.
	Grade 11	Economic importance; Potential role in industry; Main areas of production. Breed standards (evaluating and judging a breed), including: Selection of breeding stock (progeny testing, general appearance and selection procedures), breeding systems (e.g. cross breeding and inbreeding) and breeding aids (e.g. stud book registers and production records).
	Grade 12	

<b>Animal management aspects</b>	Grade 10	<p>Handling of farm animals; Care of farm animals; Behaviour of farm animals.</p> <p>Housing and facilities; After-care of animals (dehorning, removal of extra teats, castration, etc.); Identification methods (earmarks, tattooing, ear tags, etc.); Basic concepts of feeding (classification and terminology).</p> <p>Diseases (identification, types and methods of control); Parasites: Internal and external (identification, types and methods of control).</p> <p>Keeping records (financial, physical, production and health records); Management programmes; Awareness of relevant legislation</p>
	Grade 11	<p>Reproduction: Aspects of production unit (oestrus cycle, mating, artificial insemination, embryo transplant, cloning, gestation period and service register); Housing and facilities: Types and functions; After-care: Dehorning, castration, identification, etc.</p> <p>Diseases: Types, identification of symptoms, prevention and methods of control; Animal handling and facilities; Basic veterinary practices: Diagnostic procedure, blood smear, blood sample and tissue sample; Immunology: Active and non-active; Parasitology: Internal and external types, identification, prevention and methods of control.</p> <p>Feeding aspects according to physiology status; Requirements, rations, procedures and methods; Keeping records (physical, production, financial and animal health programmes); Production-related legislation; Farmer health issues; Risk management.</p>
	Grade 12	<p>Genetics and heredity; Mendel's laws of heredity; The formation of sex cells/gametes in plants and animals; Variation, mutation and selection processes; The pattern of inheritance that leads to different phenotypes: Incomplete dominance, co-dominance, multiple alleles, polygenic inheritance and epistasis; The concepts of prepotency and atavism, with relevant examples; The sex chromosomes and sex-linked characteristics; Genetic modification/engineering, cloning and techniques for genetic modification of organisms.</p>
<b>Management principles</b>	Grade 10	<p>Definition of management; Management principles such as planning, control, co-ordination, motivation and communication.</p>
	Grade 11	<p>Objectives of veld management; Grazing systems: Extensive and intensive principles (selective grazing, non-selective grazing, rotational grazing, etc.); Use (fodder flow planning); Carrying capacity and relevant terminology; Veld composition and determining carrying capacity.</p>
	Grade 12	
<b>Farm planning</b>	Grade 10	
	Grade 11	
	Grade 12	<p>Soil; Camps; Contours; Resource use; Precision farming; Mechanisation; Economic planning (budgets, trial balance, cash flow, and income and expenses statement); Labour planning; Planning regarding implements.</p>
<b>Recording</b>	Grade 10	
	Grade 11	
	Grade 12	<p>Recording (aim, advantages and types of records); Methods of recording (diary, database and palm computer).</p> <p>Recording financial data (invoice, cheques, depreciation, deposit books and petty cash).</p>
<b>Product harvesting and quality control</b>	Grade 12	<p>Product harvesting: Regulations and legal aspects; Handling products; Storing products.</p> <p>Quality control measures: Sorting and grading products.</p>

<b>Marketing, producer organisations, value adding and processing</b>	Grade 12	<p>Marketing of products: Marketing methods and channels; Marketing Acts; Marketing functions; Advertising.</p> <p>Role of producer organisations; Types of organisations; Advantages and disadvantages of organisations; The role of the product organisation in the marketing of products.</p> <p>Value adding: Value-adding methods; Types of products; Advantages.</p> <p>Processing: Principles of processing; Advantages; Factors indicating the viability of value.</p> <p>Marketing and control; Labelling Acts and value adding; Registration Acts.</p>
<b>Agritourism, business planning and entrepreneurship</b>	Grade 12	<p>Agritourism: Definition and description; Types; Advantages and disadvantages; Requirements; The farmer's role.</p> <p>Business planning: Description and explanation of a business plan; A simple business plan; Methods of setting prices.</p> <p>Entrepreneurship: Definition; Qualities of an entrepreneur; Managing skills; Different types of business; Business creation in agriculture; Business survival strategies; The occupation of niche markets.</p>
<b>Farm evaluation and planning</b>	Grade 12	<p>Farm evaluation; Inter-reliance of different enterprises; Profitability of enterprises; Viability of enterprises; Suitability of the farm in terms of the business plan.</p> <p>Management: Planning, organising, motivation, control, coordination and evaluation.</p>

## SECTION 3

### ANNUAL TEACHING PLAN

#### GRADE 10

#### TERM 1

Week 4 hours	Topic	Content
1	Crop production: Introduction	<ul style="list-style-type: none"> <li>• Crop production factors and overview of economic importance of crop production</li> <li>• Potential role in industry</li> <li>• Main production areas in the RSA</li> </ul> <p><b>PAT DESIGN AND LAYOUT</b></p>
2	Crop production: Introduction	<ul style="list-style-type: none"> <li>• Farming systems</li> <li>• Classification of crops according to agronomic characteristics of seed and plant</li> <li>• Main cultivars available in each crop</li> </ul>
3	Soil and water management in crop production	<ul style="list-style-type: none"> <li>• General climatic requirements (temperature, rainfall, humidity, evaporation and radiation)</li> <li>• Collection of weather data</li> </ul>
4	Soil and water management in crop production	<ul style="list-style-type: none"> <li>• Basic soil aspects</li> <li>• Land use and care</li> </ul>
5	Soil and water management in crop production	<ul style="list-style-type: none"> <li>• Soil cultivation methods</li> <li>• Types of implements</li> <li>• Irrigation and drainage (methods and types)</li> </ul>
6	Soil and water management in animal production	<ul style="list-style-type: none"> <li>• Waste management</li> <li>• Land care and land use</li> </ul>
7	Soil and water management in animal production	<ul style="list-style-type: none"> <li>• Water resources</li> </ul>
8	Crop management aspects	<ul style="list-style-type: none"> <li>• Crop establishment practices: Plant density, depth and methods (factors influencing each)</li> <li>• Weed (methods, types and control)</li> </ul>
9	Crop management aspects	<ul style="list-style-type: none"> <li>• Disease (methods, types and control)</li> <li>• Pest (methods, types and control)</li> </ul>
10	Crop management aspects	<ul style="list-style-type: none"> <li>• Crop rotation, monoculture and inter-cropping</li> <li>• Keeping records (financial, physical and production records)</li> <li>• Crop protection programmes; awareness of relevant legislation</li> </ul>

Formal assessment – term 1: Test                   75% Practical task       25%	PAT – term 1: Topic and instructions to be given	It is compulsory to cover the given topics in the term indicated. The sequence of the topics for the term is, however, not fixed.
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**GRADE 10  
TERM 2**

Week 4 hours	Topic	Content
1	<b>Animal production</b>	<ul style="list-style-type: none"> <li>• Animal production factors and overview of economic importance of production</li> <li>• Potential role in industry</li> </ul>
2	<b>Animal production</b>	<ul style="list-style-type: none"> <li>• Main production areas in the RSA</li> <li>• Farming systems</li> </ul>
3	<b>Animal production</b>	<ul style="list-style-type: none"> <li>• General classification of farm animals</li> </ul>
4	<b>Animal production</b>	<ul style="list-style-type: none"> <li>• Breeds available in each animal group</li> </ul>
5	<b>Animal production</b>	<ul style="list-style-type: none"> <li>• Breeds available in each animal group</li> </ul>
6	<b>Animal production</b>	<ul style="list-style-type: none"> <li>• Breeds available in each animal group</li> </ul>
7	<b>Animal production</b>	<ul style="list-style-type: none"> <li>• Breeds available in each animal group</li> </ul>
8-10		Mid-year examinations

Formal assessment – term 2:	
Practical task	25%
Mid-year exam	75%

PAT – term 2: Continuation of term 1
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It is compulsory to cover the given topics in the term indicated. The sequence of the topics for the term is, however, not fixed.
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**GRADE 10  
TERM 3**

Week 4 hours	Topic	Content
1	Animal management aspects	<ul style="list-style-type: none"> <li>• Handling of farm animals</li> </ul>
2	Animal management aspects	<ul style="list-style-type: none"> <li>• Care of farm animals</li> <li>• Behaviour of farm animals</li> </ul>
3	Animal management aspects	<ul style="list-style-type: none"> <li>• Housing</li> <li>• Facilities</li> </ul>
4	Animal management aspects	<ul style="list-style-type: none"> <li>• After-care of animals (dehorning, removal of extra teats, castration, etc.)</li> </ul>
5	Animal management aspects	<ul style="list-style-type: none"> <li>• Identification methods (earmarks, tattooing, ear tags, etc.)</li> </ul>
6	Animal management aspects	<ul style="list-style-type: none"> <li>• Basic concepts of feeding (classification and terminology)</li> </ul>
7	Animal management aspects	<ul style="list-style-type: none"> <li>• Diseases (identification, types and methods of control)</li> </ul>
8	Animal management aspects	<ul style="list-style-type: none"> <li>• Parasites: Internal and external (identification, types and methods of control)</li> </ul>
9	Animal management aspects	<ul style="list-style-type: none"> <li>• Keeping records (financial, physical, production and health records)</li> </ul>
10	Animal management aspects	<ul style="list-style-type: none"> <li>• Management programmes</li> <li>• Awareness of relevant legislation</li> </ul>

Formal assessment – term 3:  
 Test 75%  
 Practical task 25%

PAT – term 3:  
 Finalise activities from  
 terms 1 and 2

It is compulsory to cover the given topics in the term indicated.  
 The sequence of the topics for the term is, however, not fixed.

**GRADE 10  
TERM 4**

Week 4 hours	Topic	Content
1	Management principles	<ul style="list-style-type: none"> <li>• Definition of management</li> <li>• Reasons</li> <li>• Advantages or benefits</li> <li>• Appropriate examples</li> </ul>
2	Management principles	<ul style="list-style-type: none"> <li>• Principle: Planning</li> <li>• Principle: Control</li> <li>• Examples of each</li> </ul>
3	Management principles	<ul style="list-style-type: none"> <li>• Principle: Coordination</li> <li>• Example</li> </ul>
4	Management principles	<ul style="list-style-type: none"> <li>• Principle: Motivation</li> <li>• Example</li> </ul>
5	Management principles	<ul style="list-style-type: none"> <li>• Principle: Communication</li> <li>• Example</li> </ul>
6	PAT	Finalise PAT
7	PAT	Finalise PAT
8-10		End-of-year examinations

Formal assessment – term 4:  
SBA 25%  
PAT 25%  
End of year exam 50%

PAT – term 4:  
Write up and submit for  
assessment

It is compulsory to cover the given topics in the term indicated.  
The sequence of the topics for the term is, however, not fixed.

**GRADE 11  
TERM 1**

Week 4 hours	Topic	Content
1	<b>Crop production</b>	<ul style="list-style-type: none"> <li>• Main production areas in the RSA and potential role in industry</li> <li>• Overview of economic importance of crop production</li> </ul> <p style="text-align: center;"><b>PAT DESIGN AND LAYOUT</b></p>
2	<b>Crop production</b>	<ul style="list-style-type: none"> <li>• Classification of crops according to agronomic characteristics of seed and plant</li> <li>• Growth curve and critical period during growth</li> </ul>
3	<b>Soil and water management aspects</b>	<ul style="list-style-type: none"> <li>• Important cultivars available in each selected crop; reasons for use</li> </ul>
4	<b>Soil and water management aspects</b>	<ul style="list-style-type: none"> <li>• Soil sampling and profile studies</li> </ul>
5	<b>Soil and water management aspects</b>	<ul style="list-style-type: none"> <li>• Soil characteristics and properties</li> </ul>
6	<b>Soil and water management aspects</b>	<ul style="list-style-type: none"> <li>• Soil cultivation and tillage practices (methods and aims)</li> </ul>
7	<b>Soil and water management aspects</b>	<ul style="list-style-type: none"> <li>• Irrigation (methods and types)</li> <li>• Water scheduling where applicable</li> </ul>
8	<b>Soil and water management aspects</b>	<ul style="list-style-type: none"> <li>• Climatic requirements: Precipitation, temperature, evaporation, radiation and humidity</li> <li>• Use of weather information</li> </ul>
9	<b>Fertiliser management and application</b>	<ul style="list-style-type: none"> <li>• Soil and plant analysis</li> <li>• Fertilising according to soil analysis</li> </ul>
10	<b>Fertiliser management and application</b>	<ul style="list-style-type: none"> <li>• Fertilising methods and programme</li> </ul>

Formal assessment – term 1:	
Test	75%
Practical work	25%

PAT – term 1: Topic and instructions to be given
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It is compulsory to cover the given topics in the term indicated. The sequence of the topics for the term is, however, not fixed.
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**GRADE 11  
TERM 2**

Week 4 hours	Topic	Content
1	Crop management aspects	<ul style="list-style-type: none"> <li>• Crop establishment practices</li> <li>• Basic principles and terminology (e.g. plant density, depth, planting time, treatment of seed, and methods and factors influencing each)</li> </ul>
2	Crop management aspects	<ul style="list-style-type: none"> <li>• Weeds: Types, identification, prevention and methods of control</li> <li>• Diseases: Types, identification, prevention and methods of control</li> </ul>
3	Crop management aspects	<ul style="list-style-type: none"> <li>• Pests: Types, identification, prevention and methods of control</li> </ul>
4	Crop management aspects	<ul style="list-style-type: none"> <li>• Principles of crop rotation, monoculture and inter-cropping</li> <li>• Methods of crop protection</li> </ul>
5	Crop management aspects	<ul style="list-style-type: none"> <li>• Calibration and setting of different farm implements</li> <li>• Precision farming</li> </ul>
6	Crop management aspects	<ul style="list-style-type: none"> <li>• Manipulation of plant growth (pruning, trellising, green housing, etc.)</li> <li>• Keeping records (financial, physical and production records)</li> </ul>
7	Crop management aspects	<ul style="list-style-type: none"> <li>• Crop protection programme</li> <li>• Production-related legislation, farmer health issues and risk management</li> </ul>
8-10		Mid-year examinations

Formal assessment – term 2:  
 Practical task 25%  
 Mid-year exam 75%

PAT – term 2:  
 Continuation of term 1

It is compulsory to cover the given topics in the term indicated.  
 The sequence of the topics for the term is, however, not fixed.

**GRADE 11  
TERM 3**

Week 4 hours	Topic	Content
1	Animal production	<ul style="list-style-type: none"> <li>• Economic importance</li> <li>• Potential role in industry</li> <li>• Main areas of production</li> </ul>
2	Animal production	<ul style="list-style-type: none"> <li>• Breed standards (evaluating and judging a breed), including selection of breeding stock (progeny testing, general appearance and selection procedures)</li> </ul>
3	Animal production	<ul style="list-style-type: none"> <li>• Breeding systems (e.g. cross breeding and inbreeding)</li> <li>• Breeding aids (e.g. stud book registers and production records)</li> </ul>
4	Animal management aspects	<ul style="list-style-type: none"> <li>• Reproduction: Aspects of the production unit (oestrus cycle, mating, artificial insemination, embryo transplant, cloning, gestation period and service register)</li> </ul>
5	Animal management aspects	<ul style="list-style-type: none"> <li>• Housing and facilities: Types and functions</li> <li>• After-care: Dehorning, castration, identification, etc</li> </ul>
6	Animal management aspects	<ul style="list-style-type: none"> <li>• Diseases: Types, identification of symptoms, prevention and methods of control</li> </ul>
7	Animal management aspects	<ul style="list-style-type: none"> <li>• Animal handling and facilities</li> </ul>
8	Animal management aspects	<ul style="list-style-type: none"> <li>• Basic veterinary practices: Diagnostic procedure, blood smear, blood sample and tissue sample</li> <li>• Immunology: Active and non-active</li> </ul>
9	Animal management aspects	<ul style="list-style-type: none"> <li>• Parasitology: Internal and external types, identification, prevention and methods of control</li> </ul>
10	Animal management aspects	<ul style="list-style-type: none"> <li>• Feeding aspects according to physiology status</li> <li>• Requirements, rations, procedures and methods</li> </ul>

Formal assessment – term 3:  
Test 75%  
Practical task 25%

PAT – term 3:  
Finalise activities

It is compulsory to cover the given topics in the term indicated.  
The sequence of the topics for the term is, however, not fixed.

**GRADE 11  
TERM 4**

Week 4 hours	Topic	Content
1	Animal management aspects	<ul style="list-style-type: none"> <li>• Keeping records (physical, production, financial and animal health programmes)</li> </ul>
2	Animal management aspects	<ul style="list-style-type: none"> <li>• Production-related legislation</li> <li>• Farmer health issues</li> <li>• Risk management</li> </ul>
3	Range land management	<ul style="list-style-type: none"> <li>• Objectives of veld management</li> <li>• Grazing systems: Extensive and intensive principles (selective grazing, non-selective grazing, rotational grazing, etc.)</li> </ul>
4	Range land management	<ul style="list-style-type: none"> <li>• Use (fodder flow planning)</li> </ul>
5	Range land management	<ul style="list-style-type: none"> <li>• Carrying capacity and relevant terminology</li> </ul>
6	Range land management	<ul style="list-style-type: none"> <li>• Veld composition and determining carrying capacity</li> </ul>
7	PAT	Finalise PAT
8-10		End-of-year examinations

Formal Assessment – term 4:

SBA 25%

PAT 25%

End of year exam 50%

PAT – term 4:

Write up and submit for assessment

It is compulsory to cover the given topics in the term indicated. The sequence of the topics for the term is, however, not fixed.

GRADE 12  
TERM 1

Week 4 hours	Topic	Content
1	Farm planning	<p><b>Soil</b></p> <ul style="list-style-type: none"> <li>• Depth: Crop specific; discuss the role of soil depth on crop production, drainage and moisture conservation</li> <li>• Texture: Definition; characteristics of different texture types</li> <li>• pH: Definition; pH scale; correction of pH</li> <li>• Temperature: Suitable soil temperature and its influence on plant growth</li> </ul> <p><b>Camps</b></p> <ul style="list-style-type: none"> <li>• Reasons for camps; principles of laying out camps</li> <li>• Advantages: Discuss the advantages of camps</li> </ul> <p><b>Contours</b></p> <ul style="list-style-type: none"> <li>• Topography: Definition; criteria for making contours</li> <li>• Reasons</li> <li>• Methods</li> <li>• Advantages</li> </ul> <p><b>PAT DESIGN AND LAYOUT</b></p>
2	Farm planning	<p><b>Resource use (regarding enterprise)</b></p> <ul style="list-style-type: none"> <li>• Soil: Functions of soil; the production ability of soil and influences on soil; soil data (collection, interpretation and application)</li> <li>• Rainfall: What effects rainfall (influenced by wind, temperature and rate)</li> <li>• Pastures: Different types – planted pastures; carrying capacity</li> <li>• Climate: Discuss the influence of light, wind, temperature and rain on climate</li> <li>• Labour: Labour as a resource; labour laws; influence of diseases on production and farm management</li> <li>• Information: Collection, use and relevance of information</li> <li>• Capital: Definition; different types of capital</li> <li>• Pesticides and herbicides: Correct use of; pollution</li> </ul>
3	Farm planning	<p><b>Precision farming</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Practical application</li> <li>• Resources available; agronomic, technical and economic applications</li> <li>• Advantages and disadvantages</li> </ul> <p><b>Mechanisation</b></p> <ul style="list-style-type: none"> <li>• Examples in specific production enterprises, e.g. planters and herbicide sprayers</li> <li>• Calibration calculations: Description of general principles</li> <li>• Advantages and disadvantages of equipment</li> <li>• Rules and regulations for safe use: Occupational Health and Safety Act; general safety principles</li> </ul>
4	Farm planning (economic)	<p><b>Economic planning</b></p> <p><b>Budgets</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Aim</li> <li>• Types</li> <li>• Basic elements of budgets</li> <li>• Steps in setting up a budget</li> <li>• Examples of budgets</li> <li>• Distinguish between whole-farm and enterprise budgets</li> </ul> <p><b>Trial balance</b></p>

		<ul style="list-style-type: none"> <li>• Definition</li> <li>• Setting a trial balance: Complete a basic example</li> <li>• Practical example of a trial balance: Its use in management</li> </ul>
5	Farm planning (economic)	<b>Cash flow</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Setting a cash flow budget: Complete a basic example</li> </ul> <b>Income and expenses statement</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Drawing up statements: Complete a basic example; profit or loss calculations of a specific enterprise</li> </ul>
6	Farm planning (labour)	<b>Labour planning</b> <ul style="list-style-type: none"> <li>• Types of labour</li> <li>• Labour legislation: Influence of labour legislation on labour</li> <li>• Functions of labour in a specific enterprise: Drawing up a job description</li> <li>• Staff management: Steps in the management process</li> <li>• Labour problems</li> <li>• Improvement of production: Methods of improvement</li> </ul>
7	Farm planning (implements)	<b>Planning regarding implements</b> <ul style="list-style-type: none"> <li>• Types and uses of implements</li> <li>• Characteristics of ideal implements for a specific task: Decision-making steps to acquire certain implements</li> </ul>
8	Recording	<ul style="list-style-type: none"> <li>• Aim</li> <li>• Advantages</li> <li>• Types of records: reasons to keep certain records: <ul style="list-style-type: none"> <li>- Climatological (how does it influence decision making)</li> <li>- Financial (profit or loss)</li> <li>- Labour (contracts, working hours, leave, etc.)</li> <li>- Physical inventory</li> <li>- Mechanical maintenance and logbook</li> <li>- Marketing prices and movement in the market</li> <li>- - Complete records</li> </ul> </li> </ul>
9	Methods of recording	<ul style="list-style-type: none"> <li>• The role and aim of the following methods: <ul style="list-style-type: none"> <li>- - Diary</li> <li>- - Database (computer)</li> <li>- - Palm computer</li> </ul> </li> <li>• Factors that dictate your type of record system</li> <li>• Practical factors that dictate the system</li> <li>• Records like a dairy and harvest records</li> </ul>
10	Recording financial data	<ul style="list-style-type: none"> <li>• Invoice: Examples of basic knowledge</li> <li>• Cheques: Examples of basic knowledge</li> <li>• Depreciation: Basic concept and calculations</li> <li>• Deposit books: Concept and application</li> <li>• Petty cash: Concept and application</li> </ul>

Formal assessment – term 1:  
Test 75%  
Practical task 25%

PAT – term 1:  
Topic and instruction to be given

It is compulsory to cover the given topics in the term indicated. The sequence of the topics for the term is, however, not fixed.

**GRADE 12  
TERM 2**

Week 4 hours	Topic	Content
1	<b>Product harvesting and quality control</b>	<ul style="list-style-type: none"> <li>• Regulations and legal aspects (Acts) regarding products: Grading requirements for the delivery of certain products</li> <li>• Handling products: Basic principles; collection and transport</li> <li>• Storing products: Methods of storing; advantages of storing</li> <li>• Sorting and grading products</li> </ul>
2	<b>Marketing products</b>	<ul style="list-style-type: none"> <li>• Marketing methods and channels: Free marketing/co-operative marketing/marketing agents</li> <li>• Marketing Acts: Marketing of Agricultural Products Act</li> <li>• Importance of marketing: Discuss the selling of products</li> <li>• Marketing functions: Planning/transport/processing/standardisation and grading/storing</li> <li>• Advertising: Aim of advertising in marketing; advertising methods</li> </ul>
3	<b>Role of producer organisations</b>	<ul style="list-style-type: none"> <li>• Type of organisation: Name; co-operation; multinational organisation, e.g. Cape Mohair &amp; Wool and Sambia</li> <li>• Advantages and disadvantages of organisations</li> <li>• The role of the product organisation in the marketing of products: Marketing; advertising; quality control and standardisation</li> </ul>
4	<b>Value adding</b>	<ul style="list-style-type: none"> <li>• Value-adding methods</li> <li>• Types of products: Types and methods of packaging</li> <li>• Advantages: Higher income, job creation and longer shelf life</li> </ul>
5	<b>Processing</b>	<ul style="list-style-type: none"> <li>• Principles of processing: Heating; destruction of micro-organisms; freezing</li> <li>• Advantages: Longer shelf life, food security and better quality products</li> <li>• Factors indicating the viability of value adding: Equipment, facilities and demand</li> </ul>
6	<b>Packing and distribution</b>	<ul style="list-style-type: none"> <li>• Regulations and Acts: labelling law, Marketing Act</li> <li>• Types of packing methods and materials: Packing facilities; packaging store; wrapper</li> <li>• Distribution channels</li> <li>• Transport requirements: Rules and regulations regarding transporting animals</li> </ul>
7	<b>Marketing and control</b>	<ul style="list-style-type: none"> <li>• Labelling and value-adding Acts: Interpretation and application of the law</li> <li>• Registration Acts: Interpretation and application of the law</li> </ul>
8-10		Mid-year examinations

Formal assessment – term 2:  
Practical task      25%  
Mid-year exam      75%

PAT – term 2:  
Continuation of term 1  
activities

It is compulsory to cover the given topics in the term indicated.  
The sequence of the topics for the term is, however, not fixed.

**GRADE 12  
TERM 3**

Week 4 hours	Topic	Content
1	<b>Agritourism</b>	<ul style="list-style-type: none"> <li>• Definition and description</li> <li>• Types – product routes; guest farms</li> <li>• Advantages and disadvantages</li> <li>• Requirements – infrastructure and marketing</li> <li>• The farmer's role in agritourism – entrepreneur</li> </ul>
2	<b>Business planning</b>	<ul style="list-style-type: none"> <li>• Description and explanation of a business plan</li> <li>• A simple business plan with reference to the following aspects: <ul style="list-style-type: none"> <li>– General overview of the business</li> <li>– Planning, including SWOT analysis</li> <li>– Vision and mission</li> <li>– Financial details</li> <li>– Marketing plan</li> </ul> </li> </ul>
3	<b>Business planning</b>	<p>Methods of setting prices:</p> <ul style="list-style-type: none"> <li>• The marketing chain and its costs (include calculations) – farmer to consumer; value adding</li> <li>• Market research – reasons for market research: where, why, what and how?</li> <li>• Customer and competitor information (examples to illustrate the equilibrium position in the market); direct and indirect competition</li> <li>• The effect of supply and demand on price – demand and supply curve</li> </ul>
4	<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Qualities of an entrepreneur</li> <li>• Managing skills</li> <li>• Different types of business with reference to: <ul style="list-style-type: none"> <li>– Manufacturing</li> <li>– Primary, e.g. agriculture</li> <li>– Secondary, e.g. manufacturing</li> <li>– Tertiary, e.g. services</li> </ul> </li> </ul>
5	<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Business creation in agriculture (business opportunities)</li> <li>• Business survival strategies with reference to: <ul style="list-style-type: none"> <li>– Diversification</li> <li>– Producing a unique product</li> <li>– Value-adding marketing, e.g. milk to cheese</li> <li>– Specialisation</li> </ul> </li> <li>• The occupation of niche markets</li> </ul>
6	<b>Farm evaluation</b>	<ul style="list-style-type: none"> <li>• Inter-reliance of different enterprises</li> <li>• Profitability of enterprises – basic profit and loss calculations</li> <li>• Viability of enterprises – basic calculations</li> <li>• Suitability of the farm in terms of the business plan – choices regarding enterprise</li> </ul>
7	<b>Management</b>	<ul style="list-style-type: none"> <li>• Planning: Reasons for planning; steps in the decision-making process</li> <li>• Organising: Organising an enterprise – use of labour and other resources <ul style="list-style-type: none"> <li>– Organogram</li> <li>– Plan own enterprise/farm organogram</li> <li>– Advantages of good planning – profit and productivity</li> </ul> </li> <li>• Motivation/leadership: <ul style="list-style-type: none"> <li>– Human resources (training)</li> <li>– Motivation (incentives)</li> <li>– Delegating (creating responsibility)</li> <li>– Communication (address issues)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Control: <ul style="list-style-type: none"> <li>- Development of standards-steps in the development of standards</li> <li>- Corrective measures-changes to standards and methods</li> <li>- Advantages of good control-economically and productivity</li> </ul> </li> <li>• Co-ordination and evaluation <ul style="list-style-type: none"> <li>- - Co-ordination between steps in the process</li> <li>- - Advantages of co-ordination</li> <li>- - Co-ordination of labour, tasks and machinery</li> </ul> </li> </ul>
8-10		Trial examination

Formal assessment – term 3:	
Practical task	25%
Trial exam	75%

PAT – term 3: Finalise activities
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It is compulsory to cover the given topics in the term indicated. The sequence of the topics for the term is, however, not fixed.

**GRADE 12  
TERM 4**

Week	Topic	Content
4 hours		
1	PAT	Finalise PAT
2	PAT	Finalise PAT
3		Revision
4		Revision
5		Revision
6 - 10		End-of-year examinations

Formal assessment – term 4:	
SBA	25%
PAT	25%
End-of-year exam	50%

PAT – term 4: Write up and submit for assessment
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It is compulsory to cover the given topics in the term indicated. The sequence of the topics for the term is, however, not fixed.

## SECTION 4

### ASSESSMENT IN AGRICULTURAL MANAGEMENT PRACTICES

Assessment in Agricultural Management Practices comprises two different but related activities: informal daily assessment and formal assessment

#### (1) Informal daily assessment

- The daily assessment tasks are the planned teaching and learning activities that take place in the classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions, short activities/written work completed during the lesson, open quick tests and homework exercises on for example the labelling of diagrams, calculations, farm budgets and case studies. It should not be seen as separate from the learning activities that take place in the classroom.
- Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important because it allows learners to learn from and reflect on their own performance.
- The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. A simple checklist can be used to record this assessment. Teachers can use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the school management team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.
- The results of daily assessment tasks are not taken into account for promotion and certification purposes.

#### (2) Formal assessment

- The number of tasks for formal assessment for the different subjects of the NCS is determined by policy (*Protocol for Recording and Reporting, tables 9 and 10*).
- Because of the practical nature of the subject Agricultural Management Practices, some of the practical tasks should be observed and assessed by the teacher while the learner performs the skills.
- In **grades 10 and 11** all assessment tasks are assessed internally. Of the seven tasks, **six tasks** (which are completed during the school year) comprise **25%** of the total mark for Agricultural Sciences. **The seventh task is the end-of-year assessment component**, which includes two parts: a practical assessment task (PAT) and a written theory paper. Together, these two parts make up the remaining **75%**. This task is set and marked internally and moderated externally.
- In **grade 12** the **formal assessment** comprises **25%** of the total mark for certification; it is set and marked internally and moderated externally. The remaining **75%** of the final mark for certification is set, marked and moderated externally.
- In grade 12 **six tasks** are **completed during the school year** and make up **25%** of the total mark for Agricultural Management Practices. **The end-of-year assessment component** has two parts: a practical assessment task and a written theory paper. Together, these two parts make up the remaining **75%** of the total mark for this subject.

## Grades 10 and 11

Formal assessment: Grades 10 and 11 (seven tasks)			
Term 1	Term 2	Term 3	Term 4: Promotion mark
1. Practical task 25% 2. Quarter-ending test 75%	3. Practical task 25% 4. Mid-year exam 75%	5. Practical task 25% 6. Quarter-ending test 75%	<b>SBA:</b> Term 1 100 Term 2 100 Term 3 100 <b>Total</b> $300 \div 12 = 25$ <b>PAT:</b> Mgt project 50 Application 50 <b>Total</b> $100 \div 4 = 25$ <b>EXAM:</b> Total $200 \div 4 = 50$
100	100	100	Final mark: 100

## Grade 12

Formal assessment: Grade 12 (six tasks)			
Term 1	Term 2	Term 3	Certification mark
1. Practical task 25% 2. Quarter-ending test 75%	3. Practical task 25% 4. Mid-year exam 75%	5. Practical task 25% 6. Trial exam 75%	<b>SBA:</b> Term1 100 <i>Internal</i> Term 2 100 Term 3 100 <b>Total</b> $300 \div 12 = 25$ <b>PAT:</b> Mgt project 50 Application 50 <b>Total</b> $100 \div 4 = 25$ <b>EXAM:</b> <i>External</i> Total $200 \div 4 = 50$
100	100	100	Total certification mark: 100

Certification mark for grade 12		
SBA (25%)	End-of-year assessment (75%)	
Term 1 100 Term 2 100 Term 3 100	Practical assessment task 100	End-of-year exam 200
100	100	Written exam 200
<ul style="list-style-type: none"> <li>Internally set</li> <li>Internally marked</li> <li>Externally moderated</li> <li>Written on computerised SBA mark sheet provided by the provincial assessment body</li> </ul>	<ul style="list-style-type: none"> <li>Internally set</li> <li>Internally marked</li> <li>Externally moderated</li> <li>Written on computerised PAT mark sheet provided by the provincial assessment body</li> </ul>	<ul style="list-style-type: none"> <li>Externally set</li> <li>Externally marked</li> <li>Externally moderated</li> <li>Externally captured</li> </ul>
<b>Total mark: 100 + 100 + 200 = 400</b>		

## Practical task

Each grade has a minimum of ONE practical task in terms –1–3

Grade 10	Grade 11	Grade 12
Tasks should be designed from the following: <ul style="list-style-type: none"><li>• Crop production</li><li>• Crop management</li><li>• Soil and water management</li><li>• Animal production</li><li>• Animal management</li></ul>	Tasks should be designed from the following: <ul style="list-style-type: none"><li>• Crop production</li><li>• Crop management</li><li>• Soil and water management</li><li>• Animal production</li><li>• Animal management</li><li>• Fertiliser management and application</li></ul>	Tasks should be designed from the following: <ul style="list-style-type: none"><li>• Farm planning</li><li>• Recording</li><li>• Product harvesting</li><li>• Marketing</li><li>• Value adding</li><li>• Processing</li><li>• Packing and distribution</li></ul>

Practical tasks should include both the planning and application of agricultural management skills. These tasks should be based on practical activities (such as research, investigations and projects) and should focus on the particular crop and animal production enterprises that are practiced at a school (e.g. viticulture, livestock production and the manufacturing of dairy products).

## Quarter-ending tests

- A test in the programme of assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content and should be set for 45 to 60 minutes each and count a minimum of 50 marks.
- A test should include leadership and management principles and practices, concepts, processes, technology, systems, production principles, equipment and safety procedures that are relevant to various production enterprises.
- Each task, test and examination should cater for a range of cognitive levels and abilities of learners.

The following is used as a guide to compile tasks and examination questions on the different cognitive levels.

## Examinations

### General requirements of examination papers

Examination papers should consist of:

#### (1) Shorter questions

This is normally section A or question 1 of the examination. Short questions should be set that have one or two marks per question.

The different types of short questions are:

- multiple-choice questions
- matching type (column A and column B) questions
- one word/term questions
- true or false questions.

#### (2) Longer questions

This is normally section B, from question 2 onwards, and should consist of various types of questions on different sections of the content that are linked to the production enterprises in each agri-ecological region which assesses different skills. Each question should be subdivided and can include different types of questions. The following are examples:

- questions with short answers (even one word)
- questions with longer answers (one sentence to one or more paragraphs)

- drawings of graphs, tables, diagrams, etc.

### Grade 10 and grade 11 examinations

The mid-year and end-of-year examinations for grades 10 and 11 should consist of one paper and count 200 marks. The suggested duration of the paper is two-and-a-half hours for grades 10 and 11. All the questions are compulsory.

#### Grade 10

DURATION OF PAPER: 2.5 hours			
PRODUCTION ENTERPRISE	Shorter questions	Longer questions	TOTAL MARKS
Section A	50 marks		50
Section B		150 marks	150
<b>TOTAL MARKS</b>	<b>50</b>	<b>150</b>	<b>200</b>

#### Grade 11

DURATION OF PAPER: 2.5 hours			
PRODUCTION ENTERPRISE	Shorter questions	Longer questions	TOTAL MARKS
Section A	50		50
Section B (3 questions)		3 × 50 marks	150
<b>TOTAL MARKS</b>	<b>50</b>	<b>150</b>	<b>200</b>

### Grade 12 examinations

- The grade 12 examination paper focuses on generic enterprises that are covered by all schools irrespective of their agro-ecological area.
- The mid-year and trial examinations for grade 12 should consist of one paper and count 200 marks. The suggested duration of the paper is three hours.
- The trial examination should almost resemble the end-of-year examination in terms of the layout of the paper, the content that is covered and the questioning style. This paper should also be written in three hours and count 200 marks.
- The end-of-year examination is a written paper, which is set and moderated externally. It accounts for 50% of the marks for assessment. The external examination for grade 12 should consist of one paper, which has a total of 200 marks. The duration of the paper should be three hours.

DURATION OF PAPER: 3 hours			
PRODUCTION ENTERPRISE	Shorter questions	Longer question	TOTAL MARKS
Section A	50 marks		50
Section B (3 questions)		3 × 50 marks	150
<b>TOTAL MARKS</b>	<b>50</b>	<b>150</b>	<b>200</b>

COGNITIVE LEVELS	PERCENTAGE
Knowledge	30
Comprehension	20
Application	30
Analysis, evaluation and synthesis	20

### PRACTICAL ASSESSMENT TASK FOR AGRICULTURAL MANAGEMENT PRACTICES

1. The aim of the performance assessment task (PAT) for Agricultural Management Practices (AMP) is to assess the management, entrepreneurial, research, marketing, operational and technical skills of learners in the production enterprises to which they are exposed. The context in which the subject is offered includes the wide range of different production systems, production enterprises, management approaches and ecological differences between the different regions of the country.
2. The PAT has to allow for this wide range of possible approaches and applications. PAT guidelines should therefore be provided to help in standardising the wide variety of possibilities – which is possible in the subject Agricultural Management Practices.
3. The PAT will show progression in complexity, content and context from grade 10 to grade 12.
4. The PAT (grades 10–12) consists of the following components:
  - all annual production plans for the management of the relevant enterprises
  - case studies/scenarios that are based on the management plans for production
  - all relevant practical tasks, which are comprehensively assessed
  - records of time spend in a practical situation or production enterprise.

#### Final mark

The final mark of the PAT is linked to the following domains:

Domain	Mark
Management aspects (affective domain)	50
Practical activities (psychomotor domain and cognitive domain)	50
<b>TOTAL MARKS</b>	<b>100</b>

The assessment tool for this activity can be a checklist or a rubric.