



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM STATEMENT
GRADES 10-12 (GENERAL)**

SUBJECT ASSESSMENT GUIDELINES

**AGRICULTURAL
MANAGEMENT PRACTICES**

JANUARY 2008

PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as 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. In such instances, a simple checklist may be used to record this assessment. However, teachers may 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 these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL	
Language 1: Home Language	4	4*	4	4*	16	
Language 2: Choice of HL or FAL	HL	4	4*	4	4*	16
	FAL	4	4*	4	4*	16
Life Orientation	1	1*	1	2*	5	
Mathematics or Maths Literacy	2	2*	2	2*	8	
Subject choice 1**	2	2*	2	1*	7	
Subject choice 2**	2	2*	2	1*	7	
Subject choice 3	2	2*	2	1*	7	

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5*	4*		14
	FAL	5*	4*		14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3	2	2*	(2*) 3*		(6 [#]) 7

Note:

- * One of these tasks in Term 2 and/or Term 3 must be an examination
- ** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF AGRICULTURAL MANAGEMENT PRACTICES IN GRADES 10 – 12

3.1 Introduction

Agricultural Management Practices is the study of the relationship between soils, plants and animals to produce and process food, fibre, fuel and any other agricultural commodities that have an economic, aesthetic and cultural value. In other words, the main focus of Agricultural Management Practices falls on the relationship between agricultural resources.

The purpose of assessment in Agricultural Management Practices is to determine the competencies of learners in the application of appropriate (scientific/theoretical) knowledge for commodity production and processing in a manner that will ensure sustainable agriculture.

The four Learning Outcomes in Agricultural Management Practices are weighted as follows:

LEARNING OUTCOME	WEIGHTING
LO1: Agricultural Management Practices, society and the environment	15%
LO2: Management practice process	15%
LO3: Knowledge and understanding of management practices in agriculture	30%
LO4: Application of knowledge and skills in agriculture	40%

Agricultural Management Practices is a practically orientated subject and to fully assess all the knowledge, skills and values of the subject in an authentic manner a Practical Assessment Task is necessary. The Practical Assessment Task should showcase the learners' broad range of knowledge, skills and values acquired during the learning process. It also provides learners the opportunity to express their creativity and innovativeness.

3.2 Daily assessment in Agricultural Management Practices

The daily assessment activities in Agricultural Management Practices provide learners with multiple opportunities to improve and master their scientific inquiry, problem-solving, critical thinking and application of knowledge competencies. Daily assessment tasks are developmental in nature and a variety of these tasks can be utilized to allow learners to develop their Agricultural Management Practices competencies.

Learner performance in daily assessment tasks does not need to be recorded as it is not taken into account for promotion and certification purposes. The use of checklists, qualitative rubrics and rating scales will be valuable in monitoring learner progress.

Some daily assessment tasks can take the form of a worksheet involving investigations into the dietary requirements of livestock. Research skills can be practised through investigating the anatomy of the livestock taking into account their feeding patterns. See Appendix 1 for examples of daily tasks.

3.3 Assessment in Grades 10 and 11

3.3.1 Programme of Assessment in Grades 10 and 11

The Programme of Assessment for Agricultural Management Practices in Grades 10 and 11 comprises seven tasks which are internally assessed. The six tasks which are completed during the school year make up 25% of the total mark for Agricultural Management Practices. 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%.

PROGRAMME OF ASSESSMENT (400 marks)		
ASSESSMENT TASKS	END-OF-YEAR ASSESSMENT	
25% (100 marks)	75% (300 marks)	
2 tests 1 exam (mid-year) 3 practical tasks	PAT	EXAM PAPER
	25% (100 marks)	50% (200 marks)
	Management project • Programme (50) • Application of management skills (50)	Written exam

The Programme of Assessment comprises:

- Two tests (first and third term)
- One midyear examination (written)
- Three practical tasks (one per term in terms 1-3)
- The end-of-year assessment task (which includes a Practical Assessment Task and a written examination)

Example of an annual Programme of Assessment for Grades 10 and 11:

ASSESSMENT TASKS		TERM ONE	TERM TWO	TERM THREE	TERM FOUR	% OF FINAL PROMOTION MARK
Tests		1		1		5
Midyear examination (written)			1			5
Practical tasks: Practical investigation/ Research project/		1	1	1		15
End-of-year assessment	Written examination				1	50
	Practical Assessment Task				1	25

3.3.2 Examples of assessment tasks in Agricultural Management Practices

Tests

The tests in Agricultural Management Practices must be substantive in terms of time and marks. For example, a test should last at least 60 minutes and count a minimum of 50 marks. Tests should include leadership and management principles and practices, concepts, processes, technology, systems, production principles, equipment and safety procedures relevant to various agricultural production enterprises.

Practical tasks

Practical tasks should include both the planning for 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 practised at a school, for example viticulture, livestock production, manufacturing of dairy products, etc. See Appendix 2 for examples of assessment tools.

Practical Assessment Task (100 marks)

The Practical Assessment Task in Grades 10 and 11 comprises a management project which includes a series of eight practical activities (2 per term) which leads to the development and practical application of a management plan for each activity. The Practical Assessment Task counts 25% of the total promotion mark and should take the form of developing and applying agricultural management skills. This task should be completed across the four terms (2 practical activities per term) and be handed in by the middle of the fourth term. The task should be set in real-life settings, for example milking of cows, broiler management, artificial insemination, castration, de-horning, etc. The learners should know the assessment criteria before they start with the task.

A Practical Assessment Task allows the teacher to directly and systematically observe learner applied competence. The assessment of performance is based on the demonstration of specific agricultural management skills. Practical Assessment Tasks allow the learner to illustrate complex learning where knowledge, skills, and values are integrated.

The Practical Assessment Task in Grades 10 and 11 is **internally** set, assessed and moderated. The project is completed under controlled conditions and is assessed by means of a rubric.

The Practical Assessment Task counts 100 marks and consists of a management programme (50 marks) and practical activities (50 marks). The Practical Assessment Task therefore focuses on the development of the management programme as well as the application of management skills in a production-related context.

The management programme should include evidence of how the production-related process is to be approached, that is:

- The management plan
- The process followed

- The safety and environmental aspects considered
- The apparatus used
- If applicable, sketches or diagrams or calculations
- The starting time and ending time – how long the process took to complete from start to finish
- The investigations or research undertaken, and
- Any other information that is relevant to the project.

Each of the eight activities making up the Practical Assessment Task for Agricultural Management Practices will be undertaken in two phases:

Phase 1: Learners produce the relevant management information which will lead to the application of agricultural management skills in a practical real-life context. The evidence of this phase will be located in the management programme.

Phase 2: Learners apply the process and management skills as outlined in the management programme, making sure to note any deviations which arise in the practical situation from those recorded.

Examinations

The mid-year and end-of-year examinations for Grades 10 and 11 should consist of one paper and will count 200 marks. The suggested duration of the paper is 2 hours for Grade 10 and 2½ hours for Grade 11. All the questions are compulsory.

The format of the written examination paper must be similar to that found in Grade 12.

The following tables suggest the outline for the written examination paper in Grades 10 and 11.

Grade 10:

DURATION OF PAPER: 2 HOURS			
PRODUCTION ENTERPRISE	Shorter Questions	Longer Question	TOTAL MARKS
Section A	40 marks		40
Section B		160 marks	160
TOTAL	40 marks	160 marks	200

Grade 11:

DURATION OF PAPER: 2½ HOURS			
PRODUCTION ENTERPRISE	Shorter Questions	Longer Question	TOTAL MARKS
Section A Production enterprise 1	10 marks	40 marks	50
Section B Production enterprise 2	10 marks	40 marks	50
Section C Production enterprise 3	10 marks	40 marks	50
Section D Production enterprise 4	10 marks	40 marks	50
TOTAL	40 marks	160 marks	200

The following taxonomy designed by Bloom provides guidance on how to set questions of different conceptual levels in Agricultural Management Practices:

Level		COGNITIVE Knowledge	AFFECTIVE Attitude	PSYCHOMOTOR Skills
1	Low Level 40%	Recall data	Receive (awareness)	Imitation (copy)
2		Understand	Respond (react)	Manipulation (Follow instructions)
3	Medium Level 40%	Apply (use)	Value (understand/act)	Develop precision
4		Analyse (Structure/ elements)	Organise personal value system	Articulation (Combine, integrate related skills)
5	High Level 20%	Synthesize (Create/ build)	Internalise value system (Adopt behaviour)	Naturalization (Automate become expert)
6		Evaluate (assess, judge in relational terms)		

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Agricultural Management Practices and external assessment which makes up the remaining 75%. The Programme of Assessment for Agricultural Management Practices comprises six tasks which are internally assessed. The external assessment component comprises two components: a Practical Assessment Task and a written theory paper. Together these two components make up the remaining 75%.

PROGRAMME OF ASSESSMENT (100 marks)	EXTERNAL ASSESSMENT (300 marks)	
ASSESSMENT TASKS	EXTERNAL ASSESSMENT TASKS	
25% (100 marks)	75% (300 marks)	
2 tests 2 exams (mid-year and trial) 2 practical tasks	PAT	EXAM PAPER
	25% (100 marks)	50% (200 marks)
	Management project <ul style="list-style-type: none"> • Programme (50) • Application of management skills (50) 	Written exam

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

The annual assessment plan comprises:

- One test (first term)
- Two written examinations (midyear and trial)
- Three practical tasks (one per term in terms 1, 2 and 3)
- The external assessment task (which includes a Practical Assessment Task and a written examination)

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

Example of an annual assessment plan for Grade 12:

ASSESSMENT TASKS		TERM ONE	TERM TWO	TERM THREE	TERM FOUR	% OF FINAL PROMOTION MARK
Tests		1				5
Examinations (midyear and trial)			1	1		5
Practical tasks: Investigations/ Projects		1	1	1		15
External assessment	Written examination				1	50
	Practical Assessment Task			1		25

3.4.1 Programme of Assessment in Grade 12

Tests

The tests in Agricultural Management Practices must be substantive in terms of time and marks. For example, a test should last at least 60 minutes and count a minimum of 50 marks. Tests should include leadership and management principles and practices, concepts, processes, technology, systems, production principles, equipment and safety procedures relevant to various agribusiness enterprises.

Practical Tasks

Practical tasks should include both the planning for 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 practised at a school, for example viticulture, livestock production, manufacturing of dairy products, etc. See Appendix 2 for examples of assessment tools.

Examinations

The mid-year and trial examinations for Grade 12 should consist of one paper and will count 200 marks. The suggested duration of the paper is 2½ hours.

The trial examination needs to be closely related to the final examination in terms of time allocation, layout of the paper and subject requirements. See Section 3.3.2 for guidance on the setting of questions at different conceptual levels and Section 3.4.2.2 for an outline of the Grade 12 examination paper.

3.4.2 External assessment in Grade 12

The external assessment task in Grade 12 consists of a Practical Assessment Task (25%) and an externally written paper (50%).

3.4.2.1 Practical Assessment Task

The Practical Assessment Task in Grade 12 comprises a management project which includes a series of six practical activities (2 per term). The Practical Assessment Task counts 25% of the total promotion mark and should take the form of developing and applying agricultural management skills. This task should be completed across the first three terms (2 practical activities per term) and be handed in by the end of the third term. The task should be set in real-life settings, for example milking of cows, broiler management, artificial insemination, castration, de-horning, etc. The learners should know the assessment criteria before they start with the task.

A Practical Assessment Task allows the teacher to directly and systematically observe learner applied competence. The assessment of performance is based on the demonstration of specific agricultural management skills. Practical Assessment Tasks allow the learner to illustrate complex learning where knowledge, skills, and values are integrated.

The Practical Assessment Task for Grade 12 is internally set, internally assessed and externally moderated. The project is completed under controlled conditions.

The Practical Assessment Task counts 100 marks and consists of a management programme (50 marks) and practical activities (50 marks). The Practical Assessment Task therefore focuses on the development of the management programme as well as the application of management skills in a production-related context.

The management programme should include evidence of how the production-related process is to be approached, that is:

- The management plan
- The process followed
- The safety and environmental aspects considered
- The apparatus used
- If applicable, sketches or diagrams or calculations
- The starting time and ending time – how long the process took to complete from start to finish
- The investigations or research undertaken, and

- Any other information that is relevant to the project.

Each of the six activities making up the Practical Assessment Task for Agricultural Management Practices will be undertaken in two phases:

Phase 1: Learners produce the relevant management information which will lead to the application of agricultural management skills in a practical real-life context. The evidence of this phase will be located in the management programme.

Phase 2: Learners apply the process and management skills as outlined in the management programme, making sure to note any deviations which arise in the practical situation from those recorded.

3.4.2.2 External examination

The external examination for Grade 12 will consist of one paper which counts 200 marks. The duration of the paper will be 2½ hours.

This paper should be set provincially and should cover the enterprises being studied in the particular province.

The following table provides guidelines for the written examination paper in Grade 12:

DURATION OF PAPER: 2 ½ HOURS			
PRODUCTION ENTERPRISE	Shorter Questions	Longer Question	TOTAL MARKS
Section A Production enterprise 1	10 marks	40 marks	50
Section B Production enterprise 2	10 marks	40 marks	50
Section C Production enterprise 3	10 marks	40 marks	50
Section D Production enterprise 4	10 marks	40 marks	50
TOTAL	40 marks	160 marks	200

Shorter Questions

This section consists of short questions where one or two marks are allocated for a correct answer.

Longer Questions

This section consists of various types of questions from different sections of the content and linked to the production enterprises as found in each agri-ecological region measuring different skills. Each question will be subdivided and can include different types of questions. The following examples are given:

- Questions with short answers (even one word);
- Questions with longer answers (one sentence to one or more paragraphs); and
- Drawings of graphs, tables, diagrams etc.

3.5 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary Achievement: 30-39%) in Agricultural Management Practices.

Promotion at grade 10 and 11 level will be based on internal assessment only, but must be based on the same conditions as those for the National Senior Certificate.

3.6 Moderation

All Grade 10 and 11 tasks are internally moderated, while Grade 12 tasks should be externally moderated. The subject head for Agricultural Management Practices or head of department for the technology subjects at a school will generally manage this process.

APPENDIX 1: EXAMPLES OF DAILY ASSESSMENT TASKS

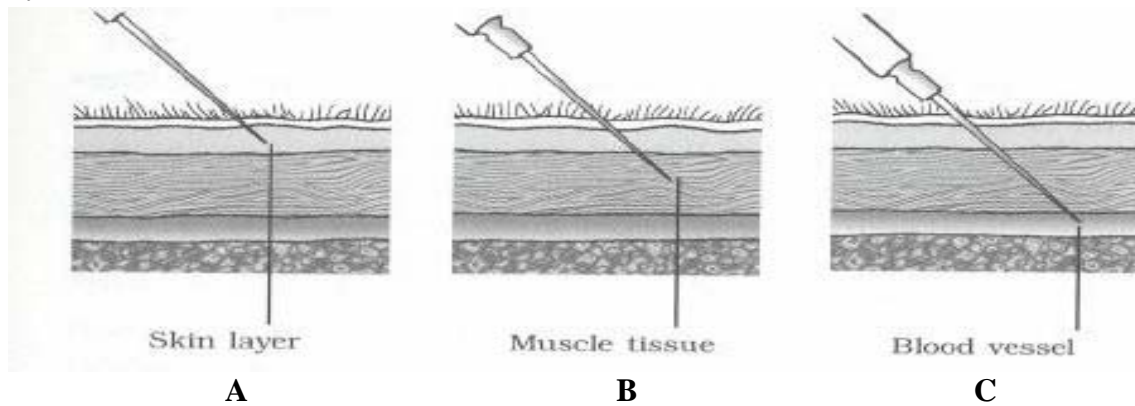
TASK 1: Worksheet

Topic: Animal Management aspects; Disease control

Requirements: Syringes, needles, resource material (books, video, slides, etc.)

Study the following information and answer the following questions;

1.



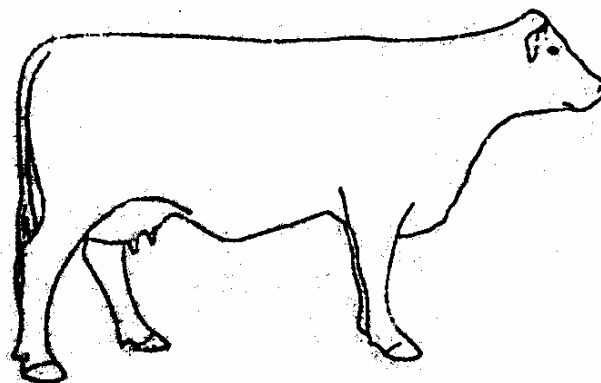
2. Identify the above ways in which injections is being administered.

- A.
- B.
- C.

3. Match the following medicines to the above injections.

- a. Treatment of milk fever
- b. Blue tongue vaccine
- c. Penicillin
- d. Treatment of mastitis

4. Where will the above injections be administered? Indicate the location on the supplied sketch.



TASK 2: Practical activity

Topic: Pruning of wine grapes

Requirements:

Instruction from field expert/ educator

Video/DVD presentation

Observation based demonstration(practical) to learners

Practical activity(Learner involvement)

Assessment:

Learners have to prune for marks where assessment will then take place. This assessment will be done by a field expert/educator.

Assessment criteria	Marks
<ul style="list-style-type: none">• Secateurs (sanitation and condition, handling)	4
<ul style="list-style-type: none">• Cut (angle, distance from bud, clean cut, covering)	4
<ul style="list-style-type: none">• Spacing (spacing between carriers, alignment of rootstocks, utilizing of space on trellising system)	4
<ul style="list-style-type: none">• Application of rules (rejuvenation, lengthening of main branches, selection of shoots, etc.)	4
<ul style="list-style-type: none">• General impression (neatness, overall balance in rootstock, etc.	4
Sub-total	20
Questions during the pruning assessment-	
<ul style="list-style-type: none">• Management of the pruning team: Size, spread, control, remuneration, logistical support.	10
Sub-total	10
Total	30

APPENDIX 2: EXAMPLES OF ASSESSMENT TOOLS FOR TASKS

Assessment tools should be appropriate to give an objective assessment of the learner's achievement. The following are examples.

EXAMPLE 1: "On-The-Spot" Practical Investigations

ASSESSMENT CRITERIA	PERFORMANCE INDICATOR LEVELS				COMMENTS
	1	2	3	4	
Ability to follow instructions	Unable to follow instructions	Instructions followed with regular supervision	Instructions followed with occasional supervision	Able to work completely on their own	
Ability to observe safety precautions	Unable to observe safety precautions	Sometimes careless with safety precautions	Follows safety precautions completely		
Ability to work tidily	Cannot work tidily	Can work tidily			

EXAMPLE 2: Guided Experimental Investigation

ASSESSMENT CRITERIA	PERFORMANCE INDICATOR LEVELS			COMMENTS
	1	2	3	
Organisation - work through procedure in orderly manner	Procedure disorganised	Procedure partially organised	Procedure organised efficiently	
Efficient use of allocated time	Experiment not completed in time	Experiment completed in time		
Ability to use apparatus or equipment	Apparatus always used incorrectly	Apparatus sometimes used correctly	Apparatus always used correctly	
Results / Final product	No results	Partially correct results	All results correct	
Responses to questions based on experimental work	No answers provided to questions	Can answer recall questions	Can answer interpretation and application questions	

EXAMPLE 3: Project Assessment

ASSESSMENT CRITERIA	PERFORMANCE INDICATOR LEVELS			COMMENTS
	1	2	3	
Project design	No clear organisation or vision / Too simplistic	Some parts are clear and arranged; other parts are confusing	Clear vision and organisation. To the point	
Media resources accessed	No resources accessed	Limited / Insufficient resources accessed	Variety of resources accessed	
Material resources used	No resources used	Insufficient / limited resources used	Variety of resources used	
Standard / quality	Poor quality	Satisfactory, but room for improvement	Of a high standard	
Effective use of time	Did not compile / consider a time-table / time limits	Did not adhere to the time-table limits	Compiled a time-table and efficiently used the time frames	