



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**Curriculum and Assessment Policy
Statement: Technical Occupational
Year 1 – 4**

AGRICULTURAL STUDIES

PUBLIC COMMENT

CONTENT

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

- 1.1 Background
- 1.2 Overview
- 1.3 General aims of the Technical Occupational Curriculum
- 1.4 Subjects and Time allocation

SECTION 2: INTRODUCTION TO AGRICULTURAL STUDIES

- 2.1 What is Agricultural Studies?
- 2.2 Topics to be studied in Agricultural Studies.
- 2.3 Specific Aims:
- 2.4 Requirements for Agricultural Studies as a subject
 - 2.4.1 Time Allocation
 - 2.4.2 Resources
 - 2.4.3 Infrastructure, equipment and finances
- 2.5 Career opportunities

SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

- 3.1 Content overview per Year
- 3.2 Content outline per term (Annual Teaching Plan)

SECTION 4: ASSESSMENT IN AGRICULTURAL STUDIES

- 4.1 Introduction
- 4.2 Assessment Principles
- 4.3 Managing Assessment
- 4.4 Moderation of Assessment
- 4.5 General

SECTION 5: RESOURCES

SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;

- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum 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;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;
 - Providing employers with a sufficient profile of a learner's competences.
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, 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.
- (c) The curriculum 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 the 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 set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex; and
 - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) 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. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;

- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.			

Subjects	Time
Technical Occupational: Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO AGRICULTURAL STUDIES

2.1 What is Agricultural Studies?

The subject teaches the learner General farming/Agricultural practices and specifically focusing on:

- Plant production,
- Gardening (Horticulture)
- Animal Production and
- Business practices

The subject provides the basis of the establishment of sustainable farming operations for the learner through the inclusion of a wide spectrum of competencies required by farmers in South Africa.

This subject reflects and addresses an urgent agricultural industry need to skill its workforce, to produce and maintain entrepreneurs and basic skilled farm workers in South Africa.

2.2 Topics to be studied in Agricultural Studies:

1. General farming / Agriculture Practices
2. Plant Production
3. Gardening (Horticulture)
4. Animal Production
5. Business practices

2.3 Specific Aims:

The purpose of the subject is to allow learners access to the Primary Agricultural Sector with specific reference to Mixed Farming Systems. The usage of the subject is as follows:

2.3.1 General Farming / Agricultural Practices

The learner is able to:

1. Comply with general and workshop safety as it relates to the Occupational Health and Safety (OHS) Act,
2. Select, use and care for hand tools and basic equipment
3. Select, use and maintain power tools
4. Erect and maintain wire fencing for different farming practices
5. Demonstrate an understanding of soil preparation
6. Demonstrate an understanding of composting and the benefits of adding organic enrichments to the soil

7. Describe and recognise the roles and requirements of water in plants
8. Identify and installing different methods of irrigation appropriate to environmental circumstances
9. Irrigate crops to maintain a predetermined moisture content
10. Planting a range of crops according to correct planning, spacing and depth of the plant material
11. Identify and control of weed, pests and diseases
12. Understanding the application of agrochemical products in a safe, effective and responsible manner with consideration of the environment
13. Understand the positive and negative effects environmental conditions can have on agriculture

2.3.2 Plant Production

The learner is able to:

1. Comply with basic food safety practices
2. Identify different crops
3. Planting a range of crops according to correct planning, spacing and depth of the plant material
4. Manipulate Plants
5. Harvest Agricultural crops by using basic harvesting tools
6. Demonstrate an understanding of fruit and vegetable preservation

2.3.3 Gardening (Horticulture)

The learner is able to:

1. Comply with Health and safety in the horticulture industry
2. Propagate plants from seed and planting into open ground
3. Care for ornamental seedlings
4. Plant and establish ornamental plants and trees from containers into open ground
5. Mow lawns and cut trees in landscape areas
6. Identify and explain permaculture principles

2.3.4 Animal Production

The learner is able to:

1. Identify the different breeds and basic anatomy of farm animals
2. Demonstrate an understanding of healthy farm animals
3. Care for farm animals – dipping, deworming, inoculating, dehorning, etc.

4. Recognise basic breeding behaviour of farm animals and the necessity of castration
5. Apply basic animal husbandry practices
6. Observe, handle and move farm animals
7. Recognise defensive behaviour in animals
8. Apply standard animal feeding procedures in accordance with planned diet
9. Understand the process of slaughtering farm animals
10. Harvest and process animal products
11. Understand the basic practices of beekeeping, developing bee sites and the benefit thereof for agriculture

2.3.5 Business practices

The learner is able to:

1. Apply basic skills in record keeping, storage and stock taking
2. Set goals and objectives related to marketing
3. Apply knowledge of marketing principles for products or services
4. Understand basic costing, planning and budgeting (income / expenditure)
5. Entrepreneurship in agriculture

2.4 Requirements for Agricultural Studies as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 13 ½ hours.

Sufficient time must be allocated in the school timetable for the practical work required to be done.

2.4.2 Resources

Human resources

Agricultural Studies requires a trained subject specialist and an occupational support therapist. It is preferred that the teacher offering Agricultural Studies has a background to farming related activities. Farming and good management skills are essential and a tertiary qualification in teaching is preferred.

Agricultural Studies teachers are required to:

- ☐ Teach the subject content with confidence and flair
- ☐ Interact with learners in a relaxed but firm manner

- ☐ Manage resourcing, budgeting and safety in a farming context
- ☐ Manage the teaching environment
- ☐ Conduct stock taking and inventory
- ☐ The teacher learner ratio should ideally be 1:15
- Plan for practical work
- ☐ Plan for theory lessons
- ☐ Conduct weekly practical sessions
- ☐ Maintain and service the tools and farming equipment
- ☐ Ensure learner safety
- ☐ Produce working PAT projects in cooperation with learners
- ☐ Carry out School Based Assessment (SBA)
- ☐ Implement innovative methods to keep the subject interesting
- Be self-motivated to keep her/him abreast of the latest technological developments
- Regularly attend skills workshops

Learner Resources:

- Text/ resource book
- Personal protective clothing

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

Infrastructure

- Agricultural Studies cannot be implemented in a school without suitable agricultural land, livestock and a teaching venue
- Tools and equipment should have sufficient storage and well-developed storage management system with an up to date inventory. Shelves should be clearly marked and storage areas defined.
- Good housekeeping principles require that all work areas be cleaned regularly. A suitable waste removal system should be in place to accommodate refuse, off-cut materials as well as chemical waste. The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 need to be complied with at all times.
- Machinery on stands should be permanently affixed to the floor, with isolation switches for the mains supply. All machines should have working machine guards.

- Electrical motors should ideally be painted bright orange. Specification plates should be clearly legible.
- Safety rules must be displayed on posters in the workshop.

Equipment

The following is the minimum requirement for Agricultural Studies.

Safety equipment

- Signage – Warning signs required by Health and Safety act
- Masks – box of 50
- Safety goggles – 20
- Helmets – 15
- safety pants – minimum 4
- gloves – 4 pairs
- Gumboots – 4 pairs

Basic hand tools

- Spades – minimum 10
- Rakes – minimum 10
- Forks – minimum 10
- Hoes - minimum 10
- Watering cans – minimum 10
- Planting lines – can be made with available material
- Wheelbarrow – minimum 5
- Hose pipe – 2 x 30m
- Spray pump (knap sack) – minimum 6
- Pliers – minimum 15 large and 15 medium
- Hammers – minimum 10
- Pruning scissors – minimum 10
- Wire puller – 2
- Spanner set – 1 complete Gedore spanner set
- Screw driver set

Veterinary equipment

- Syringes – minimum 4 x 20ml
- Needles – minimum 50 (different thickness and length for different animals)
- Drench applicator – 2 x 250ml
- Burdizzo (castrator) – 2 x German made since cheap copies cause male animals not to be properly castrated
- Immobiliser - 1 x RAU immobiliser
- Prodder – 1 x hand held and 1 x extended prodder
- Neck clamp - 1

Power tools

- Lawnmower – minimum 2 x petrol lawnmowers (with aluminium body)
- Brush cutter (weed eater) – 2 x Stihl FS160 or bigger
- Angle grinder
- Electric cut off machine
- Portable inverter
- Arc welding machine and welding accessories
- Bench grinder
- Bench grinder
- Drill - 1 x Makita drill
- Electrical pedestal drilling machine
- Oxy-acetylene welding set
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Consumables

- Seed
- Seedlings
- Animal drench – dewormer for endo-parasites
- Animal dip – for ecto-parasites
- Injectable solutions – for endo-or ecto-parasites
- Petrol – lawn mowers and weed eaters
- Diesel – for bakkie and tractor
-
- Welding rods
- Steel

- Vegetable crops
- Insecticides
- Pesticides
- Fertilizers

Livestock

- According to what animals are suited for the area

Vehicles

- 1 x bakkie – transport of produce (fruit/vegetables), animals, compost, wood, etc.
- 1 x tractor – transport of soil, produce, wood,

Greenhouse

Size: 16 X 8 metres

Fertiliser application unit

Plant Bags x 500

Finances:

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

Resourcing could be sub divided into the following categories:

- ☐ Safety Equipment
- ☐ Tools and Equipment
- ☐ Consumable Materials
- ☐ Practical Assessment Task Resources (PAT)
- ☐ Teaching and Learning Support Material
- ☐ Maintenance

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Agricultural Studies include but is not limited to:

- Garden services – general worker
- Chainsaw / brush cutter operator
- General worker within agricultural or forestry sector
- Emerging farmer
- Hawker – selling farm produce
- Worker in abattoir / butchery
- Entrepreneur

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

TOPIC	Year 1	Year 2	Year 3	Year 4
1. General Farming	Occupational Health and Safety (OHS), general and workshop safety Select, use and care for hand tools and basic equipment Demonstrate an understanding of	Occupational Health and Safety (OHS), general and workshop safety Operate in a team in an agricultural environment Select, use and care for hand tools and basic equipment Select, use and maintain for power tools Erect and maintain wire fencing for different farming practices Demonstrate an understanding of	Occupational Health and Safety (OHS), general and workshop safety Operate in a team in an agricultural environment Select, use and care for hand tools and basic equipment Select, use and maintain for power tools Erect and maintain wire fencing for different farming practices Demonstrate an understanding of	Occupational Health and Safety (OHS), general and workshop safety Operate in a team in an agricultural environment Select, use and care for hand tools and basic equipment Select, use and maintain for power tools Erect and maintain wire fencing for different farming practices Demonstrate an understanding of

TOPIC	Year 1	Year 2	Year 3	Year 4
	<p>soil preparation</p> <p>Demonstrate an understanding of composting</p> <p>Describe and recognise the roles and requirements of water in plants</p> <p>Identify methods of irrigation appropriate to environmental circumstances</p> <p>Planting a range of crops according to correct planning, spacing and depth of the plant material</p> <p>Irrigate crops to maintain a predetermined moisture content</p>	<p>soil preparation</p> <p>Demonstrate an understanding of composting and the benefits of adding organic enrichments to the soil</p> <p>Describe and recognise the roles and requirements of water in plants</p> <p>Identify methods of irrigation appropriate to environmental circumstances</p> <p>Planting a range of crops according to correct planning, spacing and depth of the plant material</p> <p>Irrigate crops to maintain a predetermined moisture content</p>	<p>soil preparation</p> <p>Demonstrate an understanding of composting and the benefits of adding organic enrichments to the soil</p> <p>Describe and recognise the roles and requirements of water in plants</p> <p>Identify and installing different methods of irrigation appropriate to environmental circumstances</p> <p>Planting a range of crops according to correct planning, spacing and depth of the plant material</p> <p>Irrigate crops to maintain a predetermined moisture content</p>	<p>soil preparation</p> <p>Demonstrate an understanding of composting and the benefits of adding organic enrichments to the soil</p> <p>Describe and recognise the roles and requirements of water in plants</p> <p>Identify and installing different methods of irrigation appropriate to environmental circumstances</p> <p>Planting a range of crops according to correct planning, spacing and depth of the plant material</p> <p>Irrigate crops to maintain a predetermined moisture content</p>

TOPIC	Year 1	Year 2	Year 3	Year 4
	Identify and control of weed	Identify and control of weed, pests and diseases Understand the positive and negative effects environmental conditions can have on agriculture	Identify and control of weed, pests and diseases Understanding the application of agrochemical products in a safe, effective and responsible manner with consideration of the environment Understand the positive and negative effects environmental conditions can have on agriculture	Identify and control of weed, pests and diseases Understanding the application of agrochemical products in a safe, effective and responsible manner with consideration of the environment Understand the positive and negative effects environmental conditions can have on agriculture
2. Plant Production	Apply basic food safety practices Identify different crops Planting a range of crops according to correct planning, spacing and depth of the plant material	Apply basic food safety practices Identify different crops Planting a range of crops according to correct planning, spacing and depth of the plant material	Apply basic food safety practices Identify different crops Planting a range of crops according to correct planning, spacing and depth of the plant material	Apply basic food safety practices Identify different crops Planting a range of crops according to correct planning, spacing and depth of the plant material

TOPIC	Year 1	Year 2	Year 3	Year 4
	Harvest Agricultural crops by using basic harvesting tools	Manipulate Plants Harvest Agricultural crops by using basic harvesting tools Demonstrate an understanding of crop preservation	Manipulate Plants Harvest Agricultural crops by using basic harvesting tools Demonstrate an understanding of crop preservation	Manipulate Plants Harvest Agricultural crops by using basic harvesting tools Demonstrate an understanding of crop preservation
3. Gardening / Horticulture	Health and safety in the horticulture industry Care for ornamental seedlings Plant and establish ornamental plants and trees from containers into open ground	Health and safety in the horticulture industry Propagate plants from seed and planting into open ground Care for ornamental seedlings Plant and establish ornamental plants and trees from containers into open ground Mow lawns and in landscape areas	Health and safety in the horticulture industry Propagate plants from seed and planting into open ground Care for ornamental seedlings Plant and establish ornamental plants and trees from containers into open ground Mow lawns and cut trees in landscape areas	Health and safety in the horticulture industry Propagate plants from seed and planting into open ground Care for ornamental seedlings Plant and establish ornamental plants and trees from containers into open ground Mow lawns and cut trees in landscape areas

TOPIC	Year 1	Year 2	Year 3	Year 4
	Identify and explain permaculture principles	Identify and explain permaculture principles	Identify and explain permaculture principles	Identify and explain permaculture principles
4. Animal Production	<p>Identify the different breeds of farm animals</p> <p>Observe farm animals</p> <p>Recognise defensive behaviour in animals</p>	<p>Identify the different breeds and basic anatomy of farm animals</p> <p>Demonstrate an understanding of healthy farm animals</p> <p>Care for farm animals</p> <p>Recognise basic breeding behaviour of farm animals and the necessity of castration and dehorning</p> <p>Observe, handle and move farm animals</p> <p>Recognise defensive behaviour in animals</p>	<p>Identify the different breeds and basic anatomy of farm animals</p> <p>Demonstrate an understanding of healthy farm animals</p> <p>Care for farm animals</p> <p>Recognise basic breeding behaviour of farm animals and the necessity of castration and dehorning</p> <p>Observe, handle and move farm animals</p> <p>Recognise defensive behaviour in animals</p>	<p>Identify the different breeds and basic anatomy of farm animals</p> <p>Demonstrate an understanding of healthy farm animals</p> <p>Care for farm animals</p> <p>Recognise basic breeding behaviour of farm animals and the necessity of castration and dehorning</p> <p>Observe, handle and move farm animals</p> <p>Recognise defensive behaviour in animals</p>

TOPIC	Year 1	Year 2	Year 3	Year 4
	Explain the process of slaughtering farm animals	<p>Apply standard animal feeding procedures in accordance with planned diet</p> <p>Harvest and process animal products</p> <p>Understand the process of slaughtering farm animals</p>	<p>Apply standard animal feeding procedures in accordance with planned diet</p> <p>Harvest and process animal products</p> <p>Understand the process of slaughtering farm animals</p> <p>Apply basic animal husbandry practices</p> <p>Understand the basic practices of beekeeping, developing bee sites and the benefit thereof for agriculture</p>	<p>Apply standard animal feeding procedures in accordance with planned diet</p> <p>Harvest and process animal products</p> <p>Understand the process of slaughtering farm animals</p> <p>Apply basic animal husbandry practices</p> <p>Understand the basic practices of beekeeping, developing bee sites and the benefit thereof for agriculture</p>
5. Business practices		<p>Apply basic skills in storage and stock taking</p> <p>Set goals and objectives related to</p>	<p>Apply basic skills in record keeping, storage and stock taking</p> <p>Set goals and objectives related to</p>	<p>Apply basic skills in record keeping, storage and stock taking</p> <p>Set goals and objectives related to</p>

TOPIC	Year 1	Year 2	Year 3	Year 4
		marketing Apply knowledge of marketing principals for products or services Understand basic costing, planning and budgeting (income / expenditure) Entrepreneurship in agriculture	marketing Apply knowledge of marketing principals for products or services Understand basic costing, planning and budgeting (income / expenditure) Entrepreneurship in agriculture	marketing Apply knowledge of marketing principals for products or services Understand basic costing, planning and budgeting (income / expenditure) Entrepreneurship in agriculture

3.2 Content outline per term

Year 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	General Farming	<ul style="list-style-type: none">• Select, use and care for hand tools and basic equipment<ul style="list-style-type: none">○ Identify and apply safety procedures○ Use basic agricultural tools and equipment.○ Select the appropriate tool for use in a specific task○ Demonstrate how to care for and maintain tools and equipment○ Describe methods to store tools and equipment correctly and safely.	<p>Demonstration of how to use basic hand tools and the dangers associated with its use.</p> <p>Pupils get small tasks to do – prepare garden using specific tools. After use they must be able to properly clean and store tools</p>

2	General Farming	<ul style="list-style-type: none"> • Demonstrate an understanding of soil preparation <ul style="list-style-type: none"> ○ Understand the qualities and uses of different basic soil types ○ Recognise the difference between topsoil and subsoil • Demonstrate an understanding of composting <ul style="list-style-type: none"> ○ Understanding the process of making and mineralisation of compost ○ Different ways of composting 	<p>Pupils make poster of material needed for making compost heap.</p> <p>Learners gather available material to make compost heaps.</p> <p>Learners use hand tools in making a compost heap.</p>
3		<ul style="list-style-type: none"> • Plant a range of crops according to correct planning, spacing and depth of the plant material <ul style="list-style-type: none"> ○ Use tools correctly for every specific crop ○ Use equipment correctly in order to space plants according to the requirements of specific plants ○ Understand the necessity to space, place and regulate planting depth for every specific crop planted, to ensure optimum yield and quantity of crops. • Identify and control of weed <ul style="list-style-type: none"> ○ Identify factors affecting successful weed control to ensure best use of effort, cost and time – factors like soil dampness, weed size and reestablishment of weeds ○ Explain the reason for hand or manual control of weeds in relation to other weed control methods ○ Identify different kinds of weeds according to weed types 	<p>Crops are identified to be planted during that specific time - either seed or seedlings.</p> <p>Learners use plant line and hand tools to plant the identified crops.</p> <p>The different weeds are shown and the different ways of weeding explained.</p> <p>Learners do manual weeding.</p>

		and weed growth periods	
4		<ul style="list-style-type: none"> Describe and recognise the roles and requirements of water in plants <ul style="list-style-type: none"> Explain how the amount of water and frequency of watering influences the growth of a plant Identify the water requirements of different plants Select the right method of watering and the correct time of day to water plants Identify methods of irrigation appropriate to environmental circumstances Identify methods of irrigation appropriate to environmental circumstances 	<p>An appropriate manner of irrigation is identified – watering can, bottle, bucket or whatever is available.</p> <p>The identified crops which were planted are being irrigated by pupils. Turns are made so as to give all a chance.</p>

		<ul style="list-style-type: none"> ○ Identify an irrigation system for a specific area. • Irrigate crops to maintain a predetermined moisture content <ul style="list-style-type: none"> ○ Irrigate a crop to maintain standard moisture content ○ Explain an understanding of irrigation w.r.t. crop yield 	
5	Plant Production	<ul style="list-style-type: none"> • Apply basic food safety practices <ul style="list-style-type: none"> ○ Applying personal hygiene ○ Describe what basic food safety practices are 	Learners are shown how to properly wash hands and equipment before and after working with plant products.
6		<ul style="list-style-type: none"> • Identify different crops <ul style="list-style-type: none"> ○ Identify the important local crops of your region ○ Demonstrate an understanding of climatic requirements for growing different crops suitable for your region • Harvest Agricultural crops by using basic harvesting tools <ul style="list-style-type: none"> ○ Understand methods of testing for the maturity and ripeness of the crop ○ Identify changes that take place during the ripening process ○ Identify and use basic harvesting tools to harvest the 	Different harvesting tools are selected to harvest crop- eg. machete to harvest cabbage or scissors to harvest chillies.

		crop	
7	Gardening / Horticulture	<ul style="list-style-type: none"> • Health and safety in the horticulture industry <ul style="list-style-type: none"> ○ Demonstrate the knowledge of what protective clothing is ○ Explain how to use equipment and tools safely ○ Explain what the possible hazards are in the horticulture industry ○ Explain the reason for good housekeeping • Care for ornamental seedlings <ul style="list-style-type: none"> ○ Explain the importance of humidity in the seedling environment ○ Explain how to care for seedlings once they have been planted out • Plant and establish ornamental plants and trees from containers into open ground <ul style="list-style-type: none"> ○ Explain the criteria to be used when selecting plants for planting out ○ Arrange plants in the areas where they are to be transplanted ○ Explain the reason for soaking plants before transplanting • Identify and explain permaculture principles 	<p>Practical demonstration – different protective clothing for specific tasks. The benefit of protective gear is also explained and demonstrated.</p> <p>Practical demonstration of how area must be prepared to transplant plants or trees. Soil preparation and watering is important to ensure plants survive transplant process.</p> <p>Explain the importance of permaculture in ensuring food security.</p>

		<ul style="list-style-type: none"> ○ Explain what the basic principles of permaculture are ○ List the resources available on the site 	
8	Animal Production	<ul style="list-style-type: none"> • Identify the different breeds of farm animals <ul style="list-style-type: none"> ○ Identify the different breeds of farm animals in your area • Observe farm animals <ul style="list-style-type: none"> ○ Observe animal behaviour and physical attributes • Recognise defensive behaviour in animals <ul style="list-style-type: none"> ○ Describe anatomical features that are used in defensive behaviour e.g. hooves, fangs etc. ○ Observe the way in which the animal uses anatomical features to defend themselves • Explain the process of slaughtering farm animals <ul style="list-style-type: none"> ○ Understand the need for strict health and hygiene with slaughtering ○ Understand the importance of the health-status and economical age for slaughtering 	<p>Books or posters used to show different breeds of farm animals.</p> <p>Learners can visit farm where the different defensive techniques are shown.</p> <p>Learners can visit an abattoir or farm where the proper and humane techniques of slaughtering farm animals are demonstrated.</p>

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Activity 1: Identify different hand tools for specific jobs – Practical - (Oral response). 10%</p> <p>Activity 2: Plant different crops according to correct spacing and depth – Practical- Assess using a rubric (individually). 15%</p> <p>Activity 3: Manual control of weeds – Practical- Assess using a rubric (group work). 10%</p> <p>Activity 4: Irrigate crops with basic equipment, e.g. tins, bottles, buckets or watering cans - Practical- Assess using a rubric 15%</p> <p>Activity 5: Identify different farm animals within the area – Practical - (Oral response). 10%</p> <p>Activity 6: Identify the body parts animals use for protection- Practical - (Oral response). 15%</p> <p>Activity 7: Theory - Test on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

Year 2 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	General Farming	<ul style="list-style-type: none"> • Select, use and care for hand tools and basic equipment <ul style="list-style-type: none"> ○ Identify and apply safety ○ Measures regarding the use of basic agricultural tools and equipment. ○ Select the appropriate tool for use in a specific task ○ Demonstrate how to care for and maintain tools and equipment ○ Describe methods to store tools and equipment correctly and safely. 	Demonstration of how to use basic hand tools and the dangers associated with its use.
2		<ul style="list-style-type: none"> • Demonstrate an understanding of soil preparation <ul style="list-style-type: none"> ○ Understand the qualities and uses of different basic soil types ○ Recognise the difference between topsoil and subsoil • Demonstrate an understanding of composting <ul style="list-style-type: none"> ○ Understanding the process of making and mineralisation of compost ○ Different ways of composting 	<p>Learners gather available material to make compost heaps.</p> <p>Learners use hand tools in making a compost heap.</p>

3		<ul style="list-style-type: none"> Planting a range of crops according to correct planning, spacing and depth of the plant material <ul style="list-style-type: none"> Use tools correctly for every specific crop Use equipment correctly in order to space plants according to the requirements of specific plants Understand the necessity to space, place and regulate planting depth for every specific crop planted, to ensure optimum yield and quantity of crops. Identify and control of weed <ul style="list-style-type: none"> Identify factors affecting successful weed control to ensure best use of effort, cost and time – factors like soil dampness, weed size and reestablishment of weeds Explain the reason for hand or manual control of weeds in relation to other weed control methods Identify different kinds of weeds according to weed types and weed growth periods 	<p>Crops are identified to be planted during that specific time - either seed or seedlings.</p> <p>Learners use plant line and hand tools to plant the identified crops.</p> <p>The different weeds are shown and the different ways of weeding explained.</p> <p>Learners do manual weeding.</p>
4	Gardening/ Horticulture	<ul style="list-style-type: none"> Describe and recognise the roles and requirements of water in plants <ul style="list-style-type: none"> Explain how the amount of water and frequency of watering influences the growth of a plant Identify the water requirements of different plants Select the right method of watering and the correct time 	<p>An appropriate manner of irrigation is identified – watering can, bottle, bucket or whatever is available.</p> <p>The identified crops which were planted are being irrigated by pupils. Turns are made so as to give all a chance.</p>

		<p>of day to water plants</p> <ul style="list-style-type: none"> ○ Identify methods of irrigation appropriate to environmental circumstances • Identify methods of irrigation appropriate to environmental circumstances <ul style="list-style-type: none"> ○ Identify an irrigation system for a specific area. • Irrigate crops to maintain a predetermined moisture content <ul style="list-style-type: none"> ○ Irrigate a crop to maintain standard moisture content ○ Explain an understanding of irrigation w.r.t. crop yield 	<p>Different forms of irrigation that can be used are explained and demonstrated. They can use:</p> <ol style="list-style-type: none"> 1. Watering cans / containers 2. Hose pipes 3. Sprayers
5	Plant Production	<ul style="list-style-type: none"> • Apply basic food safety practices <ul style="list-style-type: none"> ○ Applying personal hygiene ○ Describe what basic food safety practices are 	<p>Learners are shown how to properly wash hands and equipment before and after working with plant products.</p>
6		<ul style="list-style-type: none"> • Identify different crops <ul style="list-style-type: none"> ○ Identify the important local crops of your region ○ Demonstrate an understanding of climatic requirements for growing different crops suitable for your region • Harvest Agricultural crops by using basic harvesting tools <ul style="list-style-type: none"> ○ Understand methods of testing for the maturity and ripeness of the crop 	<p>Different harvesting tools are selected to harvest crop- eg. machete to harvest cabbage or scissors to harvest chillies.</p> <p>Pupils are divided into groups to harvest the agricultural crop according to set procedure and with the correct tools. Pupils can be assessed on how they perform the task.</p>

		<ul style="list-style-type: none"> ○ Identify changes that take place during the ripening process ○ Identify and use basic harvesting tools to harvest the crop 	
7	Gardening / Horticulture	<ul style="list-style-type: none"> • Health and safety in the horticulture industry <ul style="list-style-type: none"> ○ Demonstrate the knowledge of what protective clothing is ○ Explain how to use equipment and tools safely ○ Explain what the possible hazards are in the horticulture industry ○ Explain the reason for good housekeeping • Care for ornamental seedlings <ul style="list-style-type: none"> ○ Explain the importance of humidity in the seedling environment ○ Explain how to care for seedlings once they have been planted out • Plant and establish ornamental plants and trees from containers into open ground <ul style="list-style-type: none"> ○ Explain the criteria to be used when selecting plants for planting out ○ Arrange plants in the areas where they are to be 	<p>Practical demonstration – different protective clothing for specific tasks. The benefit of protective gear is also explained and demonstrated.</p> <p>Explain and demonstrate to pupils how to transplant seedlings and irrigate them to ensure that the seedlings have a better chance of survival.</p> <p>Identify the area as well as the plants to be planted. Pupils are given instructions on how to prepare the soil and what procedures are to be followed before, during and after plants were planted.</p>

		<p>transplanted</p> <ul style="list-style-type: none"> ○ Explain the reason for soaking plants before transplanting • Identify and explain permaculture principles <ul style="list-style-type: none"> ○ Explain what the basic principles of permaculture are ○ List the resources available on the site 	
8	Animal Production	<ul style="list-style-type: none"> • Identify the different breeds of farm animals <ul style="list-style-type: none"> ○ Identify the different breeds of farm animals in your area • Observe farm animals <ul style="list-style-type: none"> ○ Observe animal behaviour and physical attributes • Recognise defensive behaviour in animals <ul style="list-style-type: none"> ○ Describe anatomical features that are used in defensive behaviour e.g. hooves, fangs etc. ○ Observe the way in which the animal uses anatomical features to defend themselves • Explain the process of slaughtering farm animals <ul style="list-style-type: none"> ○ Understand the need for strict health and hygiene with slaughtering ○ Understand the importance of the health-status and economical age for slaughtering 	<p>Books or posters used to show different breeds of farm animals.</p> <p>Learners can visit farm where the different defensive techniques are shown.</p> <p>A visit to an abattoir can be arranged where the whole process of slaughtering (according to set health and safety procedures) different animals can be explained and demonstrated. Alternatively; a video can also be also watched.</p> <p>Pupils make a list as to why it is more important and economical to slaughter healthy animals.</p>

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Activity 1: Identify different tools used in gardening – Practical - (Oral response). 10%</p> <p>Activity 2: Demonstrate the use of different tools – Practical- Assess using a rubric. 15%</p> <p>Activity 3: Name materials used in making a compost heap – Practical - (Oral response). 10%</p> <p>Activity 4: Demonstrate how different materials can be used to make compost heap – Practical- Assess using a rubric (group work). 15%</p> <p>Activity 5: Identify different crops that are suitable for the region – Practical - (Oral response). 10%</p> <p>Activity 6: Plant different crops according to correct spacing and depth – Practical- Assess using a rubric (individually). 15%</p> <p>Activity 7: Theory - Test on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

Year 2 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	General Farming / Plant Production	<ul style="list-style-type: none"> Installing irrigation and irrigating crops <ul style="list-style-type: none"> Design a layout for the most effective use of piping for an area. Explain how water pressure and friction affect the piping used for irrigation Explain why certain fittings are used in different cases. Install an irrigation system for a specific area. Irrigate a crop to maintain standard moisture content Explain an understanding of irrigation w.r.t. crop yield 	<p>Visit farms or gardens where different irrigation methods are used. Select an irrigation system that is suitable and affordable to your needs. Can use:</p> <ol style="list-style-type: none"> 1. Watering cans / containers 2. Hose pipes 3. Sprayers
2		<ul style="list-style-type: none"> Planting a range of crops according to correct planning, spacing and depth of the plant material. <ul style="list-style-type: none"> Use tools correctly for every specific crop Use equipment correctly in order to space plant according to the requirements of specific plants. 	<p>Identify and demonstrate the use of different tools to be used. Pupils plant crops according specific instructions.</p>
3		<ul style="list-style-type: none"> Handle planting material correctly for the successful establishment of a specific crop 	<p>Practical-planting of different crops.</p>

		<ul style="list-style-type: none"> ○ Understand the necessity to space, place and regulate planting depth for every specific crop planted, to ensure optimum yield and quantity of crops. ○ Plant material is kept on hand for planting is kept moist and sheltered. ○ Provide newly planted material with sufficient water shortly after planting ○ Remove and replace newly planted material that will not survive ○ Remove diseased plants from the planting area to prevent contact with healthy plants 	<p>Explain to pupils the necessity of spacing for different crops and the effect of not spacing correctly.</p> <p>Watering plants with different equipment/tools available – tin, watering can or hosepipe.</p>
4	General Farming / Plant Production	<ul style="list-style-type: none"> ● Demonstrate an understanding of manual/chemical weed control <ul style="list-style-type: none"> ○ Identify the effect of weed growth on a crop to basic plant growth factors like CO₂, H₂O, sun-light nutrients or food and warmth ○ Identify factors affecting successful weed control to ensure best use of effort, cost and time – factors like soil dampness, weed size and reestablishment of weeds ○ Explain the reason for hand or manual control of weeds in relation to chemical weed control methods ○ Identify different kinds of weeds according to weed types and weed growth periods 	<p>Identify weeds and different ways to eradicate it. Demonstrate different forms of weeding as well as safety precautions when chemical weeding is selected-wearing of masks and goggles.</p>

5		<ul style="list-style-type: none"> • Prepare equipment to be used for weeding <ul style="list-style-type: none"> ○ Select and check equipment used for weeding according to workplace procedures i.e. hoe's, slashers, pangas, spray cans, etc. ○ Prepare equipment used for weeding according to workplace procedures and any defaults are reported i.e. sharpening or minor repairs 	<p>Identify weeds and different ways to eradicate it. Demonstrate different forms of weeding as well as safety precautions when chemical weeding is selected-wearing of masks and goggles.</p>
6		<ul style="list-style-type: none"> • Weed an agricultural crop manually/chemically <ul style="list-style-type: none"> ○ Perform manual/chemical weeding technique according to workplace procedures i.e. spraying, hand pull, hoe and slash to required height ○ Leave equipment in a safe & ready to use condition ○ Handle and dispatch waste from the weeding process according to workplace procedures 	<p>Identify weeds and different ways to eradicate it. Demonstrate different forms of weeding as well as safety precautions when chemical weeding is selected-wearing of masks and goggles.</p>
7		<ul style="list-style-type: none"> • Identifying limitation factors like insects, molluscs and diseases and explain the damage it can cause to crops or the positive effects they can have on crops <ul style="list-style-type: none"> ○ Recognise different insects and establish the harmful ones for specific crops ○ Understanding that all insects have a purpose in an ecosystem ○ Establish eco-friendly means to diminish the harmful 	<p>Use of agriculture magazines like Farmers Weekly or Landbou Weekblad to cut out examples of different insects or diseases that affect crops/plants in the area.</p> <p>Catch and identify insects which affect crops/plants</p> <p>List them as harmful or eco-friendly</p>

		<p>effects of certain insects</p> <ul style="list-style-type: none"> ○ Recognizing of insects that can assist in controlling harmful ones i.e. Ladybirds controlling aphids ○ Understanding how certain insects can be protected i.e. bees, ladybirds 	
8	General Farming / Plant Production	<ul style="list-style-type: none"> ● Control pests manually / chemically <ul style="list-style-type: none"> ○ Identify pests to be removed manually/chemically ○ Prepare equipment/pesticide to chemically control pests ○ Apply according to safety procedures 	<p>Identify the different pests which are found within the garden. Discuss the best way to rid garden of said pests – depending on the severity of the occurrence. Explain to pupils the advantages and disadvantages of manual and chemical control. Demonstrate how to control pests where after pupils can continue.</p>

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Activity 1: Use suitable irrigation method to water plants – Practical- Assess using a rubric. 15%</p> <p>Activity 2: Identify when vegetables/fruit are ready to be harvested – Practical - (Oral response). 10%</p> <p>Activity 3: Identify and explain what tools to use to do manual/chemical weeding– Practical-(Oral response). (group work). 10%</p> <p>Activity 4: Do manual/chemical weeding – Practical- Assess using a rubric (group work). 15%</p> <p>Activity 5: Identify and select tools to harvest vegetables/fruit – Practical - (Oral response). 10%</p> <p>Activity 6: Use selected tools to harvest vegetables/fruit – Practical- Assess using a rubric (individually). 15%</p> <p>Activity 7: Theory - Test on topics covered in term1 and 2. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Plant Production	<ul style="list-style-type: none"> • Demonstrate an understanding of fruit cultivars <ul style="list-style-type: none"> ○ Identify the important local fruit cultivars of your region ○ Identify various examples of deciduous fruit cultivars according to physical and handling characteristics ○ Demonstrate an understanding of climatic requirements for growing deciduous fruit cultivars ○ Identify soil preparation methods for the planting of deciduous fruit cultivars 	Ask pupils to name or bring examples of the different fruit species found in their area. Explain why these fruit are found in the specific area.
2		<ul style="list-style-type: none"> • Manipulate plants using pre-determined methods and techniques <ul style="list-style-type: none"> ○ The correct procedures of manipulating plants ○ Applying the correct method of pruning hedges and trees ○ Applying the correct method of pruning ornamental plants ○ Designing a frame to manipulate the shape of a tree 	Visit a farm during pruning season or get a horticulturist or pruner to give a demonstration on the correct pruning method for the different fruit species
3		<ul style="list-style-type: none"> • Understand the importance of hygiene and adherence to good practices in preparation for pruning fruit 	

		<ul style="list-style-type: none"> ○ Explain the importance of the hygiene and functional equipment in relation to the fruit trees ○ Identify the reason for adhering to clothing requirements in relation to the fruit trees ○ Explain reasons for treating of pruning wounds according to fruit tree health standards ○ Clean and store pruning, farming equipment and protective clothing according to workplace procedures ○ Remove pruning materials and waste from orchard according to workplace procedures ○ Report faulty or broken equipment according to workplace procedures 	
4		<ul style="list-style-type: none"> ● Harvest agricultural crops by using basic harvesting tools <ul style="list-style-type: none"> ○ Analyse fruit or vegetable appearance ○ Establish internal requirements for good quality fruit or vegetables i.e. flavour, colour, insect damage ○ Understand methods of testing for the maturity and ripeness of the crop ○ Identify changes that take place during the ripening process ○ Understand the handling of the crop as a factor producing a superior product 	Establish if fruit/vegetables are ready to be harvested. Identify the tools and method of harvesting and how and where fruit/vegetables will be stored after harvesting.
5	Gardening /	<ul style="list-style-type: none"> ● Health and safety in the horticulture industry 	Visit to a fruit farm or vineyard where the following will be

	Horticulture	<ul style="list-style-type: none"> ○ Demonstrate the knowledge of what protective clothing is ○ Explain how to use equipment and tools safely ○ Explain what the possible hazards are in the horticulture industry ○ Explain the reason for good housekeeping ○ Describe and demonstrate the actions that will be taken in an emergency situation ○ Demonstrate basic first aid practices in an emergency situation 	<p>explained and demonstrated:</p> <ul style="list-style-type: none"> • Protective clothing and why it is to be worn. • The equipment used and how to use it for different tasks. • How to apply first aid in case of work-related accident – and how to prevent accidents
6		<ul style="list-style-type: none"> • Propagate plants from seed and planting into open ground <ul style="list-style-type: none"> ○ Prepare for various methods of seed sowing ○ Sow seed manually ○ Apply the correct method of watering, and maintain the ideal environment for germination to take place 	<p>Draw up chart of which plants can be planted during certain periods of the year for the specific area. Buy the identified seed for sowing.</p>
7		<ul style="list-style-type: none"> • Plant and establish ornamental plants from container into open ground <ul style="list-style-type: none"> ○ Select plants from stockpile or nursery and prepare for planting ○ Arrange plants in area where they are to be planted ○ Prepare a suitable hole to receive the plant ○ Follow correct procedure of planting, backfilling and watering 	<p>Explain and demonstrate to pupils how to transplant seedlings and irrigate them to ensure that the seedlings have a better chance of survival.</p> <p>Pupils follow instructions and transplant plants.</p>

8		<ul style="list-style-type: none"> • Identify, explain and apply permaculture principles <ul style="list-style-type: none"> ○ Explain what the basic principles of permaculture are ○ List the resources available at the site where you are situated ○ Perform tasks related to biotic resources, e.g. start a compost heap ○ Perform tasks related to abiotic resources, e.g. wind harvesting, solar harvesting, rainwater harvesting. ○ Recognise and describe ecological processes and cycles ○ Identify various areas according to permaculture principles ○ Apply permaculture principles to at least one area, e.g. start a vegetable garden ○ Apply ecological pest control 	
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Activity 1: Identify the different fruit cultivars of the region – Practical - (Oral response). 10%</p> <p>Activity 2: Prune trees – Practical- Assess using a rubric. 20%</p> <p>Activity 3: Demonstrate basic first aid, e.g. treating simple cuts – Practical- Assess using a rubric. 15%</p> <p>Activity 4: Transplant plants from containers – Practical - Assess using a rubric. 15%</p> <p>Activity 5: Do different types of irrigation to ensure growth of transplanted plants – Practical- Assess using a rubric. 15%</p> <p>Activity 6: Theory - Test on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

Year 2 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Gardening / Horticulture	<ul style="list-style-type: none"> Identify and explain permaculture practices <ul style="list-style-type: none"> Explain what the basic principles of permaculture are List the resources available at the site where you are situated Perform tasks related to biotic resources, e.g. start a compost heap Perform tasks related to abiotic resources, e.g. wind harvesting, solar harvesting, rainwater harvesting. Recognise and describe ecological processes and cycles Identify various areas according to permaculture principles Apply permaculture principles to at least one area, e.g. start a vegetable garden Apply ecological pest control 	<p>Explain the advantages of permaculture regarding food security within communities. Demonstrate how to plan and make a garden using only the available materials in the area.</p> <p>Demonstrate making of a compost heap-using available material.</p> <p>Identify pests and ecological ways to combat them-planting certain plants to repel insects</p>
2	Animal Production	<ul style="list-style-type: none"> Demonstrate an understanding of farm animal species, breeds and their purpose on a farm. <ul style="list-style-type: none"> Identify the visual differences in farm animal species and describe using own words 	<p>Identify the different farm animals found within the area as well as the difference within the species-eg dairy and beef cattle / layers or braai chickens.</p> <p>Explain the negative effect of endo/ecto-parasites on the</p>

		<ul style="list-style-type: none"> ○ Identify the visual differences in farm animal breeds within species and describe using own words ○ Explain the functional purpose of farm animal species ○ Recognise external signs of good health in farm animals. ○ Report the presence of ecto-parasite and signs of endo-parasites ○ Record the growth and production rate of farm animals 	health of animals-causes slow growth and disease
3		<ul style="list-style-type: none"> ● Care for farm animals -apply basic veterinary practices <ul style="list-style-type: none"> ○ Identify equipment required to carry out basic veterinary practices ○ Apply basic veterinary practices in treatment of cuts, wounds and abscesses ○ Identify equipment needed for dipping and deworming ○ Identify how and when to dip and deworm to prevent tick and worm infestation ○ Dip and deworm farm animals 	<p>Identify equipment needed for the different procedures-spray, needles, syringes, drenches, dip, etc.</p> <p>Demonstrate the different ways to treat, inject, deworm or dip animals</p>
4	Animal Production	<ul style="list-style-type: none"> ● Care for farm animals -apply basic veterinary practices <ul style="list-style-type: none"> ○ Identify the signs of oestrus ○ Identify, record, and report mating in animals ○ Explain the birthing process ○ Identify birthing problems ○ Administer post – natal care to farm animals 	<p>Walk between animals to identify the signs of oestrus, mating and birthing.</p> <p>Explain and demonstrate what to do if birthing problems do occur.</p>

5		<ul style="list-style-type: none"> Understand and describe defensive behaviour of specific animals <ul style="list-style-type: none"> Describe anatomical features that are used in defensive behaviour e.g. hooves, fangs, beaks, etc. Describe the way in which the animal uses anatomical features to defend themselves Identify symptoms and causes of defensive behaviour in animals Describe the methods used to reduce the manifestation of defensive behaviour in animals List relevant equipment to manage animals 	<p>Pictures or videos of injuries caused by animals to highlight the importance of safety when working with animals.</p> <p>This is to highlight the dangers associated with working with animals and why it is important to keep animals calm at all times.</p> <p>Equipment needed-crunch, immobiliser and neck clamp.</p>
6		<ul style="list-style-type: none"> Observe, record and report behaviour, physical attributes and moving of animals <ul style="list-style-type: none"> Demonstrate and observe animal behaviour and physical attributes. Demonstrate the ability to move animals in a controlled manner Explain the use and purpose of a restraining facility Demonstrate the handling and restraint of an animal Identify the equipment needed to restrain animals – immobiliser or neck clamp 	<p>Teacher demonstrates how to walk in between animals so that they remain calm. He positions himself so that cattle can start moving in a controlled manner.</p> <p>Identify and demonstrate the use of immobiliser or clamp and explains why it is vital in the handling or treatment of animals.</p>
7		<ul style="list-style-type: none"> Understand and describe the harvesting and use of animal products 	<p>Pupils can make a poster of all the products that are harvested from animals.</p>

		<ul style="list-style-type: none"> ○ Describe the animal products used by man e. g. milk, meat, manure ○ Describe the various procedures of harvesting animal products ○ Prepare equipment for milking and shearing animals ○ Milk cows and goats, and shear farm animals ○ Collect, grade, sort and handle eggs ○ Store and transport animal products 	<p>A working farm can be visited where pupils can assist in the harvesting of products. A roster can be drawn up for harvesting the schools own products-this must be done on regular basis to ensure animal welfare and comply with health standards.</p>
	Animal Production	<ul style="list-style-type: none"> ● Demonstrate an understanding of the concept of stunning, slaughtering, skinning and extracting products from farm animals <ul style="list-style-type: none"> ○ Identify equipment needed and prepare for slaughtering animals ○ Explain what stunning is and identify the different methods of stunning ○ Explain and demonstrate the procedure for sticking and bleeding animals ○ Explain and demonstrate the process of skinning animals ○ Explain the handling and disposal of internal organs ○ Explain reason for various methods of storage of slaughtered animals ○ Explain and demonstrate how different parts of an animal (lamb, beef, pork, chicken, fish, etc. is cut and 	<p>Visit an abattoir or other facility where animals are slaughtered and processed. Explain the importance of humanely slaughtering animals and the safe handling and processing of animal products.</p> <p>Explain and demonstrate how animals can be safely and humanely slaughtered if done for home consumption or for cultural practices.</p>

		processed into different products for consumption such as mince, chops, steaks, fillets, wings, thighs, biltong, etc.	
8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>Activity 1: Identify materials to be used to make a compost heap – Practical - (Oral response). 10%</p> <p>Activity 2: Identify the ecto-and endo parasites that farm animals have – Practical - (Oral response). 15%</p> <p>Activity 3: Select equipment and chemicals to dip and deworm farm animals – Practical - (Oral response). (group work). 15%</p> <p>Activity 4: Dip and deworm farm animals – Practical- Assess using a rubric (individually/group work). 20%</p> <p>Activity 5: Explain the slaughtering process of farm animals – Practical - (Oral response). done orally. 15%</p> <p>Activity 6: Theory - Test on topics covered in term 3 and 4. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>			

Year 3 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	General Farming / Plant Production	<ul style="list-style-type: none"> Occupational Health and Safety (OHS), general and workshop safety <ul style="list-style-type: none"> Explain what is needed to create safe working environment Identify potential safety and security hazards Select, use and care for hand tools and basic equipment <ul style="list-style-type: none"> Select the appropriate tool for use in a specific task Demonstrate how to use, care for and maintain tools and equipment Describe methods to store tools and equipment correctly and safely. Demonstrate an understanding of soil preparation <ul style="list-style-type: none"> Explain what stockpiling of topsoil is and why it is important Explain why we till and dig before planting. Using hand held tools and low technology implements for the effective preparation of soil 	<p>Explain and demonstrate the safety procedures in class as well as when using equipment</p> <p>Select the right equipment/tools for the jobs to be done. Explain and demonstrate the different tools, their uses and how to care and maintain said tools.</p>

2		<ul style="list-style-type: none"> • Demonstrate an understanding of composting and the benefits of adding organic enrichments to the soil <ul style="list-style-type: none"> ○ Identify the reasons for adding compost to the soil ○ Prepare soil for the application of fertilizer ○ Understanding the process of making and mineralisation of compost ○ Apply compost to the soil • Planting a range of crops according to correct planning, spacing and depth of the plant material <ul style="list-style-type: none"> ○ Use tools correctly for every specific crop ○ Use equipment correctly in order to space plant according to the requirements of specific plants. 	<p>Apply compost or fertilizer to the soil.</p> <p>Identify the vegetables which are planted during this time in this specific area. Use the correct equipment to plant the vegetables and irrigate the seed or seedlings as and when needed.</p>
3	General Farming	<ul style="list-style-type: none"> • Prepare, erect and maintain wire fencing <ul style="list-style-type: none"> ○ Identifying and map area to be fenced ○ Prepare equipment and material to be used ○ Preparation of area to be fenced ○ Erection of fences and gates. ○ Identifying problems associated or experienced during erecting of fencing 	Teacher and pupils check if the existing fencing is in order and do the necessary maintenance as required.
4		<ul style="list-style-type: none"> • Prepare, erect and maintain wire fencing <ul style="list-style-type: none"> ○ Identifying and map area to be fenced 	Identify the area to be fenced and explain why good fencing is required when livestock is kept. Select the equipment to

		<ul style="list-style-type: none"> ○ Prepare equipment and material to be used ○ Preparation of area to be fenced 	be used in preparation to do the fencing. Equipment needed-koevoet and spades to make holes to plant the poles.
5		<ul style="list-style-type: none"> • Prepare, erect and maintain wire fencing <ul style="list-style-type: none"> ○ Erection of fences and gates. ○ Identifying problems associated or experienced during erecting of fencing 	Select the right wire/equipment for the maintenance/erection of fences. Use either smooth or barbed wire depending on the animals kept. Equipment needed-pliers, wire puller, measuring tape.
6		<ul style="list-style-type: none"> • Installing, operating and maintaining an irrigation system and irrigating crops <ul style="list-style-type: none"> ○ Design a layout for the most effective use of piping for an area ○ Explain how water pressure and friction affect the piping used for irrigation ○ Explain why certain fittings are used in different cases. ○ Install an irrigation system for a specific area ○ Irrigate a crop to maintain standard moisture content ○ Explain an understanding of irrigation w.r.t. crop yield 	<p>Visit farms or gardens where different irrigation methods are used. Select an irrigation system that is suitable and affordable to your needs. Can use:</p> <ol style="list-style-type: none"> 1. Watering cans / containers 2. Hose pipes 3. Sprayers
7	General Farming	<ul style="list-style-type: none"> • Weed an agricultural crop manually/chemically <ul style="list-style-type: none"> ○ Perform manual/chemical weeding technique according to workplace procedures i.e. spraying, hand pull, hoe and slash to required height ○ Leave equipment in a safe & ready to use condition ○ Handle and dispatch waste from the weeding process 	Identify weeds and different ways to eradicate it. Demonstrate different forms of weeding as well as safety precautions when chemical weeding is selected-wearing of masks and goggles.

		according to workplace procedures	
8		<ul style="list-style-type: none">Control pests manually / chemically<ul style="list-style-type: none">Identify pests to be removed manually/chemicallyPrepare equipment/pesticide to chemically control pestsApply according to safety procedures	Identify the different pests which are found within the garden. Discuss the best way to rid garden of said pests –depending on the severity of the occurrence. Explain to pupils the advantages and disadvantages of manual and chemical control. Demonstrate how to control pests where after pupils can continue.
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>Activity 1: OHS – identify possible safety and security threats within workshop/farming area – Practical- Assess using a rubric. 15%</p> <p>Activity 2: Identify and prepare area to be fenced – Practical - (Oral response). (group work). 15%</p> <p>Activity 3: Select and use tools to plant posts – Practical- Assess using a rubric (group work). 15%</p> <p>Activity 4: Select and use tools to erect fences and gates – Practical- Assess using a rubric (group work). 15%</p> <p>Activity 5: Identify pests that attack vegetables/fruit – Practical - (Oral response). (group work). 15%</p> <p>Activity 6: Theory - Test on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>			

Year 3 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Gardening / Horticulture	<ul style="list-style-type: none"> • Mow lawns and cut trees and apply methods of using, maintaining and storing lawn mowing and tree cutting equipment <ul style="list-style-type: none"> ○ Identify the different types of weed eaters / lawn mowers and chainsaws and how to use them ○ Explain the preparations necessary for mowing and cutting trees – both w.r.t. protective clothing and area to be mowed / cut trees 	Visit to a chainsaw/weed eater/lawnmower centre for a demonstration on the different machines available for different tasks. The accompanying protective clothing which must be worn before machines are used is also shown. Explain the dangers associated in using mentioned machines.
2		<ul style="list-style-type: none"> • Mow lawns and cut trees and apply methods of using, maintaining and storing lawn mowing and tree cutting equipment <ul style="list-style-type: none"> ○ Apply the correct methods for mowing / weed eating /cutting trees. ○ Explain and demonstrate how to care for and store weed eaters, chainsaws and mowers. 	Practical demonstration by teacher on the use of the different machines and how to maintain and store said machines.
3		<ul style="list-style-type: none"> • Mow lawns and cut trees and apply methods of using, maintaining and storing lawn mowing and tree cutting equipment 	Practical demonstration by identified pupils on the use of the different machines and how to maintain and store said machines.

		<ul style="list-style-type: none"> ○ Apply the correct methods for mowing / weed eating /cutting trees. ○ Explain and demonstrate how to care for and store weed eaters, chainsaws and mowers. 	
4	Animal Production	<ul style="list-style-type: none"> • Understand the basic practices of beekeeping and identify how plant and soil types affects this farming practice <ul style="list-style-type: none"> ○ Explain the reason for having bees in the garden ○ Identify the origin, purpose and composition of pollen and nectar in plants. ○ Explain the effect of climate and soil type on the production of pollen and nectar ○ Explain the potential value of bee products in agriculture 	<p>Visit beekeeper or watch video regarding beekeeping.</p> <p>Pupils must draw up list of advantages of beekeeping as well as products derived from beekeeping.</p>
5	General Farming	<ul style="list-style-type: none"> • Weed an agricultural crop manually/chemically <ul style="list-style-type: none"> ○ Perform manual/chemical weeding technique according to workplace procedures i.e. spraying, hand pull, hoe and slash to required height ○ Leave equipment in a safe & ready to use condition ○ Handle and dispatch waste from the weeding process according to workplace procedures 	<p>Identify weeds and different ways to eradicate it. Demonstrate different forms of weeding as well as safety precautions when chemical weeding is selected-wearing of masks and goggles.</p>
6		<ul style="list-style-type: none"> • Control pests manually / chemically <ul style="list-style-type: none"> ○ Identify pests to be removed manually/chemically ○ Prepare equipment/pesticide to chemically control pests 	<p>Identify the different pests which are found within the garden. Discuss the best way to rid garden of said pests – depending on the severity of the occurrence. Explain to pupils the advantages and disadvantages of manual and</p>

		<ul style="list-style-type: none"> ○ Apply according to safety procedures 	chemical control. Demonstrate how to control pests where after pupils can continue.
7		<ul style="list-style-type: none"> • Harvest agricultural crops by using basic harvesting tools <ul style="list-style-type: none"> ○ Analyse fruit appearance or vegetable appearance ○ Establish internal requirements for good quality fruit or vegetables i.e. flavour, colour, insect damage ○ Understand methods of testing for the maturity and ripeness of the crop ○ Identify changes that take place during the ripening process ○ Understand the handling of the crop as a factor producing a superior product 	Establish if fruit/vegetables are ready to be harvested. Identify the tools and method of harvesting and how and where fruit/vegetables will be stored after harvesting.
8		<ul style="list-style-type: none"> • Prepare, erect and maintain wire fencing <ul style="list-style-type: none"> ○ Maintain / erection of fences and gates. ○ Identifying problems associated or experienced during erecting of fencing 	Select the right wire/equipment for the maintenance/erection of fences. Use either smooth or barbed wire depending on the animals kept. Equipment needed-pliers, wire puller, measuring tape.

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
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Activity 1: Identify different machines for weeding, mowing and cutting trees – Practical - (Oral response). 10%

Activity 2: Identify and explain why the different pieces of protective gear are essential – Practical - (Oral response). 10%

Activity 3: Demonstrate the use of the different machines – Practical- Assess using a rubric (individually). 30%

- Brush cutter
- Lawn mower
- Chainsaw

Activity 4: Erection of fences by using wire pullers – Practical- Assess using a rubric (group work). 15%

Activity 5: Harvest crops by using basic harvesting tools – Practical- Assess using a rubric (group work). 10%

Activity 6: Theory - Test on topics covered in term 1 and 2. Learners respond to instructions (Written or oral) 25% Assess using a memorandum

Year 3 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Animal Production	<ul style="list-style-type: none"> Care for farm animals -apply basic veterinary practices <ul style="list-style-type: none"> Identify equipment required to carry out basic veterinary practices Apply basic veterinary practices in treatment of cuts, wounds and abscesses Identify equipment needed for dipping and deworming Identify how and when to dip and deworm to prevent tick and worm infestation Dip and deworm farm animals 	<p>Identify equipment needed for the different procedures- spray, needles, syringes, drenches, dip, etc.</p> <p>Demonstrate the different ways to treat, inject, deworm or dip animals</p>
2	Gardening / Horticulture	<ul style="list-style-type: none"> Mowing lawns and cutting trees and apply methods of using, maintaining and storing lawn mowing and tree cutting equipment <ul style="list-style-type: none"> Apply the correct methods for mowing / weed eating /cutting trees. Explain and demonstrate how to care for and store weed eaters, chainsaws and mowers. 	Practical demonstration on the use of the different machines and how to maintain and store said machines.
3		<ul style="list-style-type: none"> Describe the function that water plays in the growth and development of plants 	Practical-watering of different plant species to see the effect on the different species. Also water during different times of

		<ul style="list-style-type: none"> ○ Explain how the amount of water and frequency of watering influences the growth of a plant ○ Identify the water requirements of different plants ○ Select the right method of watering and the correct time of day to water plants ○ Explain how climatic conditions affect watering ○ Analyse how different types of soil affect watering of plants 	<p>the day to observe how long soil will stay moist.</p> <p>The effect of watering as well as the amount of watering during different seasons is explained and demonstrated.</p>
4	Animal Production	<ul style="list-style-type: none"> ● Care for farm animals -apply basic veterinary practices <ul style="list-style-type: none"> ○ Identify equipment required to carry out basic veterinary practices ○ Identify equipment needed for castration and dehorning/tipping ○ Identify how and when to castrate and dehorn to prevent inbreeding or injury to other animals or people ○ Castrate and dehorn farm animals 	<p>Identify equipment needed for the different procedures- immobiliser, castrator and dehorner</p> <p>Explain and demonstrate the different ways to castrate and dehorn/tipping animals</p>
5	Gardening / Horticulture	<ul style="list-style-type: none"> ● Mow lawns and cut trees and apply methods of using, maintaining and storing lawn mowing and tree cutting equipment <ul style="list-style-type: none"> ○ Apply the correct methods for mowing / weed eating /cutting trees. ○ Explain and demonstrate how to care for and store weed eaters, chainsaws and mowers. 	<p>Practical – learners get a specific area to safely mow or weed eat or safely cut down trees.</p> <p>After use they must clean and store equipment.</p>

6		<ul style="list-style-type: none"> • Mowing lawns and cutting trees and apply methods of using, maintaining and storing lawn mowing and tree cutting equipment <ul style="list-style-type: none"> ○ Apply the correct methods for mowing / weed eating /cutting trees. ○ Explain and demonstrate how to care for and store weed eaters, chainsaws and mowers. 	<p>Practical – learners get a specific area to safely mow or weed eat or safely cut down trees.</p> <p>After use they must clean and store equipment.</p>
7	Business Practices	<ul style="list-style-type: none"> • Apply basic skills in record keeping, storage and stock keeping <ul style="list-style-type: none"> ○ Explain the necessity of good record keeping ○ Observe the importance of a tidy storage space ○ Prepare storage space through cleaning and disinfecting ○ Identify the appropriate space for storage of different equipment ○ Updating inventory by regular stock keeping 	<p>Use of spread sheets to involve pupils in helping with record keeping-e.g. fruit/veggies supplied to the kitchen.</p> <p>Explain and demonstrate how a storage space should be organised to ensure easy access to what is needed for specific jobs.</p> <p>Use of spreadsheet to complete inventory of storage area. Pupils compare their lists to check if the stock taking was properly done.</p>
8		<ul style="list-style-type: none"> • Apply basic marketing, budgeting and entrepreneurship skills <ul style="list-style-type: none"> ○ Demonstrate the ability to market products or produce ○ Demonstrate how to draw up basic budget to reflect expenditure and income. ○ Explain how entrepreneurship is closely linked to using opportunities to create business 	<p>After harvesting of produce, learners must make list of all products.</p> <p>Divide class into groups-one group can make list of all expenditure in producing the product. Other group can make list of what price product can be sold at to make profit</p> <p>Oral-pupils must give their ideas of how business opportunities can be created arising from the work they do-</p>

		e.g. selling as firewood the invasive trees they cut off.
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Activity 1: Identify basic veterinary equipment – Practical - (Oral response). 10%</p> <p>Activity 2: Dip and deworm farm animals – Practical- Assess using a rubric (group work). 15%</p> <p>Activity 3: Dehorn/castrate farm animals – Practical- Assess using a rubric (group work). 20%</p> <p>Activity 4: Demonstrate the use of the different machines – Practical- Assess using a rubric (individually). NB!!!! - Only identified pupils due to dangers involved. 30%</p> <ul style="list-style-type: none"> • Brush cutter • Lawn mower • Chainsaw <p>Activity 5: Theory- Test on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

Year 3 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Animal Production	<ul style="list-style-type: none"> • Apply standard animal feeding procedures to maintain feed level control and keep record accordingly <ul style="list-style-type: none"> ○ Demonstrate the ability to report on feed levels ○ Identify and report on irregularities ○ Select appropriate feed type and quantity ○ Demonstrate the ability to identify spoilage and contaminants in feed ○ Apply correct feeding practices under supervision ○ Maintain water, feed supplies and feeding equipment 	<p>Visit to farm where feeding procedures as well as feeding needs and requirements of the specific animals are explained and demonstrated. The same feeding procedures, feed levels and record keeping must be implemented if the same animals are kept.</p> <p>A visit by an animal feed consultant/agent is also advised.</p>
2		<ul style="list-style-type: none"> • Demonstrate an understanding of the concept of extracting and processing products from farm animals <ul style="list-style-type: none"> ○ Identify equipment needed to process animal products ○ Explain and demonstrate how different parts of an animal (lamb, beef, pork, chicken, fish, etc. is cut and processed into different products for consumption such as mince, chops, steaks, fillets, wings, thighs, biltong, etc. ○ Explain reason for various methods of storage of processed animal products 	<p>Practical demonstration at butchery or other facility where animal products are processed and stored.</p> <ul style="list-style-type: none"> • Different parts that can be utilised is shown and cut into required product. • The storage and storage life of said products are explained <p>Pupils can help with processing animal products</p>

3	Plant Production	<ul style="list-style-type: none"> Fertilization of soil <ul style="list-style-type: none"> Identify the reason for soil sampling and fertilizing a crop Identify factors (e.g. soil properties) that influence fertilizing for crop growth. Prepare soil for the application of fertilizer Understanding the process of making and mineralisation of compost Understanding nutritional needs and deficiencies in plants Apply fertilizer to a crop Apply nutrient substances under close supervision 	<p>Visit a commercial farm where application of fertilization is done on a regular basis. The need and benefits of fertilization must be explained as well as the difference between organic and chemical fertilization.</p>
4	General Farming	<ul style="list-style-type: none"> Observe how to safely operate a tractor <ul style="list-style-type: none"> Identify different tractors for different jobs Explain the standard safety procedures when operating a tractor Demonstrate the safety procedure when hitching a trailer behind a tractor 	<p>Pupils use magazines to get pictures of different types of tractors. They must say what they think the specific tractor is used for – general farm work, vineyard spraying, etc.</p> <p>Demonstrate to pupils how to safely operate a tractor as well as the dangers associated with operating a tractor.</p>
5	Animal Production	<ul style="list-style-type: none"> Care for farm animals -apply basic veterinary practices <ul style="list-style-type: none"> Identify equipment required to carry out basic veterinary practices Apply basic veterinary practices in treatment of cuts, wounds and abscesses Identify equipment needed for dipping and deworming 	<p>Identify equipment needed for the different procedures- spray, needles, syringes, drenches, dip, etc.</p> <p>The pupils will make turns to explain and demonstrate how to:</p> <ul style="list-style-type: none"> Dip animals

		<ul style="list-style-type: none"> ○ Identify how and when to dip and deworm to prevent tick and worm infestation ○ Dip and deworm farm animals 	<ul style="list-style-type: none"> • Deworm animals
6		<ul style="list-style-type: none"> • Care for farm animals -apply basic veterinary practices <ul style="list-style-type: none"> ○ Identify equipment required to carry out basic veterinary practices ○ Identify equipment needed for castration and dehorning/tipping ○ Identify how and when to castrate and dehorn to prevent inbreeding or injury to other animals or people ○ Castrate and dehorn farm animals 	<p>Identify equipment needed for the different procedures-immobiliser, castrator and dehorner</p> <p>The pupils will make turns to explain and demonstrate how to:</p> <ul style="list-style-type: none"> • Castrate animals • Dehorn / cutting off tips of horns of animals
7	General Farming	<ul style="list-style-type: none"> • Prepare, erect and maintain wire fencing <ul style="list-style-type: none"> ○ Maintain / erection of fences and gates. ○ Identifying problems associated or experienced during erecting of fencing 	<p>Select the right wire/equipment for the maintenance/erection of fences. Use either smooth or barbed wire depending on the animals kept. Equipment needed-pliers, wire puller, measuring tape.</p>
		<ul style="list-style-type: none"> • Identify the structure and purpose of a team in agricultural environment <ul style="list-style-type: none"> ○ Identify team dynamics within the workplace. ○ Understand the roles and responsibilities required to work in a team. ○ Apply the roles and responsibilities required to work in a team. ○ Review the effectiveness of a team 	<p>Explain the advantages and necessity of working in a team. Define the different roles of the people in a team as well as the higher responsibility of the team leaders.</p>

8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Activity 1: Identify equipment needed to slaughter and process farm animals – Practical - (Oral response). 10%</p> <p>Activity 2: Explain and demonstrate how to process animals to e.g. make mince – Practical- Assess using a rubric (group work). 15%</p> <p>Activity 3: Safely operate a tractor – Practical- Assess using a rubric (individually). 30%</p> <p>Activity 4: Dip and deworm farm animals – Practical- Assess using a rubric (group work). 10%</p> <p>Activity 5: Dehorn/castrate farm animals – Practical- Assess using a rubric (group work). 10%</p> <p>Activity 6: Theory- Test on topics covered in term 3 and 4. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

Year 4 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	General Farming / Plant Production	<ul style="list-style-type: none"> Occupational Health and Safety (OHS), general and workshop safety <ul style="list-style-type: none"> Explain what is needed to create safe working environment Identify potential safety and security hazards Select, use and care for hand tools and basic equipment <ul style="list-style-type: none"> Select the appropriate tool for use in a specific task Demonstrate how to use, care for and maintain tools and equipment Describe methods to store tools and equipment correctly and safely. Demonstrate an understanding of soil preparation <ul style="list-style-type: none"> Explain what stockpiling of topsoil is and why it is important Explain why we till and dig before planting. Using hand held tools and low technology implements for the effective preparation of soil 	<p>Explain and demonstrate the safety procedures in class as well as when using equipment</p> <p>Select the right equipment/tools for the jobs to be done. Explain and demonstrate the different tools, their uses and how to care and maintain said tools.</p> <p>Pupils are divided into groups to prepare the soil for planting.</p>
2		<ul style="list-style-type: none"> Demonstrate an understanding of composting and the 	Gather available material to make a compost heap.

		<p>benefits of adding organic enrichments to the soil</p> <ul style="list-style-type: none"> ○ Identify the reasons for adding compost to the soil ○ Prepare soil for the application of fertilizer ○ Understanding the process of making and mineralisation of compost ○ Apply compost to the soil <ul style="list-style-type: none"> • Planting a range of crops according to correct planning, spacing and depth of the plant material <ul style="list-style-type: none"> ○ Use tools correctly for every specific crop ○ Use equipment correctly in order to space plant according to the requirements of specific plants. 	<p>Identify the vegetables which are planted during this time in this specific area. Use the correct equipment to plant the vegetables and irrigate the seed or seedlings as and when needed.</p>
3	General Farming / Plant Production	<ul style="list-style-type: none"> • Install, operate and maintain an irrigation system and irrigating crops <ul style="list-style-type: none"> ○ Design a layout for the most effective use of piping for an area ○ Explain how water pressure and friction affect the piping used for irrigation ○ Explain why certain fittings are used in different cases. ○ Install an irrigation system for a specific area ○ Irrigate a crop to maintain standard moisture content ○ Explain an understanding of irrigation w.r.t. crop yield 	<p>Select an irrigation system that is suitable and affordable to your needs. Can use:</p> <ol style="list-style-type: none"> 1. Watering cans / containers 2. Hose pipes 3. Sprayers <p>Irrigate crops according to the specific needs</p>

4		<ul style="list-style-type: none"> • Weed an agricultural crop manually/chemically <ul style="list-style-type: none"> ○ Perform manual/chemical weeding technique according to workplace procedures i.e. spraying, hand pull, hoe and slash to required height ○ Leave equipment in a safe & ready to use condition ○ Handle and dispatch waste from the weeding process according to workplace procedures 	<p>Identify weeds and different ways to eradicate it. Demonstrate different forms of weeding as well as safety precautions when chemical weeding is selected-wearing of masks and goggles.</p>
5	Animal Production	<ul style="list-style-type: none"> • Care for farm animals -apply basic veterinary practices <ul style="list-style-type: none"> ○ Identify equipment required to carry out basic veterinary practices ○ Apply basic veterinary practices in treatment of cuts, wounds and abscesses ○ Identify equipment needed for dipping and deworming ○ Identify how and when to dip and deworm to prevent tick and worm infestation ○ Dip and deworm farm animals 	<p>Identify equipment needed for the different procedures-spray, needles, syringes, drenches, dip, etc.</p> <p>The pupils will make turns to explain and demonstrate how to:</p> <ul style="list-style-type: none"> • Dip animals • Deworm animals
6	General Farming Plant Production	<ul style="list-style-type: none"> • Control pests manually / chemically <ul style="list-style-type: none"> ○ Identify pests to be removed manually/chemically ○ Prepare equipment/pesticide to chemically control pests ○ Apply according to safety procedures 	<p>Identify the different pests which are found on the crops.</p> <p>Pupils are divided into groups and do the required pest control</p>
7	Gardening / Horticulture	<ul style="list-style-type: none"> • Mow lawns and cut trees and apply methods of using, maintaining and storing lawn mowing and tree cutting 	<p>Practical – learners get a specific area to safely mow or brush cut or safely cut down trees.</p>

		<p>equipment</p> <ul style="list-style-type: none"> ○ Apply the correct methods for mowing / weed eating /cutting trees. ○ Explain and demonstrate how to care for and store weed eaters, chainsaws and mowers. 	After use they must clean and store equipment.
8	Plant Production	<ul style="list-style-type: none"> ● Manipulate plants using pre-determined methods and techniques <ul style="list-style-type: none"> ○ The correct procedures of manipulating plants ○ Applying the correct method of pruning hedges and trees ○ Applying the correct method of pruning ornamental plants ○ Designing a frame to manipulate the shape of a tree 	Pupils select the required tools and do the required work – pruning

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Activity 1: Make compost – Practical- Assess using a rubric (group work). 10%</p> <p>Activity 2: Plant different crops according to correct spacing and depth – practical (individually). 10%</p> <p>Activity 3: Do manual/chemical weeding – Practical- Assess using a rubric (group work). 15%</p> <p>Activity 4: Dip and deworm farm animals – Practical- Assess using a rubric (group work). 10%</p> <p>Activity 5: Demonstrate the use of the different machines – Practical- Assess using a rubric (individually). 30%</p> <ul style="list-style-type: none"> • Brush cutter • Lawn mower • Chainsaw <p>Activity 6: Theory- Test on topics covered in the term. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

Year 4 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	General Farming	<ul style="list-style-type: none"> Prepare, erect and maintain wire fencing <ul style="list-style-type: none"> Maintain / erection of fences and gates. Identify problems associated or experienced during erecting of fencing 	Select the right wire/equipment for the maintenance/erection of fences. Use either smooth or barbed wire depending on the animals kept. Equipment needed-pliers, wire puller, measuring tape.
2	Animal Production	<ul style="list-style-type: none"> Apply standard animal feeding procedures to maintain feed level control and keep record accordingly <ul style="list-style-type: none"> Demonstrate the ability to report on feed levels Identify and report on irregularities Select appropriate feed type and quantity Demonstrate the ability to identify spoilage and contaminants in feed Apply correct feeding practices under supervision Maintain water, feed supplies and feeding equipment <p>NB! This is done continuously by all years so as to prevent animal mortality</p>	<p>Pupils feed animals according to set roster and required daily required nutritional needs of the animals.</p> <p>Recording is also done.</p>
3	Animal Production	<ul style="list-style-type: none"> Observe, record and report behaviour, physical attributes and moving of animals 	Pupils must be able to handle and move animals in a controlled manner. They must be able to move animals to

		<ul style="list-style-type: none"> ○ Demonstrate and observe animal behaviour and physical attributes. ○ Demonstrate the ability to move animals in a controlled manner ○ Explain the use and purpose of a restraining facility ○ Demonstrate the handling and restraint of an animal ○ Identify the equipment needed to restrain animals – immobiliser or neck clamp 	different camps-for grazing purpose or to be handled in a restraining facility (crunch).
4	Animal Production	<ul style="list-style-type: none"> ● Care for farm animals -apply basic veterinary practices <ul style="list-style-type: none"> ○ Identify equipment required to carry out basic veterinary practices ○ Apply basic veterinary practices in treatment of cuts, wounds and abscesses ○ Identify equipment needed for dipping and deworming ○ Identify how and when to dip and deworm to prevent tick and worm infestation ○ Dip and deworm farm animals 	<p>Identify equipment needed for the different procedures-spray, needles, syringes, drenches, dip, etc.</p> <p>The pupils will make turns to explain and demonstrate how to:</p> <ul style="list-style-type: none"> ● Dip animals ● Deworm animals
5	General Farming	<ul style="list-style-type: none"> ● Identify the structure and purpose of a team in agricultural environment <ul style="list-style-type: none"> ○ Identify team dynamics within the workplace. ○ Understand the roles and responsibilities required to work in a team. ○ Apply the roles and responsibilities required to work in a 	<p>Explain the advantages and necessity of working in a team. Define the different roles of the people in a team as well as the higher responsibility of the team leaders.</p>

		<p>team.</p> <ul style="list-style-type: none"> ○ Review the effectiveness of a team 	
6	Gardening / Horticulture	<ul style="list-style-type: none"> • Mow lawns and cut trees and apply methods of using, maintain and store lawn mowing and tree cutting equipment <ul style="list-style-type: none"> ○ Apply the correct methods for mowing / weed eating /cutting trees. ○ Explain and demonstrate how to care for and store weed eaters, chainsaws and mowers. 	<p>Practical – learners get a specific area to safely mow or weed eat or safely cut down trees.</p> <p>After use they must clean and store equipment.</p>
7	General Farming / Plant Production	<ul style="list-style-type: none"> • Plant a range of crops according to correct planning, spacing and depth of the plant material <ul style="list-style-type: none"> ○ Use tools correctly for every specific crop ○ Use equipment correctly in order to space plant according to the requirements of specific plants. 	<p>Identify the vegetables which are planted during this time in this specific area. Use the correct equipment to plant the vegetables and irrigate the seed or seedlings as and when needed.</p>
8	General Farming	<ul style="list-style-type: none"> • Observe how to safely operate a tractor <ul style="list-style-type: none"> ○ Identify different tractors for different jobs ○ Explain the standard safety procedures when operating a tractor ○ Demonstrate the safety procedure when hitching a trailer behind a tractor 	<p>Pupils use magazines to get pictures of different types of tractors. They must say what they think the specific tractor is used for – general farm work, vineyard spraying, etc.</p> <p>Demonstrate to pupils how to safely operate a tractor as well as the dangers associated with operating a tractor.</p>
9 – 10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p>	

Activity 1: Select and use tools to erect fences and gates – Practical- Assess using a rubric (group work). 15%

Activity 2: Demonstrate the use of the different machines – Practical- Assess using a rubric (individually). 30%

- Brush cutter
- Lawn mower
- Chainsaw

Activity 3: Safely operate a tractor – practical (individually). 30%

Activity 4 Theory- Test on topics covered in term1 and 2. Learners respond to instructions (Written or oral) 25% Assess using a memorandum

Year 4 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	General Farming / Plant Production	<ul style="list-style-type: none"> • Install, operate and maintain an irrigation system and irrigate crops <ul style="list-style-type: none"> ○ Design a layout for the most effective use of piping for an area ○ Explain how water pressure and friction affect the piping used for irrigation ○ Explain why certain fittings are used in different cases. ○ Install an irrigation system for a specific area ○ Irrigate a crop to maintain standard moisture content ○ Explain an understanding of irrigation w.r.t. crop yield 	<p>Practical-select an irrigation system that is suitable and affordable to your needs. Can use:</p> <ol style="list-style-type: none"> 1. Watering cans / containers 2. Hose pipes 3. Sprayers <p>Irrigate crops according to the specific needs</p>
2	General Farming / Plant Production	<ul style="list-style-type: none"> • Weed an agricultural crop manually/chemically <ul style="list-style-type: none"> ○ Perform manual/chemical weeding technique according to workplace procedures i.e. spraying, hand pull, hoe and slash to required height ○ Leave equipment in a safe & ready to use condition ○ Handle and dispatch waste from the weeding process according to workplace procedures 	<p>Practical-identify weeds and different ways to eradicate it. Demonstrate different forms of weeding as well as safety precautions when chemical weeding is selected-wearing of masks and goggles.</p>
3	Animal	<ul style="list-style-type: none"> • Apply standard animal feeding procedures to maintain feed 	<p>Pupils feed animals according to set roster and required</p>

	Production	<p>level control and keep record accordingly</p> <ul style="list-style-type: none"> ○ Demonstrate the ability to report on feed levels ○ Identify and report on irregularities ○ Select appropriate feed type and quantity ○ Demonstrate the ability to identify spoilage and contaminants in feed ○ Apply correct feeding practices under supervision ○ Maintain water, feed supplies and feeding equipment <p>NB! This is done continuously by all years so as to prevent animal mortality</p>	<p>daily required nutritional needs of the animals.</p> <p>Recording is also done.</p>
4	General Farming	<ul style="list-style-type: none"> ● Prepare, erect and maintain wire fencing <ul style="list-style-type: none"> ○ Maintain / erection of fences and gates. ○ Identifying problems associated or experienced during erecting of fencing 	<p>Select the right wire/equipment for the maintenance/erection of fences. Use either smooth or barbed wire depending on the animals kept. Equipment needed-pliers, wire puller, measuring tape.</p>
5	General Farming	<ul style="list-style-type: none"> ● Harvest agricultural crops by using basic harvesting tools <ul style="list-style-type: none"> ○ Analyse fruit appearance or vegetable appearance ○ Establish internal requirements for good quality fruit or vegetables i.e. flavour, colour, insect damage ○ Understand methods of testing for the maturity and ripeness of the crop ○ Identify changes that take place during the ripening process ○ Understand the handling of the crop as a factor 	<p>Practical-establish if fruit/vegetables are ready to be harvested. Identify the tools and method of harvesting and how and where fruit/vegetables will be stored after harvesting.</p>

		<p>producing a superior product</p> <ul style="list-style-type: none"> ○ Harvest fruit/vegetables 	
6	General Farming	<ul style="list-style-type: none"> • Observe how to safely operate a tractor <ul style="list-style-type: none"> ○ Identify different tractors for different jobs ○ Explain the standard safety procedures when operating a tractor ○ Demonstrate the safety procedure when hitching a trailer behind a tractor 	<p>Demonstrate to pupils how to safely operate a tractor as well as the dangers associated with operating a tractor.</p> <p>Identified pupils can be taught how to operate a tractor.</p>
7-8	Animal Production	<ul style="list-style-type: none"> • Demonstrate an understanding of the concept of extracting and processing products from farm animals <ul style="list-style-type: none"> ○ Identify equipment needed to process animal products ○ Explain and demonstrate how different parts of an animal (lamb, beef, pork, chicken, fish, etc. is cut and processed into different products for consumption such as mince, chops, steaks, fillets, wings, thighs, biltong, etc. ○ Explain reason for various methods of storage of processed animal products 	<p>Practical – processing of animal products that is produced at school or bought.</p> <ul style="list-style-type: none"> • Different parts that can be utilised is shown and cut into required product. • The storage and storage life of said products are explained <p>Pupils help with processing and storage of animal products</p>

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Activity 1: Erection of fences by using wire pullers – Practical- Assess using a rubric (group work). 15%</p> <p>Activity 2: Safely operate a tractor – Practical- Assess using a rubric (individually). 30%</p> <p>Activity 3: Demonstrate the use of the different machines – Practical- Assess using a rubric (individually). 30%</p> <ul style="list-style-type: none"> • Brush cutter • Lawn mower <p>Activity 4: Theory- Test on topics covered in terms 1-3. Learners respond to instructions (Written or oral) 25% Assess using a memorandum</p>		

Year4 Term 4

WEEK	TOPIC	CONTENT Revision and Consolidation	Techniques, activities, resources and process notes
1	General Farming / Plant Production	<ul style="list-style-type: none"> Mowing lawns and cutting trees and apply methods of using, maintaining and storing lawn mowing and tree cutting equipment <ul style="list-style-type: none"> Apply the correct methods for mowing / weed eating /cutting trees. Explain and demonstrate how to care for and store weed eaters, chainsaws and mowers. 	<p>Practical – learners get a specific area to safely mow or brush cut or safely cut down trees.</p> <p>After use they must clean and store equipment.</p>
2	General Farming / Plant Production	<ul style="list-style-type: none"> Planting a range of crops according to correct planning, spacing and depth of the plant material <ul style="list-style-type: none"> Use tools correctly for every specific crop Use equipment correctly in order to space plant according to the requirements of specific plants. 	<p>Identify the vegetables which are planted during this time in this specific area. Use the correct equipment to plant the vegetables and irrigate the seed or seedlings as and when needed.</p>
3	General Farming	<ul style="list-style-type: none"> Prepare, erect and maintain wire fencing <ul style="list-style-type: none"> Maintain / erection of fences and gates. Identifying problems associated or experienced during erecting of fencing 	<p>Select the right wire/equipment for the maintenance/erection of fences. Use either smooth or barbed wire depending on the animals kept. Equipment needed-pliers, wire puller, measuring tape.</p>

4	Animal Production	<ul style="list-style-type: none"> • Demonstrate an understanding of the concept of extracting and processing products from farm animals <ul style="list-style-type: none"> ○ Identify equipment needed to process animal products ○ Explain and demonstrate how different parts of an animal (lamb, beef, pork, chicken, fish, etc. is cut and processed into different products for consumption such as mince, chops, steaks, fillets, wings, thighs, biltong, etc. ○ Explain reason for various methods of storage of processed animal products 	<p>Practical – processing of animal products that is produced at school or bought.</p> <ul style="list-style-type: none"> • Different parts that can be utilised is shown and cut into required product. • The storage and storage life of said products are explained <p>Pupils help with processing and storage of animal products</p>
5-10	External examination	<p>External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification</p> <p>Complete external Practical Assessment Task (PAT) = 25% of qualification</p> <p>Formal external assessment written test or oral = 25% of qualification</p>	

SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2 Assessment Principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer 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. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.

- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;

- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.

- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.

Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

Assessment across the four years

Year 1 Reporting only in the term when the skill is done.

The GCE Technical Occupational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten-week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

Year 1	Formal School-Based Assessments
	Learner performance in the Term:
	Practical 75% *
	Theory 25%
Term Report	100%

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills

Year 2/3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	o Practical 75%
	Theory 25%	Theory 25%	Theory 25%	
				o Pen and Paper Test/ Exam 25%
Term Report	100%	100%	100%	
End of Year	SBA 75%			25%

Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	
				External
Term Report	100%	100%	100%	Pen and Paper Test 25%
End of Year	SBA 50%			External Exams 50%

CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 Theory completed in the year

Timing of formal assessment

Suggested Program of Assessment for Agricultural Studies

YEAR 1					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Year 1	General Farming Plant Production Animal Production Gardening / Horticulture	Activity 1: Identify different hand tools for specific jobs	Practical	10%	FAT 1
		Activity 2: Plant different crops according to correct spacing and depth	Practical	15%	
		Activity 3: Manual control of weeds.	Practical	10%	
		Activity 4: Irrigate crops with basic equipment, e.g. tins, bottles, buckets or watering cans.	Practical	15%	
		Activity 5: Identify different farm animals within the area.	Practical	10%	
		Activity 6: identify the body parts animals use for protection	Practical	15%	
		Activity 7: Theory - quarterly tests	Oral or written	25%	

YEAR 2								
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO			
Term 1	Select, use hand tools Composting Planting crops Identify, control weed Irrigation systems Harvest crops Different animal breeds Defensive animal behaviour Process of slaughtering	Activity 1: Identify tools	Practical	10%	FAT 1			
		Activity 2: Use hand tools	Practical	15%				
		Activity 3: Composting materials	Practical	10%				
		Activity 4: Make compost	Practical	15%				
		Activity 5: Identify different crops	Practical	10%				
		Activity 6: Plant crops	Practical	15%				
		Activity 7: Theory-quarterly tests	Oral or written	25%				
		Term 2	Irrigation systems Planting crops Handle planting material Manual/chemical weeding Equipment for weeding Crop damage-pests Control of pests	Activity 1: Irrigating plants		Practical	15%	FAT 2
				Activity 2: Identify ripe fruit or vegetables		Practical	10%	
Activity 3: Identify weeding tools	Practical			10%				
Activity 4: Manual-/chemical weeding	Practical			15%				
Activity 5: Identify harvesting tools	Practical			10%				
Activity 6: Harvest fruit or vegetables	Practical			15%				
Activity 7: Theory - exams	Oral or written			25%				

Term 3	Fruit cultivars	Activity 1: Identify fruit cultivars	Practical	10%	FAT 3
	Manipulate plants	Activity 2: Prune trees	Practical	20%	
	Hygiene-pruning fruit	Activity 3: Demonstrate first aid	Practical	15%	
	Harvesting of crops				
	Health/safety in horticulture	Activity 4: Transplant plants	Practical	15%	
	Propagate plants	Activity 5: Irrigation of plants	Practical	15%	
	Transplanting plants				
	Permaculture principles	Activity 6: Theory-quarterly tests	Oral or written	25%	
Term 4	Permaculture practices	Activity 1: Identify composting material	Practical	10%	FAT 4
		Activity 2: Identify endo- and ecto parasites on/in farm animals	Practical	15%	
	Farm animal species				
	Care for farm animals	Activity 3: Select dip/deworming equipment	Practical	15%	
	Observing farm animals				
	Treating farm animals	Activity 4: Dip/deworm animals	Practical	20%	
	Defensive behaviour in farm animals				
	Harvesting animal products	Activity 5: Explain the slaughtering process	Practical	15%	
		Activity 6: Theory-exams	Oral or written	25%	

YEAR 3					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Occupational Health and Safety	Activity 1: Identify threats within class or on farm	Practical	15%	FAT 1
	Hand tools	Activity 2: Prepare area for fencing	Practical	15%	
	Soil preparation	Activity 3: Select and use tools to plant posts	Practical	15%	
	Composting/organic enrichment	Activity 4: Select and use tools to do fencing	Practical	15%	
	Planting crops	Activity 5: Identify crop pests	Practical	15%	
	Erecting fences	Activity 6: Theory-quarterly tests	Oral or written	25%	
	Irrigation systems				
	Manual/chemical weeding				
	Manual/chemical pest control				
Term 2	Mowing lawns/cutting trees	Activity 1: Identify cutting/mowing machines	Practical	10%	FAT 2
	Beekeeping	Activity 2: Identify cutting/mowing machine protective gear	Practical	10%	
	Manual/chemical weeding	Activity 3: Use cutting/mowing machines	Practical	30%	
	Manual/chemical pest control	Activity 4: Erecting fences	Practical	15%	
	Harvest crops	Activity 5: Harvest crops	Practical	10%	
	Erecting fences	Activity 6: Theory - exams	Practical	25%	
Term 3	Care for farm animals	Activity 1: Identify veterinary	Practical	10%	FAT 3

	Mowing lawns/cutting trees	equipment			
	Function/role of water	Activity 2: Dip/deworm farm animals	Practical	15%	
	Record/stock keeping	Activity 3: Dehorn/castrate farm animals	Practical	20%	
	Basic budgeting/marketing	Activity 4: Use cutting/mowing machines	Practical	30%	
		Activity 5: Theory – quarterly tests	Oral or written	25%	
Term 4	Animal nutrition	Activity 1: Identify slaughter equipment	Practical	10%	FAT 4
	Extracting/processing animal products	Activity 2: Process farm animals-mince	Practical	15%	
	Soil fertilization				
	Safely operate a tractor	Activity 3: Safely operate a tractor	Practical	30%	
	Care of farm animals	Activity 4: Dehorn/castrate farm animals	Practical	20%	
	Treating farm animals				
	Team dynamics	Activity 5: Theory - exams	Oral or written	25%	

YEAR 4					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Occupational Health and Safety	Activity 1: Make compost	Practical	10%	FAT 1
	Hand tools	Activity 2: Plant crops	Practical	10%	
	Soil preparation	Activity 3: Manual/chemical weeding	Practical	10%	
	Composting/organic enrichment	Activity 4: Dip/deworm farm animals	Practical	15%	
	Planting crops	Activity 5: Cutting trees/mowing lawns	Practical	30%	
	Irrigation	Activity 6: Theory – quarterly tests	Oral or written	25%	
	Manual/chemical weeding				
	Care for farm animals				
	Manual/chemical pest control				
	Mowing lawns/cutting trees				
Manipulate plants					
Term 2	Erecting fences	Activity 1: Select/use tools to erect fences	Practical	15%	FAT 2
	Animal nutrition	Activity 2: Cutting trees/mow lawns	Practical	30%	
	Observe/move animals				
	Care for farm animals	Activity 3: Safely operate a tractor	Practical	30%	
	Team dynamics	Activity 4: Theory - exam	Oral or written	25%	
	Mowing lawns/cutting trees				
	Planting crops				

	Safely operate a tractor				
Term 3	Irrigation systems	Activity 1: Select/use tools to erect fences	Practical	15%	FAT 3
	Manual/chemical weeding	Activity 2: Safely operate a tractor	Practical	30%	
	Animal nutrition	Activity 3: Cutting trees/mow lawns	Practical	30%	
	Erecting fences	Activity 4: Theory – quarterly tests	Oral or written	25%	
	Harvest crops				
	Safely operate a tractor				
	Extracting/processing animal products				
Term 4	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
		Activity 1 Practical	Formal external Practical Assessment Task	25%	
		Activity 2 Respond to questions	Formal external assessment: Written test (or oral where necessary)	25%	

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- *Policy on Screening, Identification, Assessment and Support (2014);*
- *Guidelines for Full-service/Inclusive Schools (2010); and*
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*

SECTION 5

RESOURCES

PUBLIC COMMENT