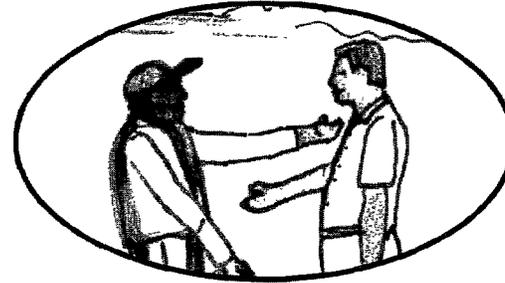
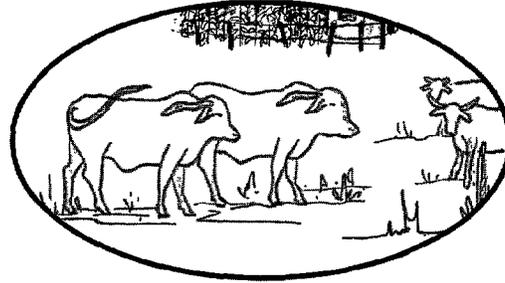


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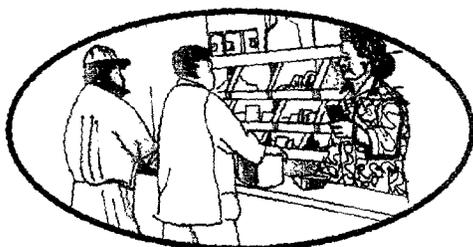
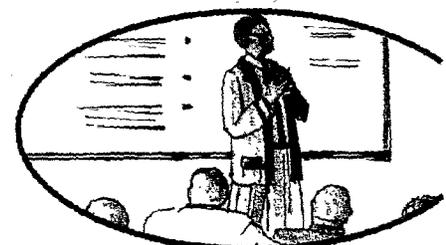
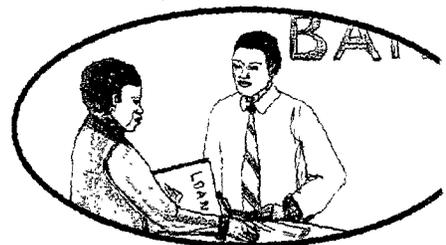
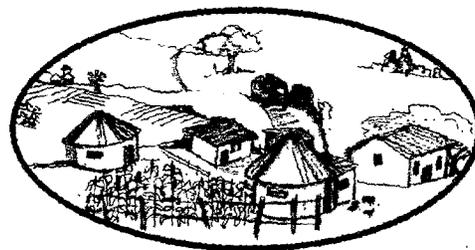
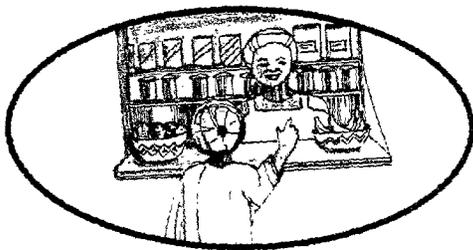
América Agrícola y Agrícola

A

Assessment

EXEMPLARS

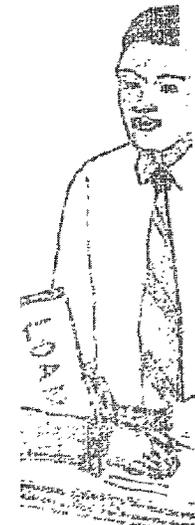
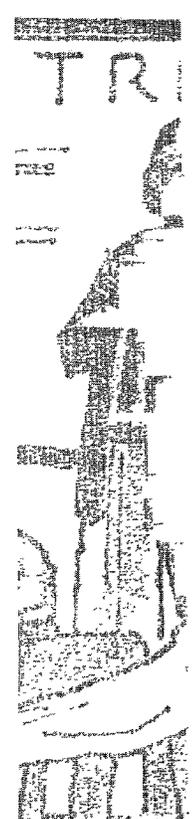
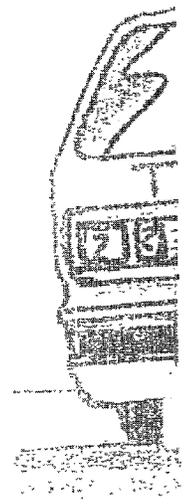
for ABET



B

CONTENTS

CHAPTER	PAGE
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PREAMBLE	3
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 EXEMPLAR 1	
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The physical and biological environment in relation to sustainable animal production	33
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Key to Icons

 Purpose

 Instructions to Learners

 Learner Worksheets

 Learner's Checklist

 Assessor's or Educator's Checklist

 Assessment

 Assessment Tools

 Examples

Writing like this Assessor's or Learner's writing

× ✓ Learner's work

✓ × Assessor's marking

APPLIED AGRICULTURE AND AGRICULTURAL TECHNOLOGY EXEMPLARS

PREAMBLE

These exemplars, together with the Assessment Action Plan and Moderation Action plan were developed by a task team which, to date, has met on four occasions. The task team comprised, at first, mainly agricultural specialists, but as the refinement process has progressed, its composition has become more balanced with an equal number of agricultural specialists and educationalists. The process followed in the development of these exemplars required that team members engaged with the draft unit standards for Applied Agriculture and Agricultural Technology, while at the same time taking into exactly what, in terms of agricultural activities s/he wants to learn e.g. to grow better vegetables. This was particularly challenging because in an outcomes-based education system, learning is contextualised for the learner and must be designed to help a learner to reach a level of competence that meets the national standard, as spelt out in the unit standard. The challenge, therefore, for team members was to use the unit standards documents as a checklist against which assessment takes place, rather than as a guide to a teaching programme.

INTRODUCTION

Exemplars are 'examples of a learner's performance' which are used to illustrate the application of assessment criteria' (p41, Government Gazette No 18998, Vol 396, 24 June 1998)

This document contains examples of activities (exemplars) that can be used to assess the evidence gathered from learners who want to achieve competence in the unit standards for Applied Agriculture and Agricultural Technology at NQF1/GETC/ ABET Level 4.

These examples include not only the tasks, but also:

- ⊙ The evidence produced by learners to demonstrate their learning;
- ⊙ The tools which are used to assess the evidence of learning;
- ⊙ How the facilitator would assess the learners' work; and
- ⊙ The facilitator's feed back and follow-up action that is required by the learner, where appropriate.

The documents which are presented in the pages which follow, therefore include parts which are presented in a simulated handwriting, and in the kind of format that a facilitator can expect to receive from a learner.

Given the applied nature of agriculture, it is unlikely that any learning programme or course designed along adult learning principles will permit the sequential assessment of the unit standards and their related specific outcomes. For this reason we intend including with

each exemplar, an indication of which unit standards are dealt with and which of the specific outcomes can be achieved through the learners performance of that task. It is with this in mind, together with the principles of assessment in outcomes based education, which are clearly spelt out in the assessment action plan, that these exemplars are presented.

In assessing learning and designing assessment activities for learners of applied agriculture and agricultural technology, facilitators need to bear the following additional principles in mind:

- ⊙ The need to integrate the understanding of theoretical knowledge which underpins the application of skills and the development of competence.
- ⊙ That the performance of tasks, such as the intravenous injection of cattle or the pruning of a tree, needs to be broken down into their various steps, each of which is then rated on a set scale in order to be assessed.
- ⊙ That learners will often already have had many years of active involvement in agriculture and therefore should be encouraged to draw on their real life experience.
- ⊙ That when assessment is carried out, practitioners must take into account the prevailing socio-economic circumstances which impact on the learners concerned.
- ⊙ That as with learning that is designed around the learner's context and need, assessment must be within the context of local ecological circumstances.
- ⊙ That assessment of certain agricultural activities may be complicated by practical limitations or the realities that characterise living systems e.g. seasonality of plant/crop growth and/or pest and disease outbreaks in crops and livestock. This means that because assessment in an outcomes-based framework creates opportunities for learners to re-do assessment tasks, a reasonable degree of flexibility is needed in agriculture.

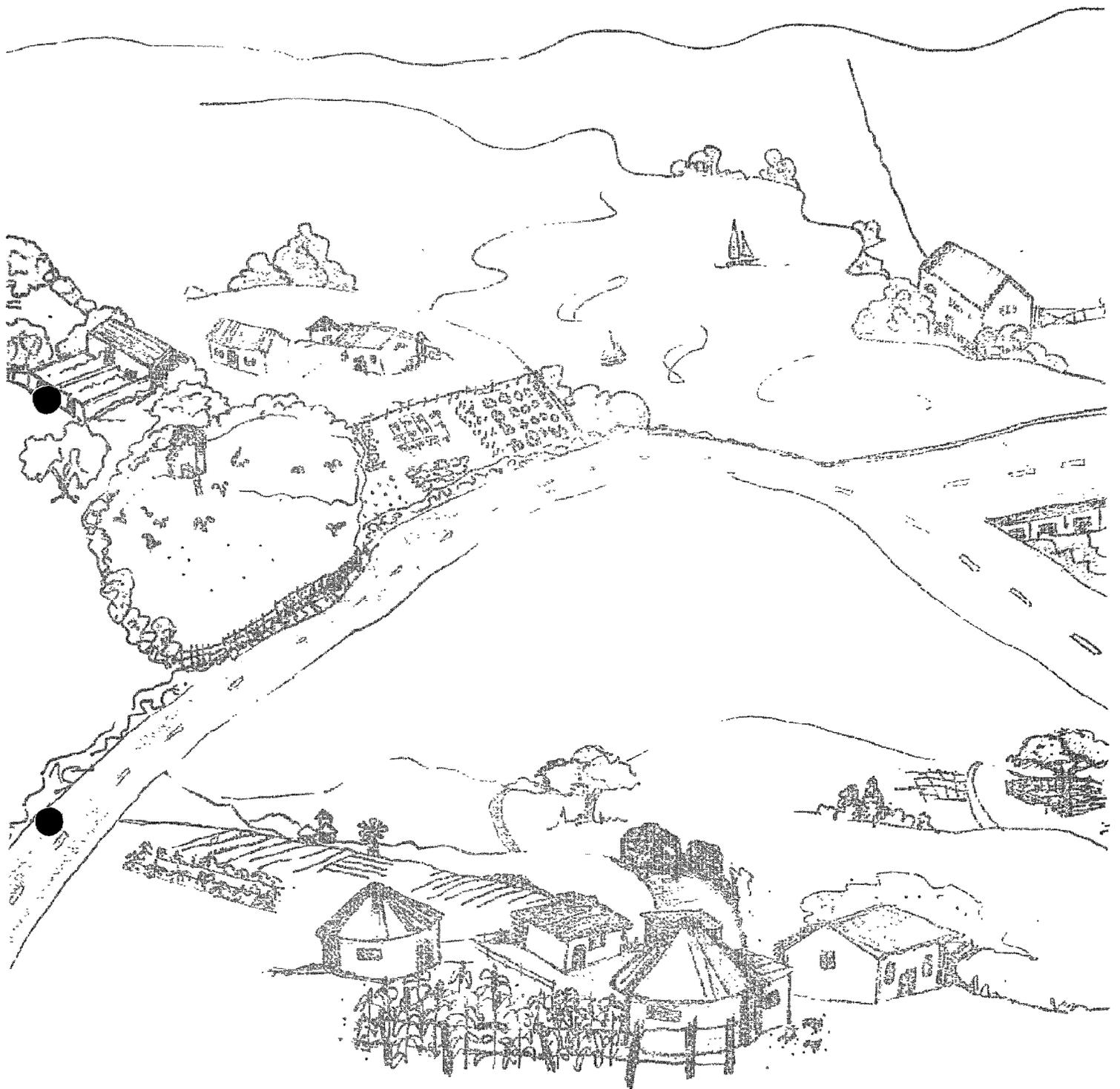
It should also be noted that both the activities and assessment tools are intended as guidelines, and therefore

- ⊙ May not be complete
- ⊙ May not necessarily assess all the specific outcomes of a unit standard
- ⊙ Are not intended a 'recipe' as to how learners' learning can be assessed for the various unit standards and specific outcomes.

We hope that these will be useful to educators/assessors working with learners in the elective of Applied Agriculture and Agricultural Technology.

Members of the Assessment Task Team for Agriculture who contributed towards this document are:

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Geraldine Mutambala	Free State Department of Education
Marco Brutsch	University of Fort Hare
David Kwa-Mensah	University of Fort Hare
William Burger	Curmo Designs
Tseliso Ntli	Department of Agriculture
Pumla Polo	Eastern Cape Department of Education (NSB 01 - SAQA)
Willie Alberts	Mthimba College



Applied Agriculture and Agricultural Technology

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Distribution of Agricultural Production in relation to the Environment



PURPOSE OF ASSESSMENT

This exemplar attempts to address the Applied Agriculture and Agricultural Technology unit standards 1 and 2. The following specific outcomes are covered:

US 001 S03

- © Observe and analyse the geographical distribution of agriculture and its socio-economic impact

US 002 S03

- © Identify and describe climatic factors influencing crop production and their practical implications

The integration of assessment activities could be linked to specific outcomes in the following learning areas:

Language, Literacy and Communication		
Unit standard	Specific outcome	
003	4	Categorise, classify, select and arrange information appropriately
006	5	Identify and analyse visual features of texts
Human and Social Sciences		
Unit standard	Specific outcome	
03	3	Explain the impact of human activity on the environment
05	5	Understand and interpret spatial arrangements
Human and Social Sciences		
Unit standard	Specific outcome	
012	1	Read, interpret and use maps to depict and make sense of real locations, distances and relative positions
	2	Draw maps according to scale

The above linkages are summarised in the following table:

Language Communication		Human & Social Sciences		Mathematical Literacy, Mathematics & Mathematical Sciences	
US 003	SO4	US 03	SO3	US 12	SO1, 2
US 006	SO5	US 05	SO5		

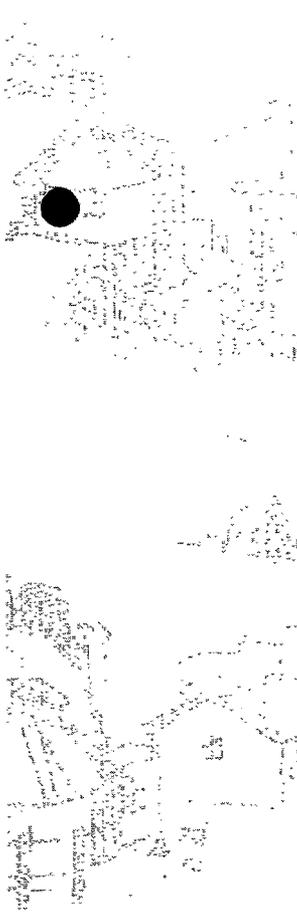
The educator will give the learner a number of maps to work with in order to do this series of activities.

Special points to bear in mind:

- ⦿ The learner should be able to estimate distances.
- ⦿ The learner should be able to distinguish between subsistence and commercial agriculture.
- ⦿ The learner should have also practised identifying and collecting relevant information from maps.

In task 1 the learner must draw his/her own rough sketch (map) and relate what is shown with his/her own situation.

The learner must move to task 2 and other map work activities in class. After completing task 2, learners should move on to task 3 which is to improve on his/her map, re-draw their own maps using what they have learned and incorporating colours, a title, and a legend, etc.



TASK ONE

THE PURPOSE OF THIS ASSESSMENT ACTIVITY

In this task the learners must draw a map of the area surrounding their home showing agricultural and economic activity in this area. The learner must draw his/her own rough sketch (map) and relate what it shows with his/her own location.



Instructions to learners

The instructions will be explained when the task is given to them, as well as included in the worksheet.

The instructions are:

- Ⓒ I am giving you a piece of blank paper.
- Ⓒ Using the worksheet as a guide, draw a map of the area surrounding your house. On the map, please show all signs of agricultural and economic activity.
- Ⓒ Use your imagination and think about this area as if you are a bird flying high up in the sky, and then draw everything that you see.

The blank paper which is given to the learners must be a least A3 size, but the larger it is, the better it will be.



LEARNER WORKSHEET 1

Using

- ☉ the blank paper you have been given and
- ☉ this worksheet as a guide

1. Draw a map of the area surrounding your house.
2. On the map, please show all signs of agricultural and economic activity.

Use your imagination and think about this area as if you are a bird flying high up in the sky, and then drawing everything that you see.

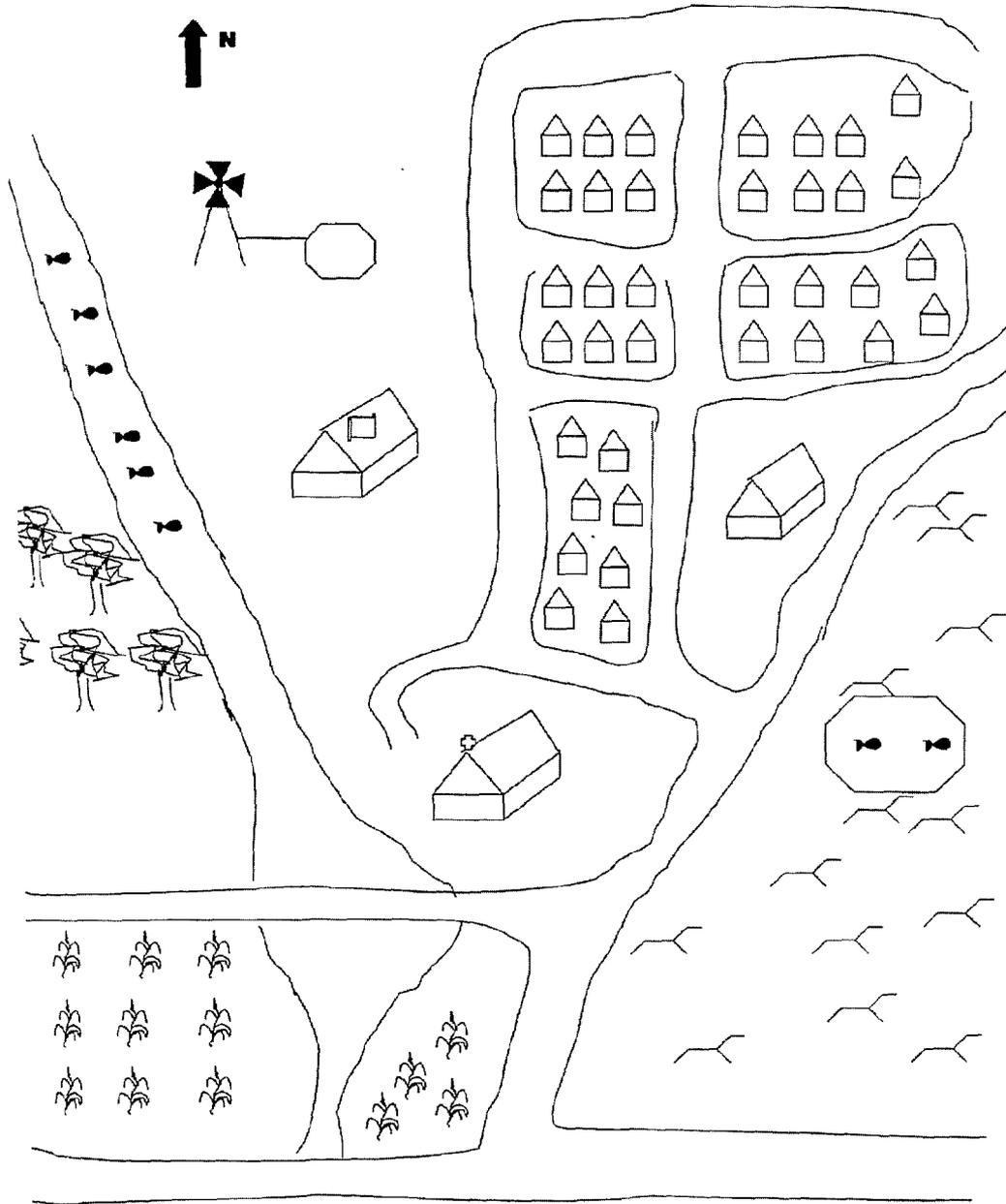
Draw your map on the paper given to you and make use of the following guidelines:

1. Show where your house/home is.
 2. Draw in other buildings that you can see and find a way to show the different activities that take place there. For example houses, schools, shops, etc.
 3. Draw in all the roads/railway lines, etc. on your map.
 4. Using an arrow, show where NORTH is on your map.
 5. Use symbols (small, simple pictures) to show all the different kinds of agricultural activities.
 6. Find a way of showing which areas are used for grazing and/or for crops.
 7. What, do you think, is the distance in real life from the top to the bottom of your map? Find a way of representing this on your map.
3. Give a title to your map.

Example

Nosipho Tingwe

Evd No 1



A

Assessor's Checklist			
Map Drawing (Draft 1)			
Name:	<i>Nosipho Tingwe</i>		
Date:	<i>16/05/98</i>		
Item supposed to be on map	Yes	No	Comment
1. Title of map		✓	
2. Dwellings			
a. Own		✓	
b. Others	✓		
3. Roads and railway lines	✓		
4. Agricultural Activities			
a. Grazing	✓		
b. Crop production	✓		
5. Other economic Activities eg. shop(s), schools, etc	✓		
6. Geographic North	✓		
7. Symbols	✓		
8. Key or legend		✓	
9. Correct distances or scale		✓	

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date *16/05/98*

Assessor: *J Moore*

Learner *N Tingwe*

Signature *[Handwritten Signature]*

[Handwritten Signature]

Assessor

Learner

A

Assessor's Checklist			
Map Drawing (Draft 1)			
Name:			
Date:			
Item supposed to be on map	Yes	No	Comment
1. Title of map			
2. Dwellings			
a. Own			
b. Others			
3. Roads and railway lines			
4. Agricultural Activities			
a. Grazing			
b. Crop production			
5. Other economic Activities eg. shop(s), schools, etc			
6. Geographic North			
7. Symbols			
8. Key or legend			
9. Correct distances or scale			

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Learner _____

Signature _____

Assessor

Learner

TASK TWO

PURPOSE OF THIS ASSESSMENT ACTIVITY

In this activity learners will take information from a map and answer a series of questions. The skills used in this activity also link in with MLMMS.



The educator will give the learners a number of maps to work with and a questionnaire to fill in.

Instructions to learners

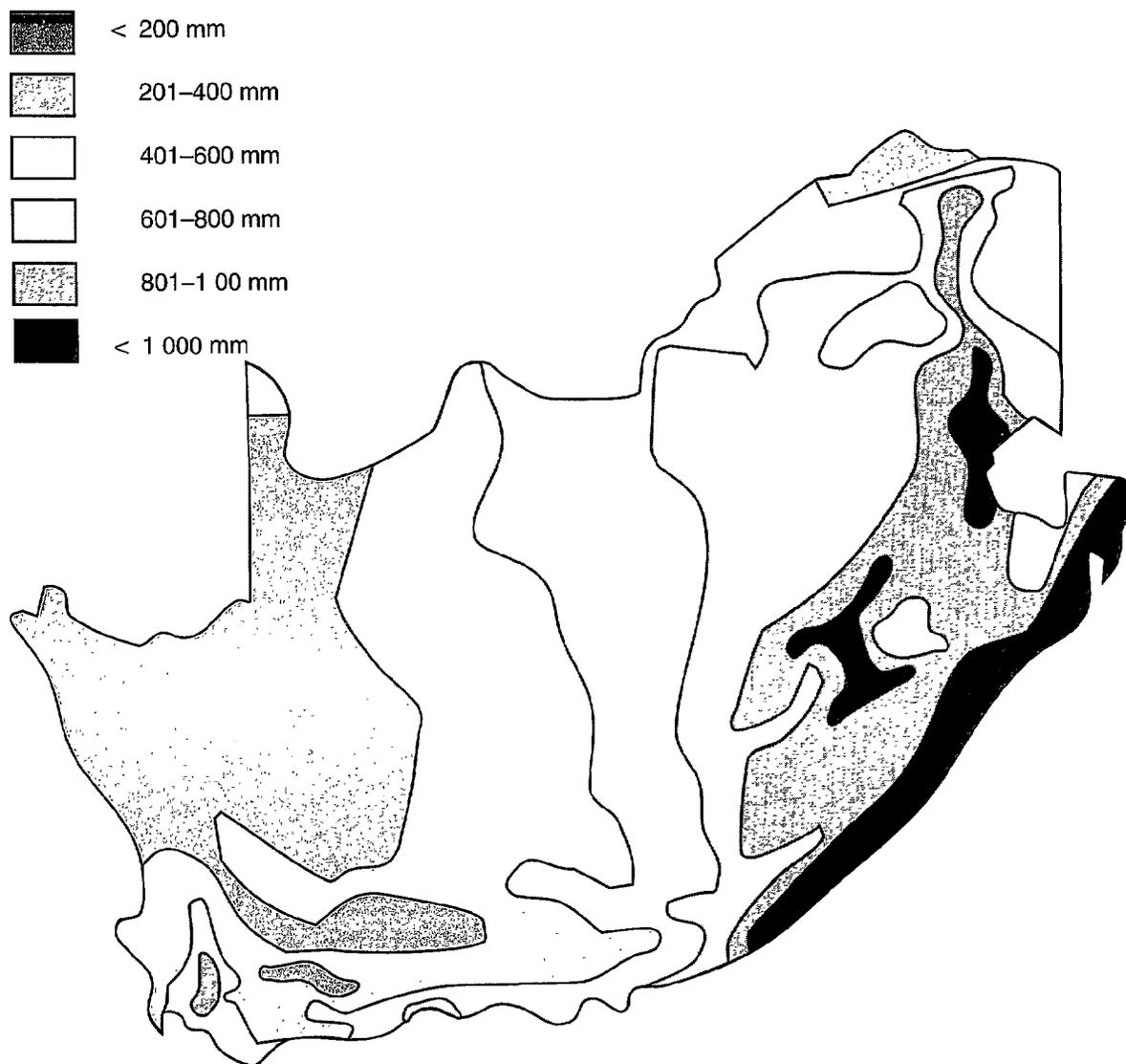
These instructions will be explained when the task is given to them, as well as included in the worksheet.



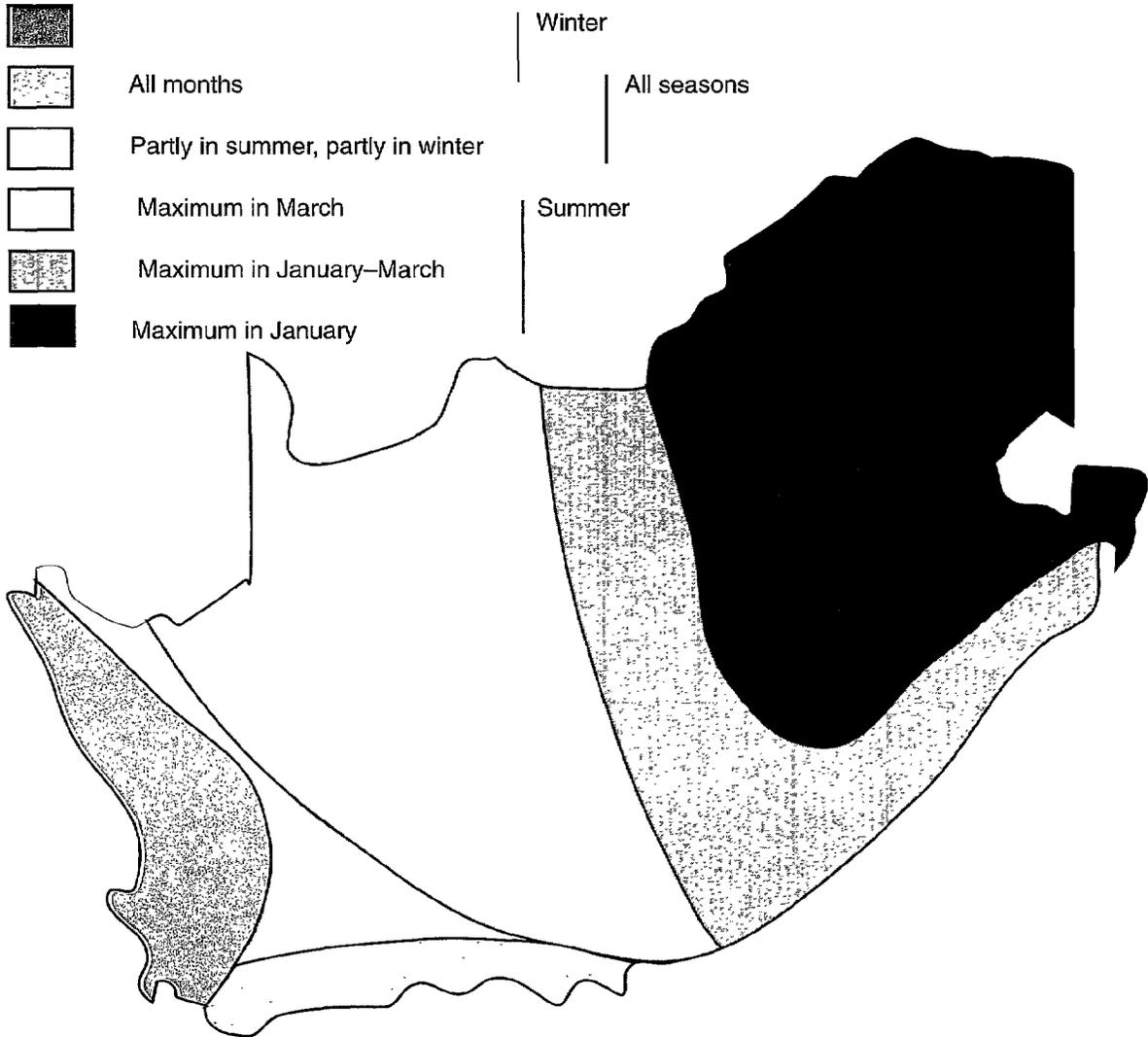
The instructions are:

- © I am giving you 3 maps
 - Annual rainfall distribution
 - Seasonal rainfall regions
 - Major vegetation regions
- © Using the information on these maps, you must answer the questions on the worksheet.

Simplified distribution map of mean annual precipitation

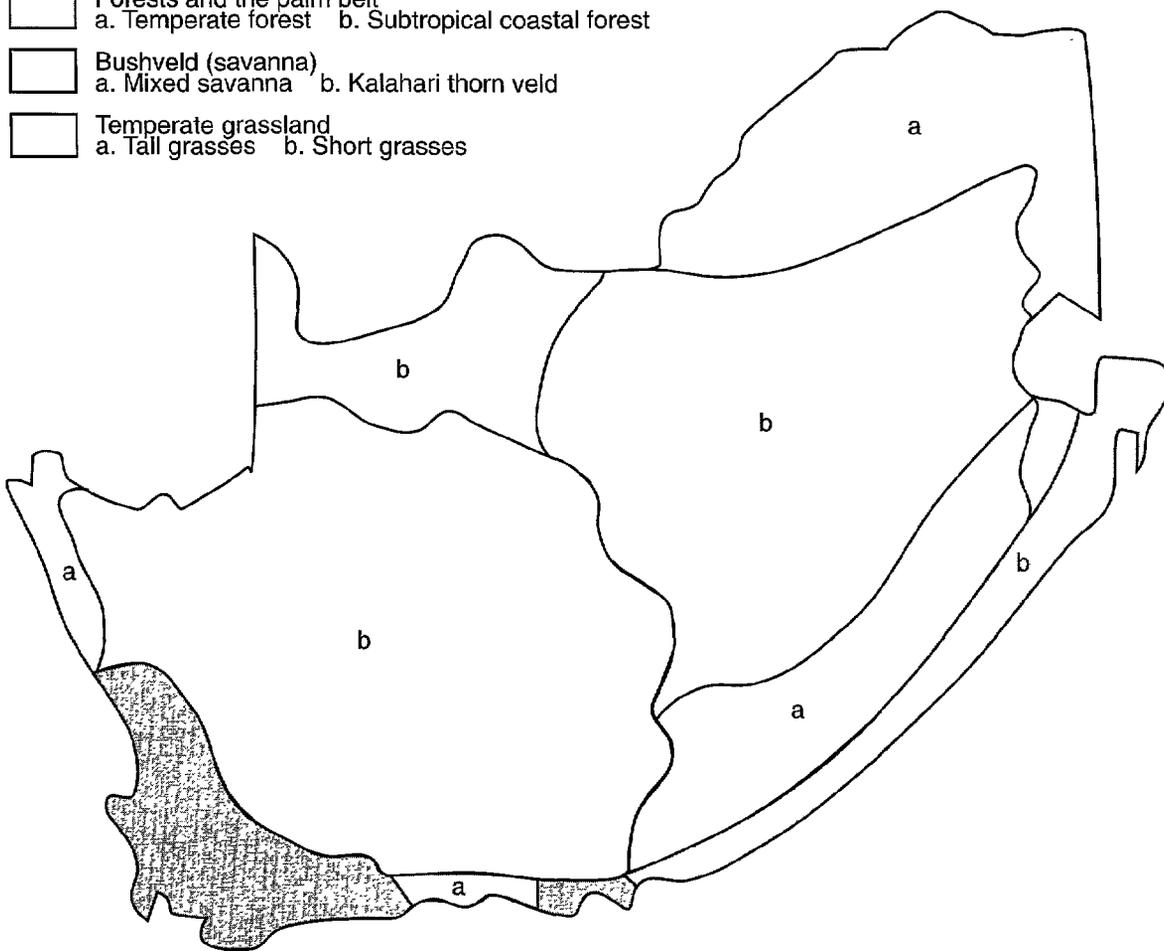


Seasonal rainfall regions



The major natural vegetation regions

-  Desert and semi-desert
 a. True desert b. Karoo
-  'Mediterranean' plants and shrubs
-  Forests and the palm belt
 a. Temperate forest b. Subtropical coastal forest
-  Bushveld (savanna)
 a. Mixed savanna b. Kalahari thorn veld
-  Temperate grassland
 a. Tall grasses b. Short grasses





LEARNER WORKSHEET 2

Map Interpretations

Name: Nosipho Tingwe

Evd No 2

Date: 18/5/98

Using the three maps of South Africa answer the following questions

Map 1: Annual rainfall distribution

Map 2: Seasonal rainfall regions

Map 3: Major vegetation regions

1. During which time of the year does most rainfall occur in your area?

Summer ✓

2. According to the maps what is the rainfall in your area?

401-600 ✗

3. Which part of South Africa has the least amount of rainfall during the year?

Give a name to that part of the country or refer to it by the cardinal points
eg NW or E

/ ✗

4. According to the seasonal rainfall map there are mainly three rainfall
seasons. name them.

Summer ✓

Winter ✓

5. Which vegetation type occurs where you live/work?

/

6. The natural vegetation type of an area depends on?

Tick the correct answer:

a. only on the rainfall

b. on rainfall and temperature only

c. on rainfall and on other factors such as temperature, soils, aspect and
slope

a

b

c

✗

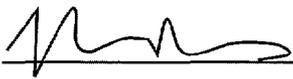
ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date 18/05/98

Assessor: J Moore

Signature 

Assessor

Learner H Tingwe



Learner

MARKING MEMORANDUM FOR LEARNER WORKSHEET 2

Using the three maps of South Africa answer the following questions

Map 1: Annual rainfall distribution

Map 2: Seasonal rainfall regions

Map 3: Major vegetation regions

1. During which time of the year does most rainfall occur in your area?

In the summer but maximum in January

2. According to the maps what is the rainfall in your area?

601-800mm

3. Which part of South Africa has the least amount of rainfall during the year?

Give a name to that part of the country or refer to it by the cardinal points

eg NW or E The far north western part of the country about 200mm

4. According to the seasonal rainfall map there are mainly three rainfall

seasons. name them.

winter

summer

all seasons

5. Which vegetation type occurs where you live/work?

Temperate grass veld

6. The natural vegetation type of an area depends on?

Tick the correct answer:

a. only on the rainfall

b. on rainfall and temperature only

c. on rainfall and on other factors such as temperature, soils, aspect and

slope

a

b

c



LEARNER WORKSHEET 2

Map Interpretations

Name: _____

Date: _____

Using the three maps of South Africa answer the following questions

Map 1: Annual rainfall distribution

Map 2: Seasonal rainfall regions

Map 3: Major vegetation regions

1. During which time of the year does most rainfall occur in your area?

2. According to the maps what is the rainfall in your area?

3. Which part of South Africa has the least amount of rainfall during the year?

Give a name to that part of the country or refer to it by the cardinal points

eg NW or E

4. According to the seasonal rainfall map there are mainly three rainfall

seasons. Name them.

5. Which vegetation type occurs where you live/work?

6. The natural vegetation type of an area depends on?

Tick the correct answer:

a. only on the rainfall

b. on rainfall and temperature only

c. on rainfall and on other factors such as temperature, soils, aspect and

slope

a

b

c

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

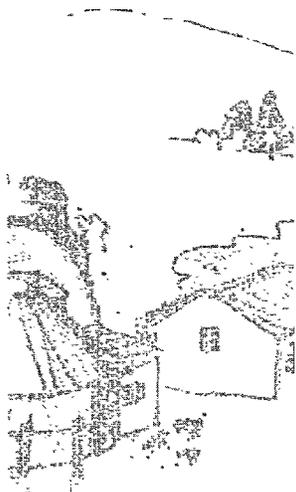
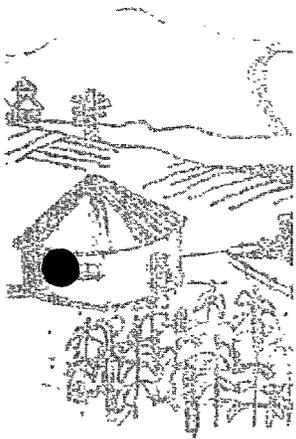
Assessor: _____

Learner _____

Signature _____

Assessor

Learner





TASK THREE

PURPOSE OF THIS ASSESSMENT ACTIVITY

In this activity learners must go back to the map they drew in Task 1. Using information from the questionnaire in Task 2 they must mark the changes they need to do on their map and then redraw the map on a new sheet of paper, incorporating the changes and additions.



Instructions to learners

These instructions will be explained when the task is given to them, as well as included in the worksheet.

The instructions are:

Go back to the map that you drew of the area around your home and bearing in mind the comments that were given to you and what you learnt through the map questionnaire, do the following:

- Ⓒ Mark all the changes you need to make on your map, making sure that you include everything on the first worksheet.
- Ⓒ Take a new sheet of paper and draw a new map of your area including all the changes you have made and again referring to the first worksheet.

The blank paper which is given to the learners must be at least A3 size, but the larger it is, the better it will be.





LEARNER WORKSHEET 1

Using

- ⦿ the blank paper you have been given and
- ⦿ this worksheet as a guide

1. Draw another map of the area surrounding your house.
2. On the map, please show all signs of agricultural and economic activity.

Use your imagination and think about this area as if you are a bird flying high up in the sky, and then drawing everything that you see.

Draw your map on the paper given to you and make use of the following guidelines:

1. Show where your house/home is.
 2. Draw in other buildings that you can see and find a way to show the different activities that take place there. For example houses, schools, shops, etc.
 3. Draw in all the roads/railway lines, etc. on your map.
 4. Using an arrow, show where NORTH is on your map.
 5. Use symbols (small, simple pictures) to show all the different kinds of agricultural activities.
 6. Find a way of showing which areas are used for grazing and/or for crops.
 7. What, do you think, is the distance in real life from the top to the bottom of your map? Find a way of representing this on your map.
3. Give a title to your map.



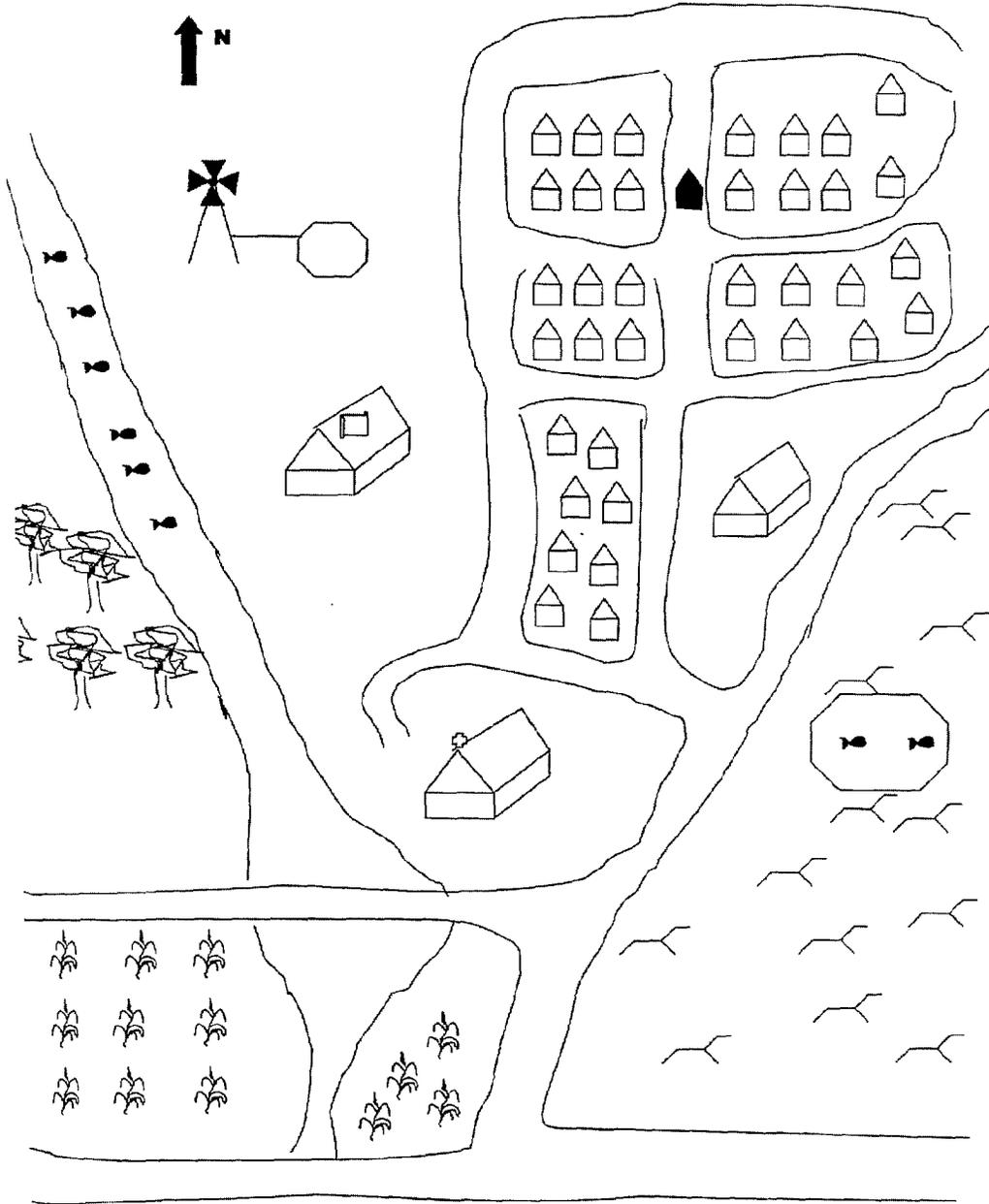
Example

Nosipho Tingwe

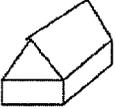
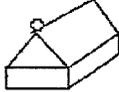
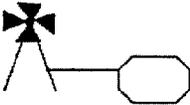
Evd No 3a

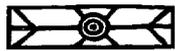
Map of my area

Scale 1cm = 5m



LEGENDS

- Houses = 
- My House = 
- School = 
- River = 
- Cattle = 
- Lands = 
- Wood lot = 
- Dam = 
- Spasa shop = 
- Church = 
- Roads = 
- Windmill = 



A

Assessor's Checklist

Map Drawing (Draft 2)

Name: Hosipho Tingwe

Date: 18/05/98

Item supposed to be on map	Yes	No	Comment
1. Title of map	<input checked="" type="checkbox"/>		
2. Dwellings			
a. Own	<input checked="" type="checkbox"/>		
b. Others	<input checked="" type="checkbox"/>		
3. Roads and railway lines	<input checked="" type="checkbox"/>		
4. Agricultural Activities			
a. Grazing	<input checked="" type="checkbox"/>		
b. Crop production	<input checked="" type="checkbox"/>		
5. Other economic Activities eg. shop(s), schools, etc	<input checked="" type="checkbox"/>		
6. Geographic North	<input checked="" type="checkbox"/>		
7. Symbols	<input checked="" type="checkbox"/>		
8. Key or legend	<input checked="" type="checkbox"/>		
9. Correct distances or scale	<input checked="" type="checkbox"/>		

ASSESSMENT

COMPETENT



NOT YET COMPETENT



Date 18/05/98

Assessor: J Moore

Signature [Handwritten Signature]

Assessor

Learner H Tingwe

[Handwritten Signature]

Learner

Formative Assessment Grid

Name *Nosipho Tingwe*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
16/5/98	Map drawing (draft 1)	1	US AAAT 01	NYC	Too many questions unanswered	Uncertainty	Guidance from educator	✓
18/5/98	Map interpretations	2	US AAAT 01	NYC	It seems as if learner cannot interpret maps		Discuss with educator	✓
18/5/98	Map drawing (draft 2)	3a 3b	US AAAT 01	C	Well done!			✓



A

Checklist

This checklist is used to ensure that the learner has included all the relevant information on his/her map.

Item supposed to be on map	Yes	No	Comment
1. Title of map			
2. Dwellings			
a. Own			
b. Others			
3. Roads and railway lines			
4. Agricultural Activities			
a. Grazing			
b. Crop production			
5. Other economic Activities eg. shop(s), schools, etc			
6. Geographic North			
7. Symbols			
8. Key or legend			
9. Correct distances or scale			

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Learner _____

Signature _____

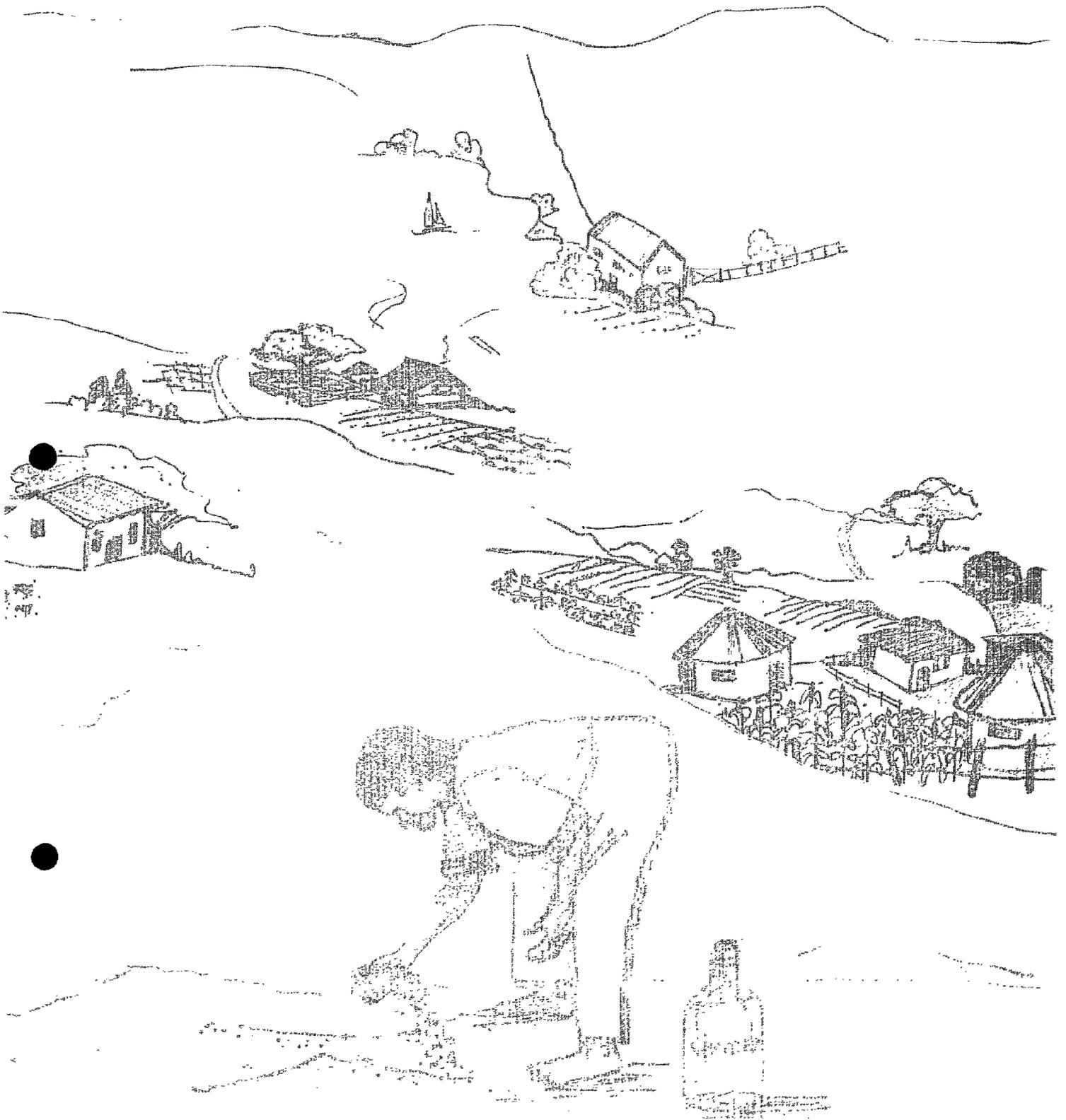
Assessor

Learner

Formative Assessment Grid

Name _____

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given



Applied Agriculture and Agricultural Technology

The Physical and Biological Environment in Relation to Sustainable Animal Production



PURPOSE OF ASSESSMENT

This exemplar will demonstrate a learner's understanding of the physical and biological environment and its relationship to sustainable animal production.

This exemplar covers some of the assessment criteria of unit standards 2 and 3 in the following specific outcomes:

US 002

- ☉ SO1 - Identify and describe the nature of soil.
- ☉ SO2 - Explain soil as a factor of crop production
- ☉ SO3 - Identify and describe climatic factors influencing crop production and their practical implications
- ☉ SO5 - Identify, describe and explain the influence of topography on crop production

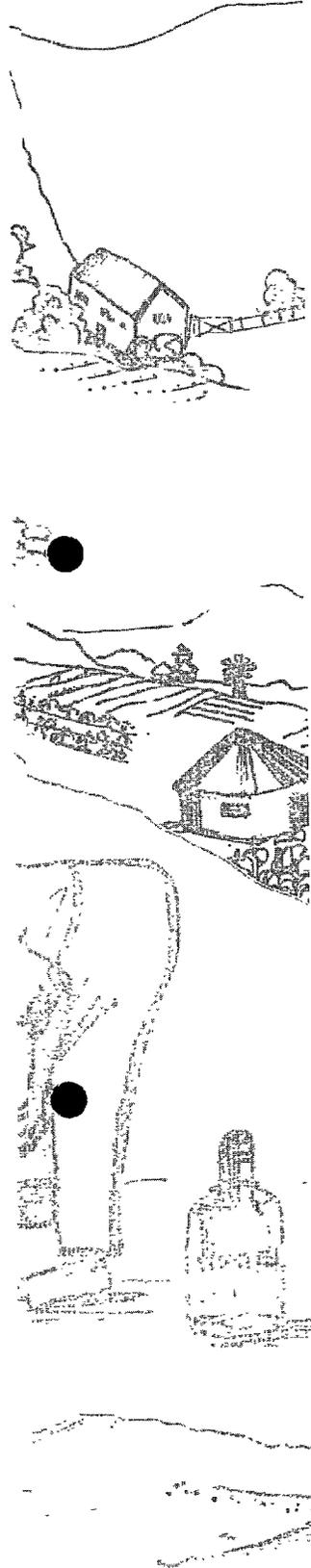
US 003 SO 1

- ☉ SO1 - Identify and describe the environment factors influencing the veld
- ☉ SO2 - Assess the influence of veld composition on livestock feeding preferences and habits
- ☉ SO3 - Analyse and describe environmental factors that influence livestock selection.

The integration of assessment activities could be linked to specific outcomes in the following learning areas:

Language, Literacy and Communication		
Unit standard	Specific outcome	
003	4	Categorise, classify, select and arrange information appropriately
004	3	Select and present content appropriate to the task
006	5	Identify and analyse visual features of texts
Human and Social Sciences		
Unit standard	Specific outcome	
04	3	Discuss the utilisation of resources
	4	Discuss the management of resources





Natural Sciences		
Unit standard	Specific outcome	
002	3	Implement a plan to investigate a phenomena
	4	Data is gathered and interpreted
	5	Conclusion are drawn from data
003	1	Define concepts and principles in the natural sciences
	2	Practically demonstrate a concept or principle in the natural sciences
	3	Interpret evidence to build up the concept or principle
	4	Apply knowledge and skills in order to explain phenomena
004	1	Identify and classify natural resources
	2	Explain how scientific knowledge and skills can be applied in the sustainable development of organic resources
Life Orientation		
Unit standard	Specific outcome	
7	6	Display the skills necessary for effective environmental management.
Economic and Management Sciences		
Unit standard	Specific outcome	
6	1	Identify and explain an understanding of managerial expertise

The above linkages are summarised in the following table:

Language Communication		Human & Social Sciences		Natural Sciences		Life Orientation		Economic & Management Sciences	
US 003	SO4	US 04	SO3,4	US 002	SO3,4,5	US 07	SO6	US 006	SO1
US 004	SO3			US 003	SO1-4				
US 006	SO5			US 004	SO1,2				

The learner will also demonstrate an understanding of the management of an animal production venture through the identification of various resources and the sustainable use of natural grazing. To be found competent in this exercise the learner must complete practical exercises.



THE PURPOSE OF THIS ASSESSMENT ACTIVITY

Learners are taken on a field trip. They are supplied with a bottle of water and given a map of the area, and a worksheet to complete on the site.

On the map they will need to identify different types of grasses and their management, different soil types and their management and the management of livestock in relation to the grasses.

Educators will need to plan the trip very carefully and mark the things to be identified before learners arrive.



Instructions to learners

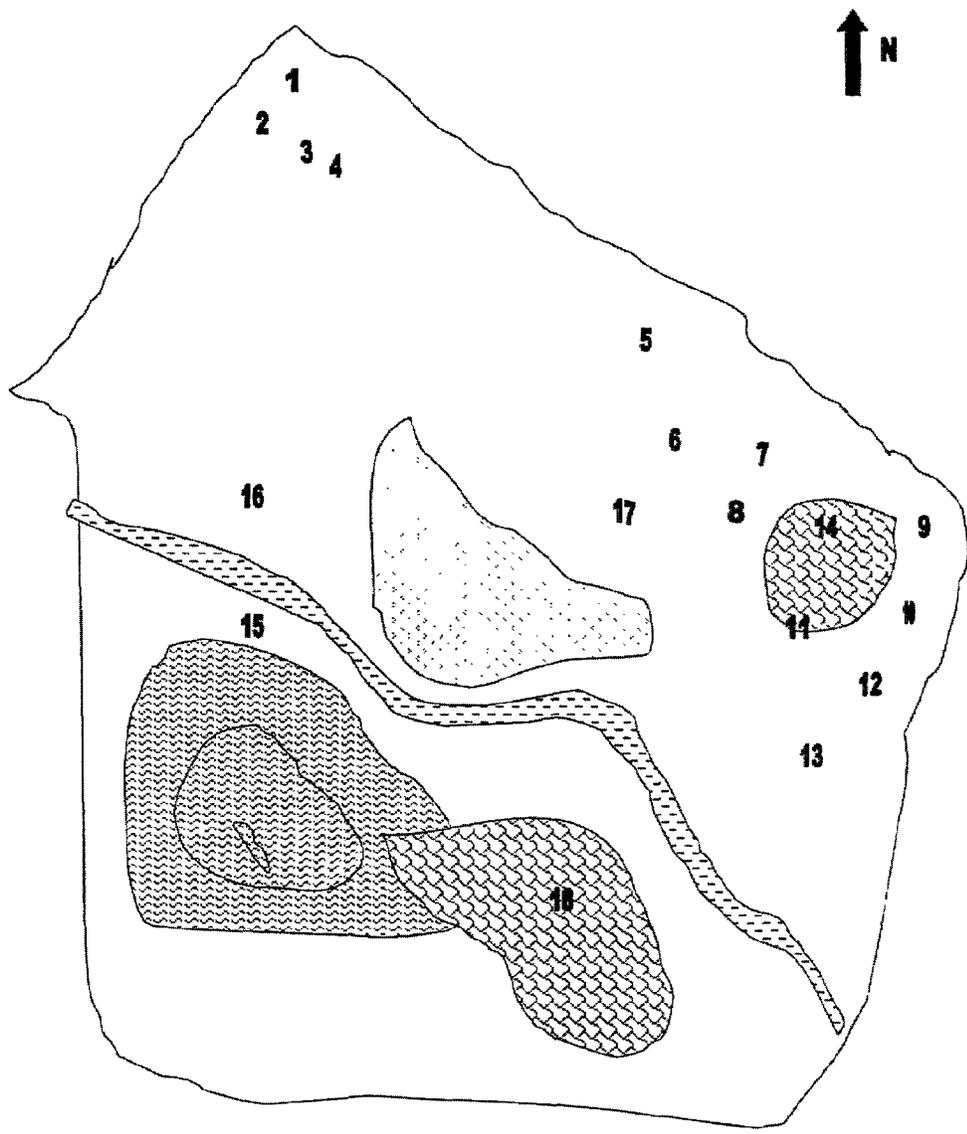
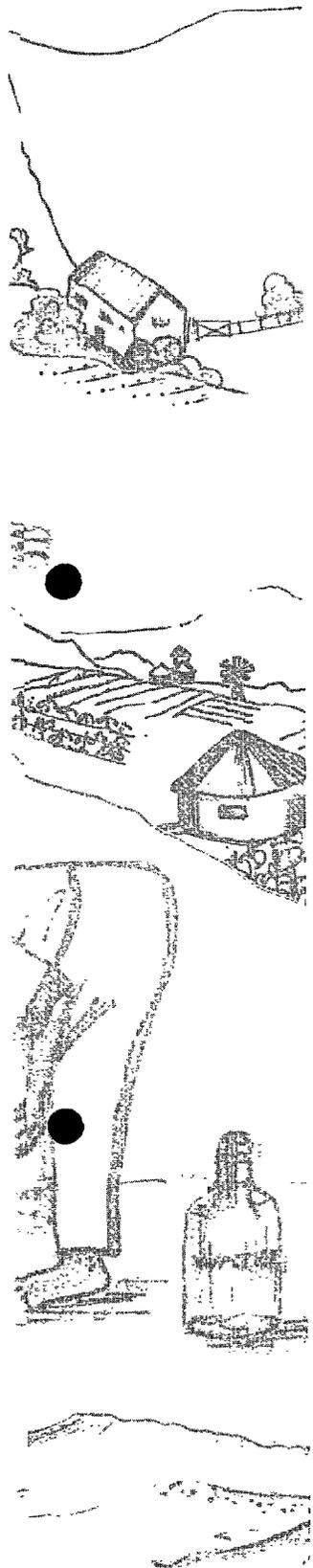
The instructions will be given to the learners prior to their departure for the site of the field trip.

The instructions are:

- ⦿ When you arrive on the site, you will need to complete the worksheet.
- ⦿ Make sure that you have a bottle of water for the identification of soil types.
- ⦿ You must also have a map on which the numbers will guide you on what needs to be identified.



MAP OF THE AREA





LEARNER WORKSHEET 1

Evd No 4

NAME: Sam Ejale DATE: 99/02/04

Note: You will find the numbers marked in the veld – at each number you need to answer the question with the same number. For example, answer question 1 at the place marked 1.

QUESTION 1-8

Identify the grasses marked in the table below and indicate whether these grasses are palatable or non-palatable, climax or pioneer species. Use the Guide given to you.

TASK	NAME	PALATABLE	NON- PALATABLE	PIONEER	CLIMAX
1	<i>Themeda</i>	X ✓			X ✓
2	<i>Finger grass</i>	X ✓			X ✓
3	<i>Buffels grass</i>	X ✓			X X
4	?				
5	<i>Love grass</i>	X ✓		X ✓	
6	?				
7	<i>Three own</i>		X X		
8	<i>Turpentine</i>		X ✓		X ✓

QUESTION 9-13

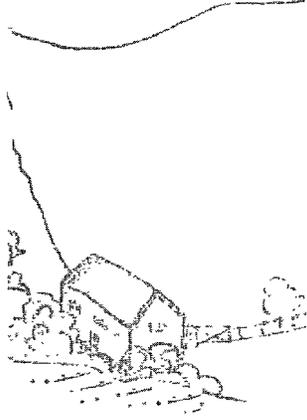
Identify the plants marked 9-13 and indicate why you should control these plants. Use the table below.

TASK	PLANT NAME	REASON FOR CONTROLLING IT
9	<i>Lantana</i>	<i>Poisonous for humans & cattle</i> ✓
10	<i>Blue gum</i>	
11	<i>Sesbania</i>	<i>Poisonous</i> ✓
12	<i>Queen of the night</i>	?
13	<i>Wattle</i>	?



QUESTION 14

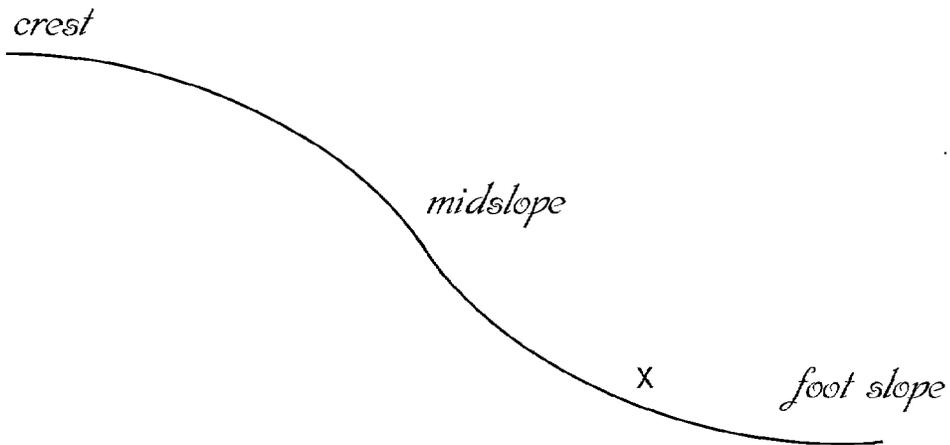
Identify the type of erosion that occurs here, and indicate if the erosion is active or not. Give reasons. Use the table below.



TYPE OF EROSION	ACTIVE	NOT ACTIVE	REASONS
<i>Sheet erosion</i>	X		<i>There are no plants ✓ growing. The area is bare. ✓</i>

QUESTION 15

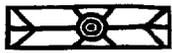
Draw a sketch of the terrain unit indicating the three (3) main terrain units. Mark with a cross (X) where you are on the sketch.



QUESTION 16

Identify the soil texture by using the method of rolling a sausage. Use the water bottle available

Clay soil easily forms a ring. ✓



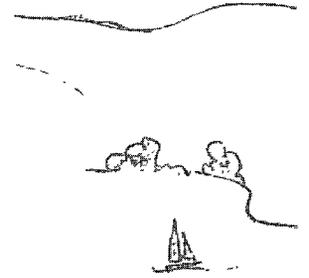
Agriculture

Evd No 4

QUESTION 17

Identify the type of erosion that occurs here, and indicate if the erosion is active or not give reasons. Use the table below.

Sandy soil will not form a worm ring. ✓

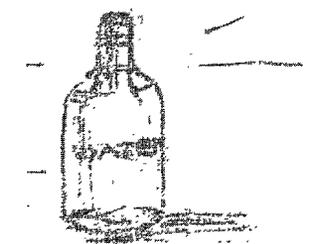
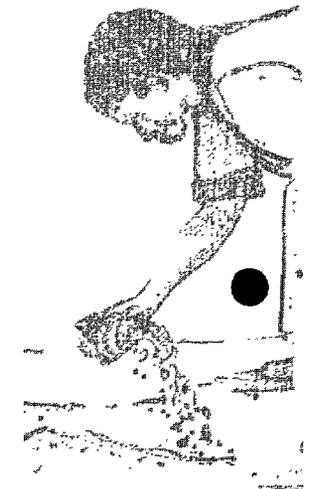


QUESTION 18

Identify the type of erosion that occurs here, and indicate if the erosion is active or not give reasons. Use the table below.



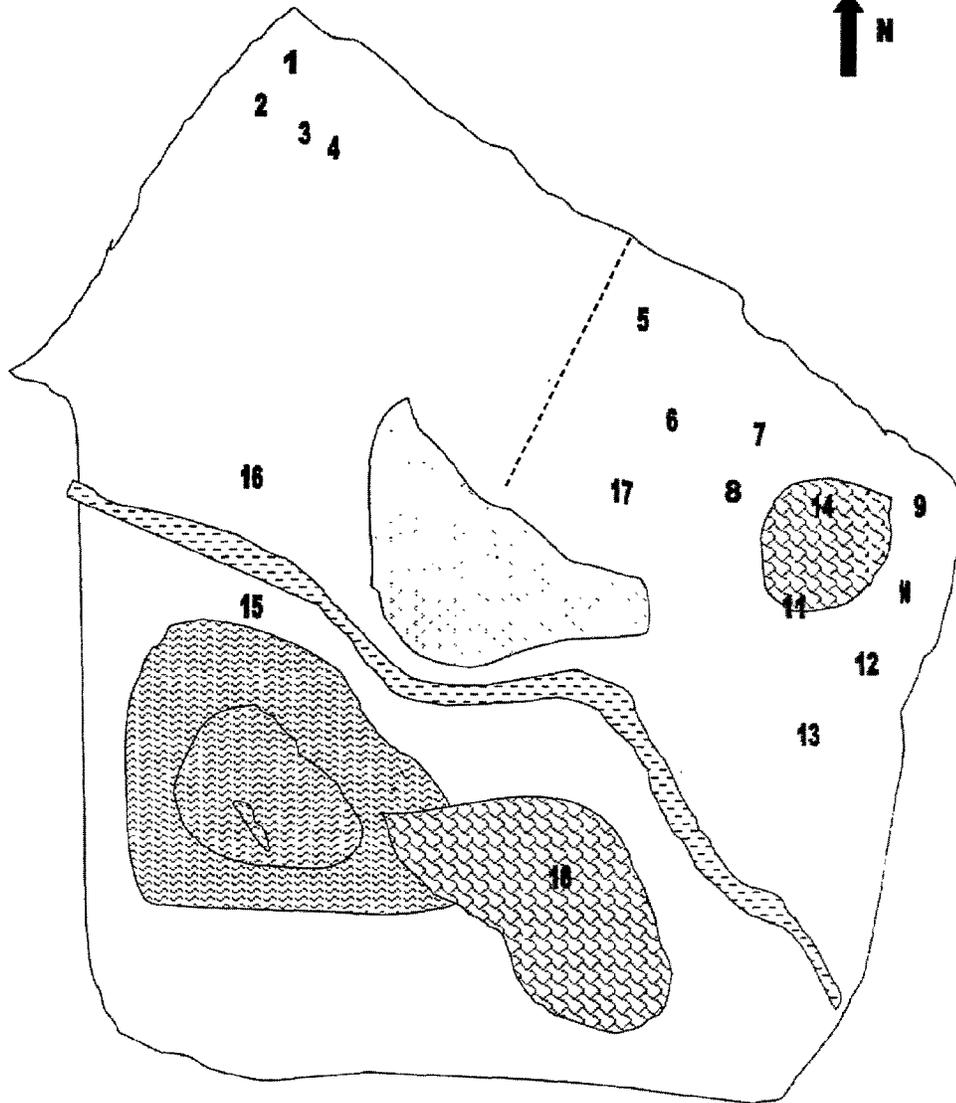
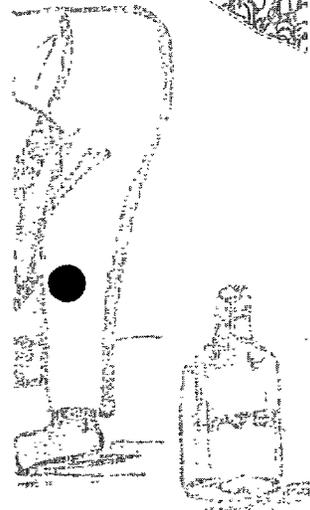
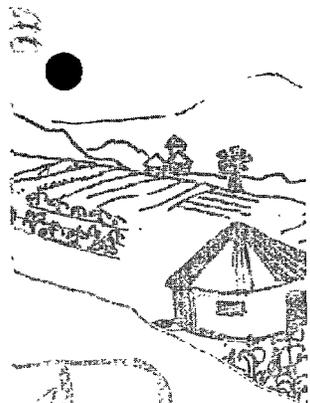
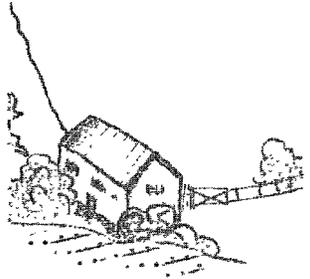
TYPE OF EROSION	ACTIVE	NOT ACTIVE	REASONS
<i>Dong</i>		×	<i>Incomplete!</i>





QUESTION 19

By taking into account all the resources and problems that you have identified, work out a management programme of this farm. Draw on the map issued to you, where you would erect your fences and give reasons why.



fences -----



REASONS FOR THE ERECTION OF FENCES:

I would first fence off the eroded areas no 14 and 18 because they are sensitive and needs to be protected from grazing. I would then fence off the wetland from the rest of the grazing, this can be used for light grazing in the winter. I would also divide the area north of the river into two camps because of the soil types and grass species.



OVERALL ASSESSMENT

TASKS	C	NYC	COMMENTS
1-8	✓		Show competency although two of the tasks were not done. The others were all correct.
9-13		✓	Need more guidance on the reasons for controlling the plants mentioned.
14	✓		Well done
15		✓	Position is not indicated on the sketch.
16	✓		Well done
17	✓		Well done
18	✓		Well done
19	✓		Well done. Although you could also have fenced off the hill from the rest of the grazing.

ASSESSMENT

COMPETENT



NOT YET COMPETENT



Date 4/02/99

Assessor: A Moore

Learner T Tingwe

Signature [Handwritten Signature]

Signature [Handwritten Signature]

Assessor

Learner

Memorandum

QUESTION 1-8

Identify the grasses marked in the table below and indicate whether these grasses are palatable or non-palatable, climax or pioneer species. Use the Guide given to you.

TASK	NAME	PALATABLE	NON- PALATABLE	PIONEER	CLIMAX
1	Themeda	X			X
2	Finger grass	X			X
3	Buffels grass	X			
4	Thatching grass		X	X	
5	Love grass	X		X	
6	Eragrostis plan		X	X	
7	tree awn			X	
8	Turpentine grass		X		X

QUESTION 9-13

Identify the plants marked 9-13 and indicate why you should control these plants. Use the table below.

TASK	PLANT NAME	REASON FOR CONTROLLING IT
9	Lantana	Poisonous for humans and cattle
10	Blue gum	Invasive - pump water out of ground
11	sesbania	Poisonous - cause light sensitivity
12	Queen of the night	Invasive
13	wattle	Invasive - large seed source

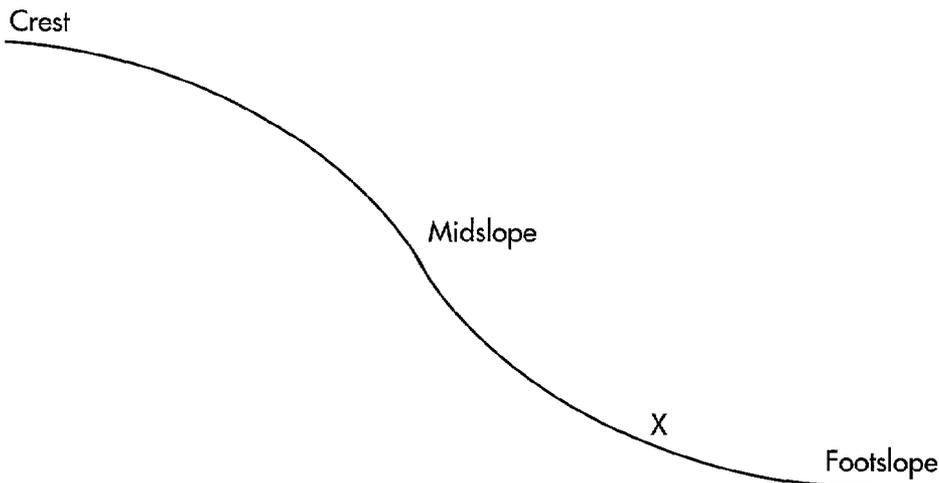
QUESTION 14

Identify the type of erosion that occurs here, and indicate if the erosion is active or not. Give reasons. Use the table below.

TYPE OF EROSION	ACTIVE	NOT ACTIVE	REASONS
Sheet erosion	X		<ul style="list-style-type: none"> • No plant growth * Area bare

QUESTION 15

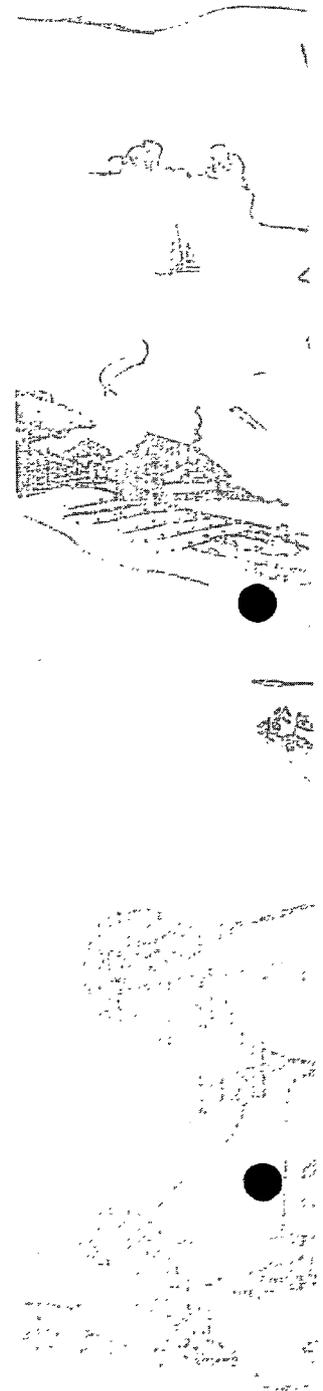
Draw a sketch of the terrain unit indicating the three (3) main terrain units. Mark with a cross (X) where you are on the sketch.



QUESTION 16

Identify the soil texture by using the method of rolling a sausage. Use the water bottle available

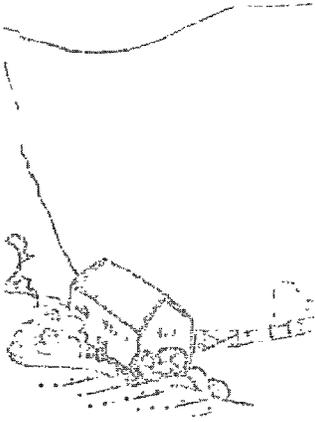
Clay soil - easily forms a worm ring



QUESTION 17

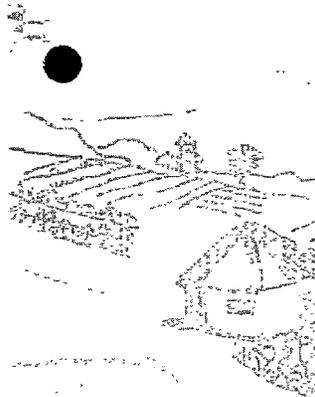
Identify the type of erosion that occurs here, and indicate if the erosion is active or not give reasons. Use the table below.

Sandy soil will not form a worm ring.



QUESTION 18

Identify the type of erosion that occurs here, and indicate if the erosion is active or not give reasons. Use the table below.

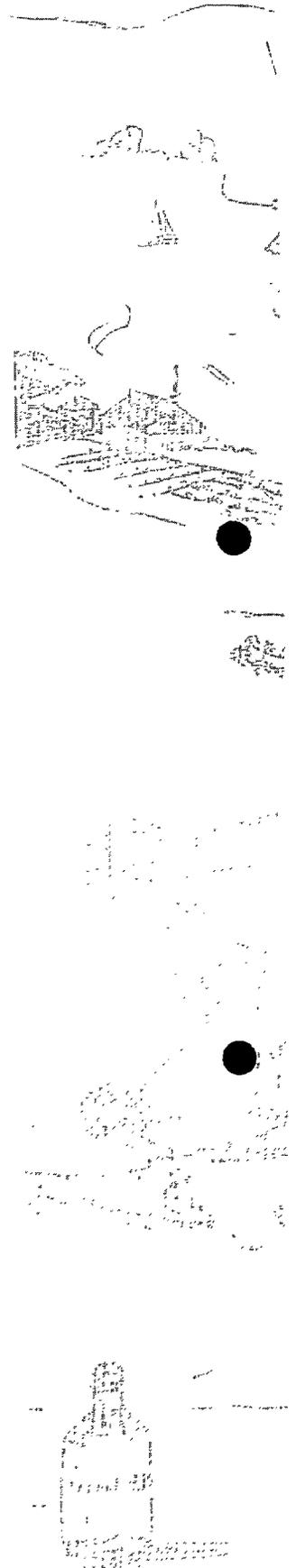
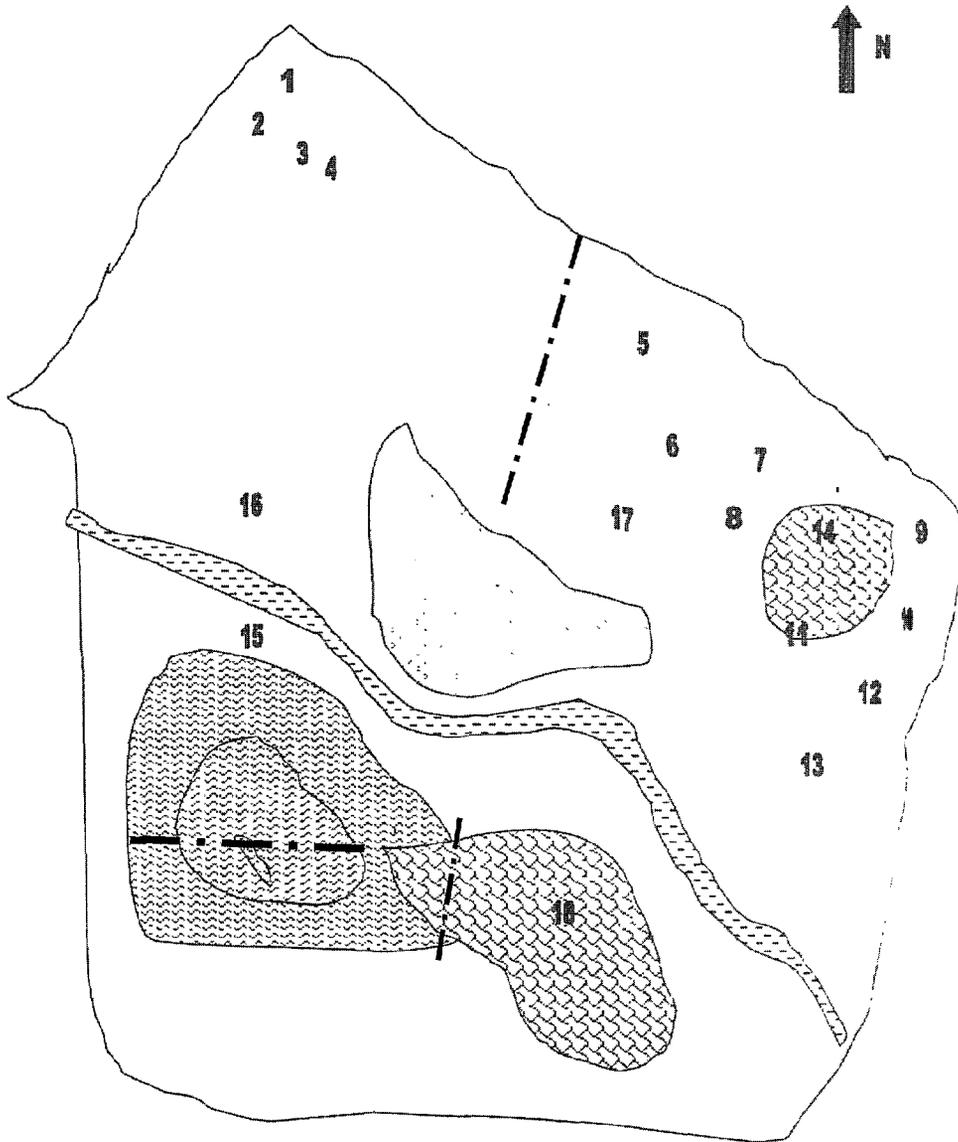


TYPE OF EROSION	ACTIVE	NOT ACTIVE	REASONS
Donga erosion		X	<ul style="list-style-type: none"> • Active plant growth in the donga and on the sides • Sides are stable and do not cave in anymore

Reasons for the erection of fences:

1. Fence off eroded area 14 (sheet erosion) and 18 (donga erosion). These areas are sensitive and must not be grazed. It is important to re-establish vegetation to rehabilitate the areas.
2. Fence of the wetland from the rest of the farm. The grazing management of the wetland is different from the rest of the farm. The wetland is sensitive to grazing and burning.
3. The area north of the river must be divided into two camps.
 - The soil types and vegetation types are different
 - If this is not done, it can lead to selective overgrazing.

Map of the area



Formative Assessment Grid				Name <i>Sam Tjale</i>				
Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
4/02/99	Identification of various resources. Resource management and the sustainable use of the natural grazing.	4	AAAT 02/ 03	C	More information is needed. Not all the questions have been answered.	Did not understand all the questions.	More guidance is needed. Questions need to be explained.	✓





LEARNER WORKSHEET 1

NAME: _____ DATE: _____

Note: You will find the numbers marked in the veld – at each number you need to answer the question with the same number. For example, answer question 1 at the place marked 1.

QUESTION 1-8

Identify the grasses marked in the table below and indicate whether these grasses are palatable or non-palatable, climax or pioneer species. Use the Guide given to you.

TASK	NAME	PALATABLE	NON- PALATABLE	PIONEER	CLIMAX
1					
2					
3					
4					
5					
6					
7					
8					

QUESTION 9-13

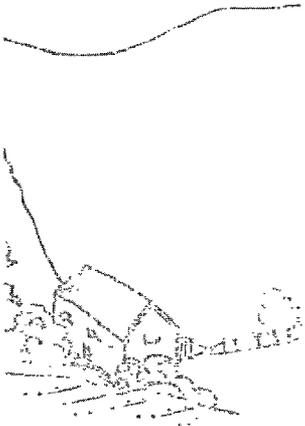
Identify the plants marked 9-13 and indicate why you should control these plants. Use the table below.

TASK	PLANT NAME	REASON FOR CONTROLLING IT
9		
10		
11		
12		
13		



QUESTION 14

Identify the type of erosion that occurs here, and indicate if the erosion is active or not. Give reasons. Use the table below.



TYPE OF EROSION	ACTIVE	NOT ACTIVE	REASONS

QUESTION 15

Draw a sketch of the terrain unit indicating the three (3) main terrain units. Mark with a cross (X) where you are on the sketch.



QUESTION 16

Identify the soil texture by using the method of rolling a sausage. Use the water bottle available





QUESTION 17

Identify the type of erosion that occurs here, and indicate if the erosion is active or not give reasons. Use the table below.

TYPE OF EROSION	ACTIVE	NOT ACTIVE	REASONS

Identify the type of erosion that occurs here, and indicate if the erosion is active or not give reasons. Use the table below.

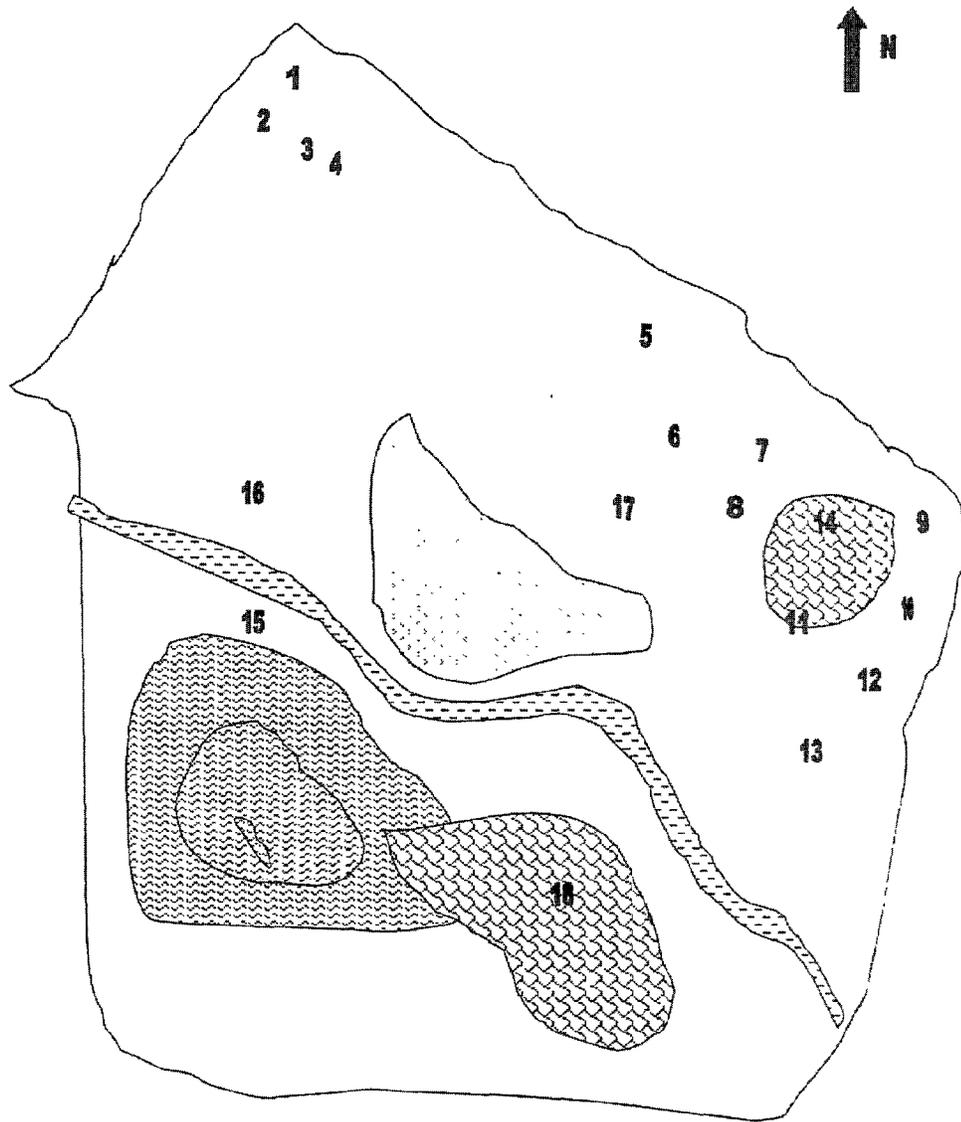
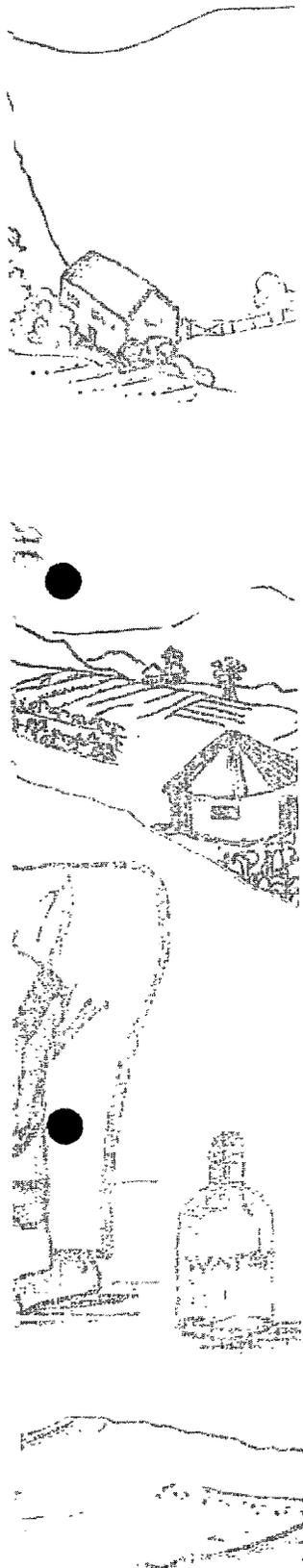
Reasons for the erection of fences:

1. Fence off eroded area 14 (sheet erosion) and 18 (donga erosion). These areas are sensitive and must not be grazed. It is important to re-establish vegetation to rehabilitate the areas.
2. Fence of the wetland from the rest of the farm. The grazing management of the wetland is different from the rest of the farm. The wetland is sensitive to grazing and burning.
3. The area north of the river must be divided into two camps.
 - The soil types and vegetation types are different
 - If this is not done, it can lead to selective overgrazing.



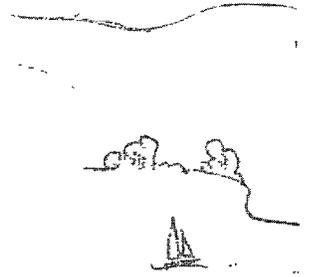
QUESTION 18

By taking into account all the resources and problems that you have identified, work out a management programme of this farm. Draw on the map issued to you, where you would erect your fences and give reasons why.





Reasons for the erection of fences:



OVERALL ASSESSMENT

TASKS	C	NYC	COMMENTS
1-8			
9-13			
14			
15			
16			
17			
18			
19			



ASSESSMENT

COMPETENT

NOT YET COMPETENT

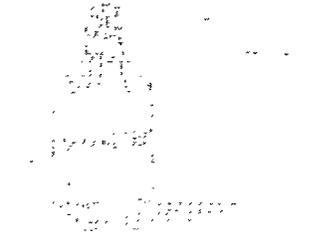
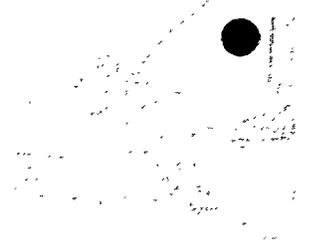
Date _____

Assessor: _____

Signature _____

Assessor

Learner





Formative Assessment Grid					Name			
Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given



A Commercial Cattle Farm And The Management Thereof



PURPOSE OF ASSESSMENT

This exemplar will demonstrate a learner's understanding of sustainable cattle production and its relationship to environmental factors. It attempts to cover the specific outcomes in unit standard AAAT 03:

Identify and describe environmental factors influencing the veld.

Analyse and describe environmental factors that influence livestock selection.

Identify and describe supplementary feeding options for livestock production.

Identify and describe beneficial and harmful organisms that influence livestock production.

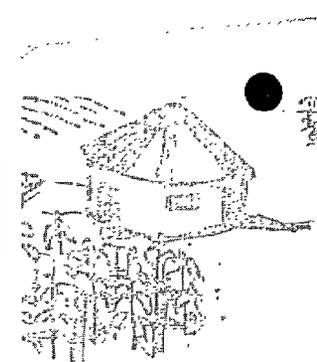
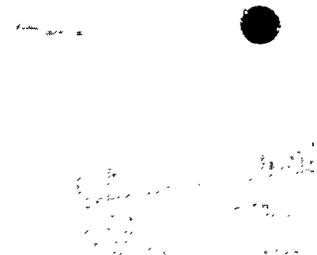
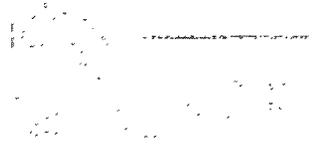
The integration of assessment activities could be linked to specific outcomes in the following learning areas:

Language, Literacy and Communication

Unit standard	Specific outcome	
002	2	Give and justify opinion on texts
	4	Relate texts to own personal lives and lives of others
004	3	Select and present content appropriate to the task
006	5	Identify and analyse visual features of texts

Human and Social Sciences

Unit standard	Specific outcome	
03	2	Demonstrate an awareness of attitudes, values and perceptions regarding the environment
	3	Explain the impact of human activity on the environment
	4	Discuss and explain the impact of natural events on the environment
04	2	Discuss the development of resources
	3	Discuss the utilisation of resources
	4	Discuss the management of resources
05	5	Understand and interpret spatial arrangements





Technology - The following unit standards:

Unit Standard 2: Understand and apply the technological process to solve problems

Unit standard	Specific outcome	
2	1	Identify and explain a problem, need or want
	2	Design a range of possible solutions
	3	Make and realise a solution
	4	Evaluate the solution

Unit Standard 3: Understand technological products and systems

Unit standard	Specific outcome	
3	1	Identify products and systems
	2	Evaluate and select products and systems

Mathematical Literacy, Mathematics And Mathematical Sciences - Weak link with the ABET 4 unit standards but link would be stronger below ABET 4.

Unit standard	Specific outcome	
001	2	Solve a range of everyday problems using estimation and calculations
	4	Perform operations on simple and complex numerical expressions
12	1	Read, interpret and use maps to depict and make sense of real locations, distances and relative positions

The above links are summarised in the following table:

Language Communication		Human & Social Sciences		Technology		Mathematical Literacy, Mathematics and Mathematical Sciences	
US 002	SO2, 4	US 03	SO2, 3, 4	US 2	SO1-4	US 001	SO2,4
US 004	SO3	US 04	SO2, 3, 4	US 3	SO1-2	US 012	SO1
US 006	SO5	US 05	SO5				

The learner will be assessed according to:

- Ⓒ Interpretation of information given.
- Ⓒ Whether the learner has used his/her knowledge and skills by adapting and making decisions.



Agriculture

The learners will be required to complete the tables and questions asked regarding a commercial cattle farm and the management thereof. Learners will have to use the farm-plan and the descriptions given to complete this task.

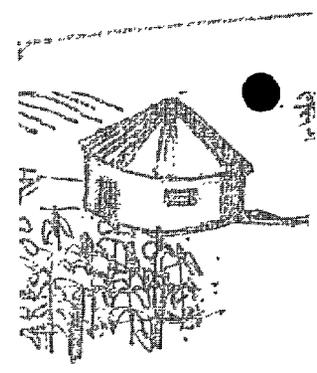
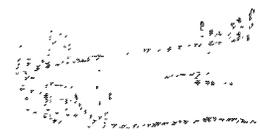


Instructions to learners

Learners will be given tables, a farm-plan with descriptions, and questions as well as verbal instructions.

The instructions are:

- ☉ You are provided with a detailed farm-plan of the Roodeplaat farm. Use this in order to answer the questions that follow in the worksheet.
- ☉ In the worksheet you are also provided with tables which must be filled in, either with a tick or fill in.
- ☉ Note that you will be focussing on meat production and not on dairy (milk) production.



A Commercial Cattle Farm And The Management Thereof

PURPOSE OF ASSESSMENT

This exemplar will demonstrate a learner's understanding of sustainable cattle production and its relationship to environmental factors. It attempts to cover the specific outcomes in unit standard AAAT 03:

- ☉ Identify and describe environmental factors influencing the veld.
- ☉ Analyse and describe environmental factors that influence livestock selection.
- ☉ Identify and describe supplementary feeding options for livestock production.
- ☉ Identify and describe beneficial and harmful organisms that influence livestock production.

The integration of assessment activities could be linked to specific outcomes in the following learning areas:

Language, Literacy and Communication

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	4	Discuss the management of resources
05	5	Understand and interpret spatial arrangements





Agriculture

Technology - The following unit standards:

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Unit standard	Specific outcome	
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Unit Standard 3: Understand technological products and systems

Unit standard	Specific outcome	
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	2	Evaluate and select products and systems

Mathematical Literacy, Mathematics And Mathematical Sciences - Weak link with the ABET 4 unit standards but link would be stronger below ABET 4.

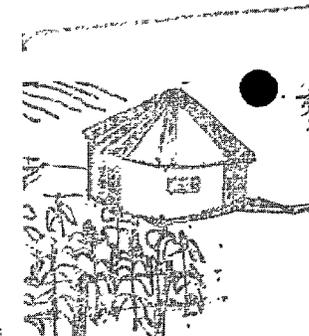
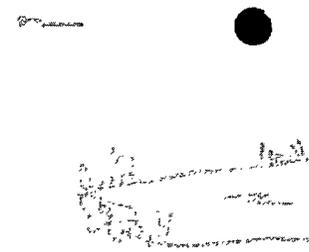
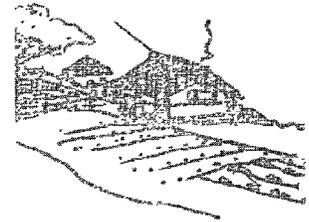
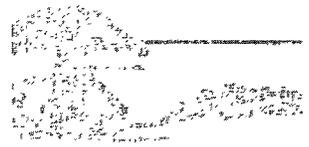
Unit standard	Specific outcome	
001	2	Solve a range of everyday problems using estimation and calculations
	4	Perform operations on simple and complex numerical expressions
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US 004	SO3	US 04	SO2, 3, 4	US 3	SO1-2	US 012	S01
US 006	SO5	US 05	SO5				

The learner will be assessed according to:

- Ⓒ Interpretation of information given.
- Ⓒ Whether the learner has used his/her knowledge and skills by adapting and making decisions.



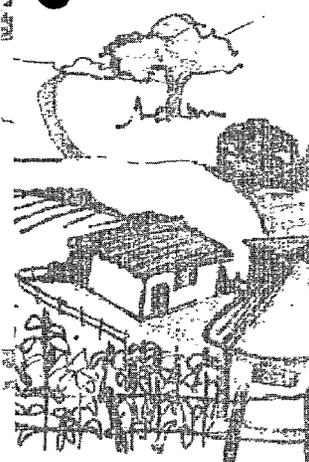
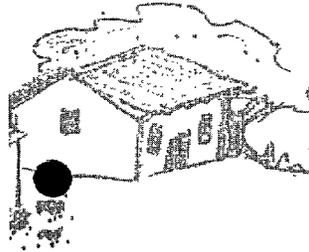
Instructions to learners

Please note: The focus is on meat production and not on dairy (milk) production.



The instructions are:

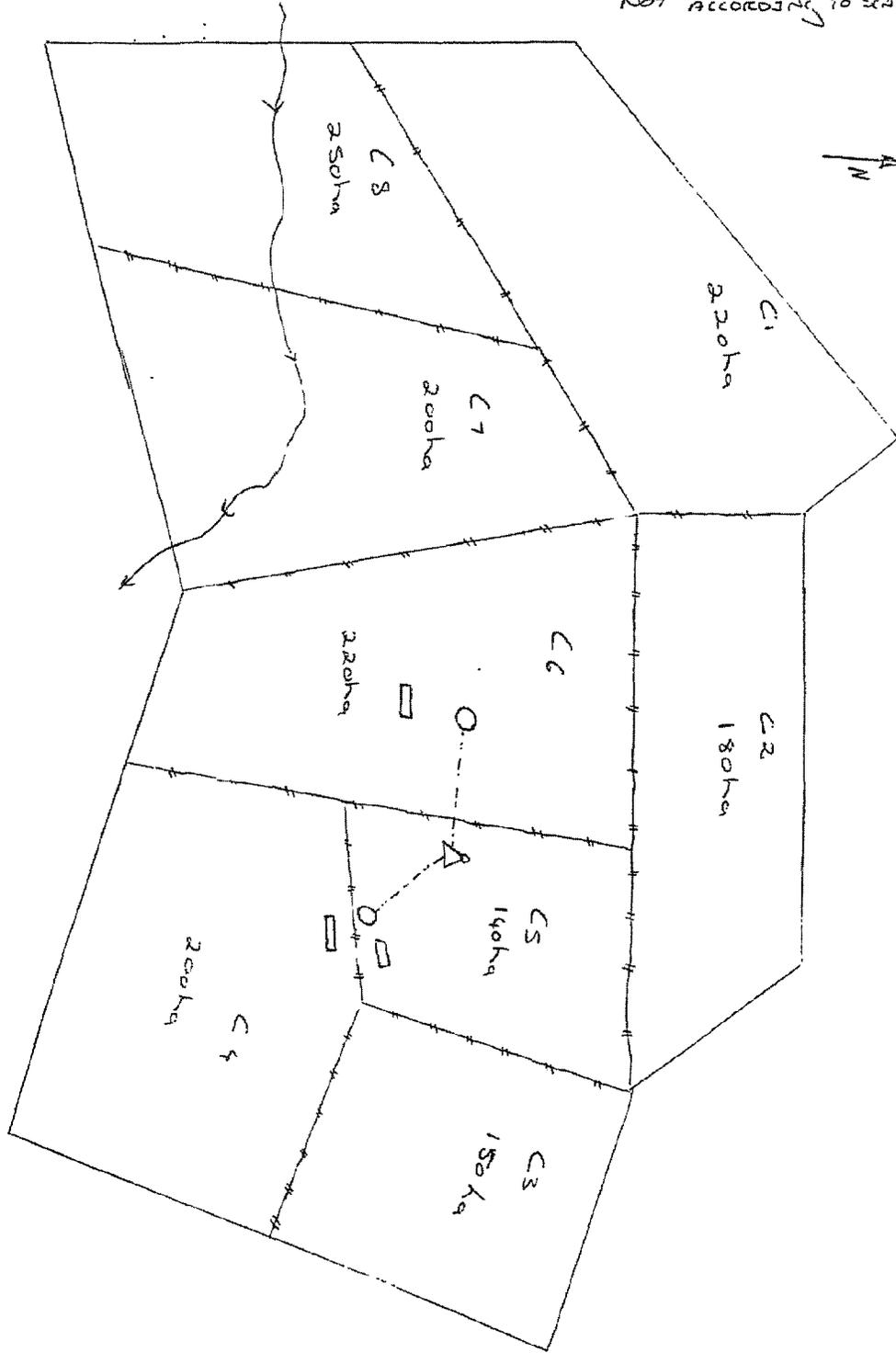
- © A farmplan of a cattle farm will be issued to you. You will have to complete the worksheet regarding a commercial cattle farm and the management thereof.



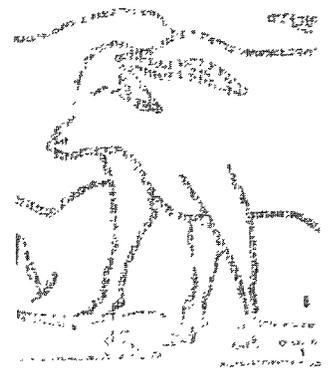
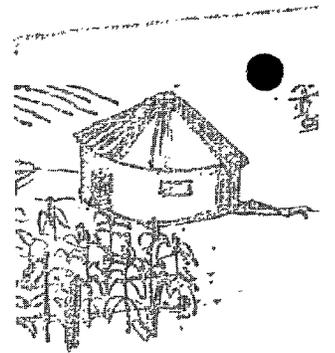
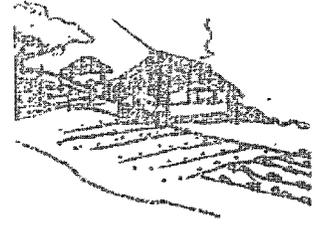


Agriculture

FARM PLAN



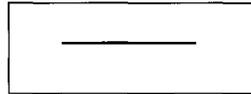
NOT ACCORDING TO SCALE



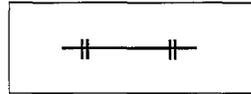
FARMPLAN LEGEND

LEGENDS FOR FARMPLAN MAP

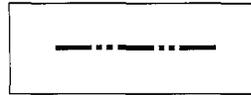
Boundary fences



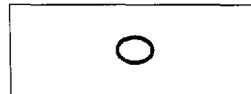
Camp fences



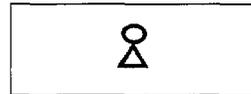
Pipe lines



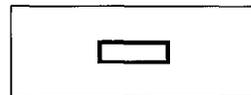
Reservoirs



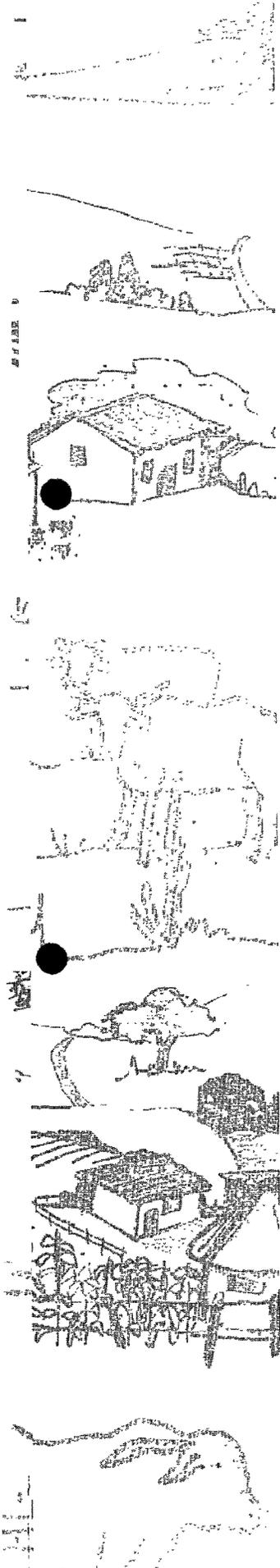
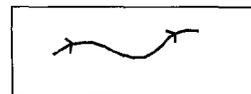
Bore holes



Drinking trough



Perennial stream





Agriculture

DETAILED FARM DESCRIPTION

NAME: Sam Tjale DATE: 15/01/99

The farm Roodeplaat is situated about 15 km south east of Dulstroom. The farm is 1 560 ha and is divided into 8 camps.

Camps (C1 and C2) have been planted with maize and camp (C3) is under permanent pasture.

Camps C4 – C8 have water available and are utilised for natural grazing.

The natural veld is sour grasveld with a grazing capacity of 4 ha / livestock unit (LSU) for 9 months of the year.

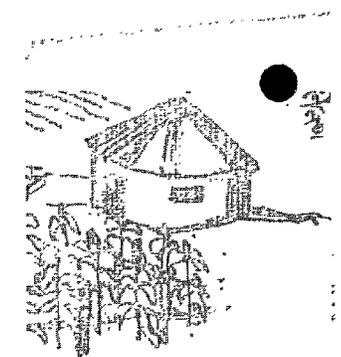
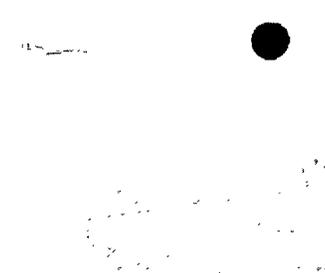
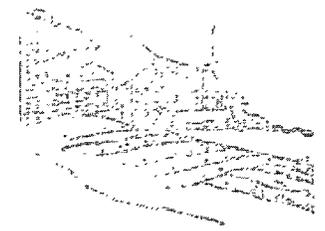
PLEASE NOTE: For this exercise we assume that 1 LSU = 1 animal.

The grazing areas are fairly steep and covered with rocky outcrops.

The winters are long and cold and first frost can occur as early as the end of April. The first rain can be expected in September with January being the month with the highest rainfall.

The average rainfall is about 800 mm/year.

The soil is mostly sandy, clay-loam soil.



1. SELECTION OF CATTLE BREED TO FARM WITH

1.1 In the table below various cattle breeds are listed. Select your choice of breed to farm with by ticking off one of the breeds.

BREED		✓
1	Jersey	✓
2	Sussex	
3	Hereford	
4	Drakensberger	
5	Fries	
6	Simmetaler	

×

1.2 Motivate briefly why you have selected the specific breed.

The jersey prefers this area ×

2. DETERMINING OF ANIMAL NUMBERS

2.1 How many cattle can be kept on the farm?

260 ✓

2.2 Explain (show) how you have determined this.

×



Agriculture

2.3 What would be the influence on the farm (agricultural resources) if you double the amount (number) of cattle that could be kept on the farm?

Not enough food Explain more!

3. HERD COMPOSITION

3.1 Listed below are three (3) examples of herd composition. Tick off your choice of herd composition for this farm.

	CHOICE 1	CHOICE 2	CHOICE 3
Cows	125	125	250
Bulls	5	25	10
Heifers	40	40	
Oxen	30	30	
Calves	80	80	

3.2 Explain your choice of herd composition.

Enough calves for the cows. Explain more!

3.3 Would you keep all your animals together in one herd all through the year, or would you divide your herd into smaller groups?

Together X

3.4 Motivate (explain) your decision, use examples where possible.

3.5 What would the ratio between cows and bulls be for the breed you have chosen in the area? Tick off your answer.

5 – 10 cows per bull	<input checked="" type="checkbox"/>
25 – 50 cows per bull	<input type="checkbox"/>
50 – 100 cows per bull	<input checked="" type="checkbox"/>
100 – 200 cows per bull	<input type="checkbox"/>

×

3.6 Breeding in the beef herd can take place throughout the year, or it can be restricted to a previously determined limited part of the year.

3.6.1 Describe the difference between breeding throughout the year and restricted breeding season.

Restricted. Bulls are with breeding herd certain times of the year. ✓ breeding throughout year?

3.6.2 Which one of these two breeding seasons would you choose?

Restricted. ✓



Agriculture

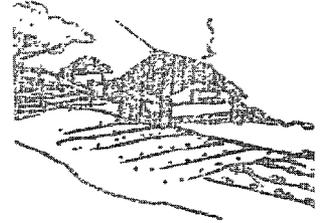
3.6.3 Give two advantages and two disadvantages of your choice.

Advantages:

Less bull management ×

Disadvantages

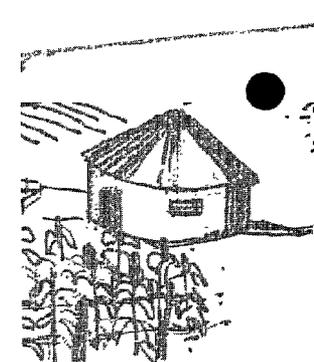
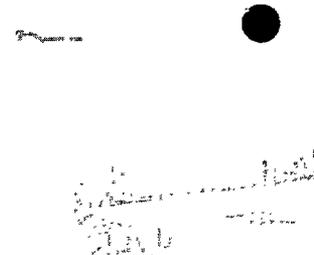
Vaccination ×



4. CATTLE DISEASES AND PESTS

4.1 Which of the following diseases are common in this area? In the first column tick the correct answer. In the second column tick the controlled animal diseases.

DISEASE	YOUR AREA	CONTROLLED ANIMAL DISEASES	
Tuberculosis (Cattle Bovine)		✓	✓
Redwater		✓	×
Foot and Mouth disease	✓ ×		×
Rabies		✓	×
Brucellosis	✓ ×		
Galsickness (Anaplasmoses)		✓	×



4.2 List at least 2 of the internal parasites that could occur in this area.

Worms *Type?*

4.3 List the most important and common external parasite in this area, and describe shortly how you would combat this parasite.

Ticks ✓

5. VELD/GRAZING MANAGEMENT AND SUPPLEMENT FEEDING

5.1 This farm has five (5) camps with natural veld. If you use rotational grazing which of the following criteria would you use? Tick off your answer.

Criteria options	
Graze every camp for one month	✓
Graze every camp for six months	✓
Graze every camp for one year	
Use the state of vegetation to determine time of rotation	

×

5.2 Why would you use this option?

No overgrazing ×



Agriculture

5.3 The farm has 150 ha of pastures. If you decide to bale the hay, briefly describe the steps you would follow.

Hay
Mow, rake, stacks
✓ ✓ —

5.4 What alternative source of grazing (feed) do you have available to use in the winter months?

/

6. MARKETING (SALE) OF CATTLE

6.1 If you have too many cattle on your farm – which of them would you sell? Use the table below.

	CATTLE TO BE SOLD (✓)	REASON FOR SALE	
Old cows	✓	<i>Age</i>	✓
Cows skipping calving season	✓	<i>Not productive</i>	✓
Productive cows (cows with calves)			
Bulls			
Oxen			
Calves 0 – 6 months			
Heifers			
Others (specify)			

6.2 What time/times of the year would you sell your cattle?

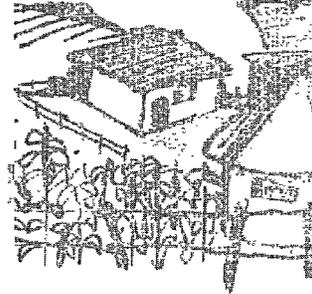
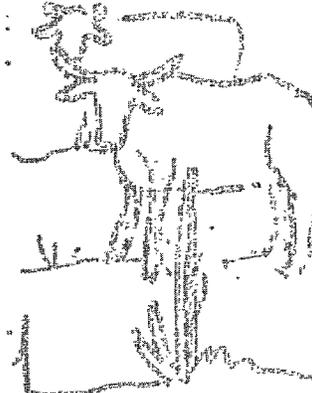
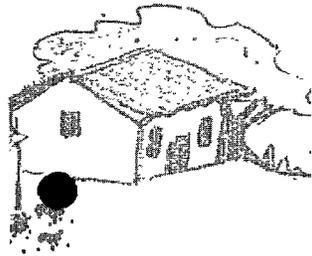
Summer

×

6.3 Why do you think that the time/times mentioned in 6.2 above is/are the best time for selling the cattle?

Not enough rain

×





ASSESSMENT

COMPETENT

NOT YET COMPETENT

COMMENT:

Learner does not have thorough knowledge of cattle farming

Date 10/01/99

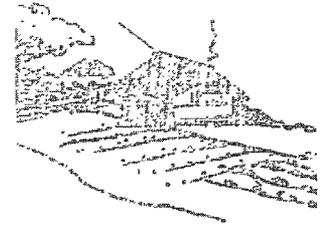
Assessor: T Marais

Learner S Tjale

Signature _____

Assessor

Learner



MEMORANDUM

1.1 Drakensberger

- 1.2 The breed is adapted to the area
 Good walking ability for the area
 The breed is adapted to the sour grasveld area
 It is a hardy high productive breed

2.1 252 animals (Allow range of 250 – 260)

2.2 Size of grazing area = 1 010 ha (C4 + C5 + C6 + C7 + C8)

Official grazing capacity given = 4 ha/LSU

$$3.7 \frac{1\ 010}{4} = 252\ \text{LSU}$$

∴ 1 LSU = 1 animal (given)

- 2.3 Overgrazing of natural veld
 Animals (cattle) would loose condition
 After long period of overgrazing – removing vegetation cover – high rainfall – erosion will occur
 Lower calving percentages
 Higher mortality of calves

3.1 Choice 1

3.2 Ratio between cows and bull correct (1 – 25)

Heifer to replace old or non-productive cows
 Oxen to be rounded off for market
 80 Calves for 125 cows

3.3 Divide into 2 or 3 herds depending on breeding season.

3.4

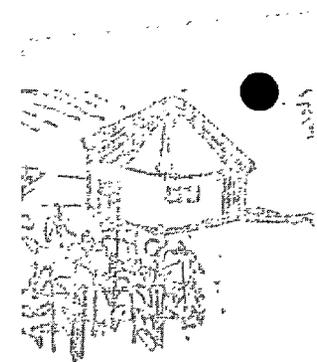
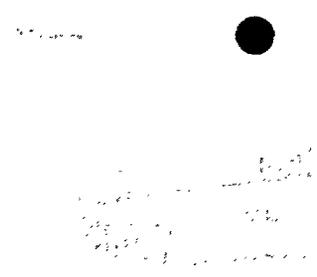
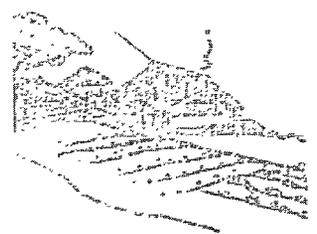
	OPTION 1	OPTION 2
Herd 1		
	Cows and Calves	Cows and Calves
Herd 2		Heifers Bulls
	Oxen and Heifers	Oxen
Herd 3		
	Bulls	
	<ul style="list-style-type: none"> ⊙ Keep bulls separate for breeding purposes ⊙ Heifers not with bulls- stop early calving when Heifers are not ready 	<ul style="list-style-type: none"> ⊙ Breeding take place any time ⊙ Need to round off oxen separately

3.5 25 – 50 cows per bull

3.6.1 Where *breeding takes place throughout the year*, the normal practice is to leave the bulls with the cows-herd at the time. Heifers are introduced to the breeding herd once they are ready for mating.

Restricted breeding is where the bulls are introduced to the breeding herd at certain times of the year. Thus breeding takes place in a restricted breeding season. The most common practice is either a spring calving or an autumn calving season.

3.6.2 Breeding throughout the year/
Restricted breeding season



3.6.3 BREEDING THROUGHOUT THE YEAR:

Advantages

- ⊙ If a farmer wishes to have milks for household use all year round, breeding throughout the year, or in overlapping breeding seasons, is necessary.
- ⊙ As bulls remain in the herd, there is less bull management and, where a farmer has more than one bull, less fighting among bulls occurs.
- ⊙ Because only a small proportion of cows come on heat at a time only 2 % bulls are necessary.
- ⊙ Cows are served as they commence their cycle after calving
- ⊙ Heifers are mated as they achieve their target mass.

Disadvantages

- ⊙ A high level of nutrition is necessary at all times, including winter, to ensure adequate conception rates.
- ⊙ Management tasks, e.g. dehorning, vaccination and castration, must be undertaken continuously throughout the year
- ⊙ Where artificial insemination is used, heat spotting is necessary throughout the year, adding significantly to labour requirements.

RESTRICTED BREEDING SEASON

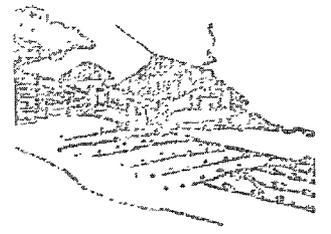
Advantages

- ⊙ The feed requirements of the herd can be matched to the feed resources of the farm.
- ⊙ Herd management and fodder-flow planning is simplified. All calves can be dehorned and castrated in a day or two, leaving the rest of the year free for other activities.
- ⊙ It is easier to monitor conception rates and to devise a simple system to detect cows that fail to reconceive.
- ⊙ In small herd, the only way performance testing can be carried out is by seasonal breeding as at least 10 – 15 animals in each group must be tested.
- ⊙ Animals can be marketed in uniform groups when beef prices are favourable.
- ⊙ Where artificial insemination is used, heat spotting is only necessary for a short period.



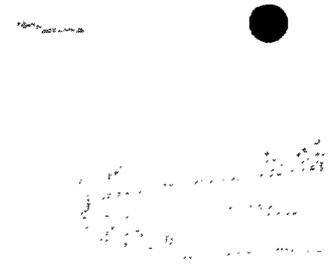
Disadvantages

- ⊙ If a cow does not conceive when the bull is with the herd, she must wait for the next breeding season before being impregnated, and therefore loses a year in her productive life.
- ⊙ Because many cows come on heat in the first 6 weeks of the breeding season, more bulls are needed at mating time, i.e. 4 – 6 % bulls are recommended, depending on the type of farm, size of paddocks and the size of the herds where mating is taking place.
- ⊙ Bulls must be cared for in the non-breeding season. Good holding pens are needed to keep bulls apart and to reduce damage when bulls fight.
- ⊙ Rearing heifers required additional management inputs because heifers must be kept in a separate herd where they can grow until they have reached the optimum target mass required for the relevant breeding season.



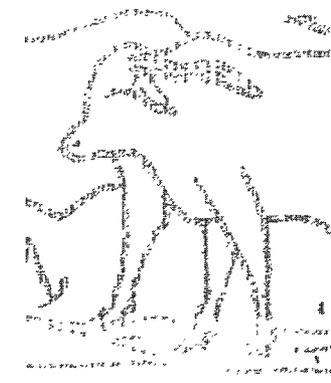
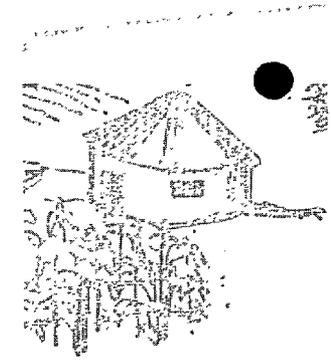
4.1

	YOUR AREA	CONTROLLED ANIMAL DISEASES
Tuberculosis		✓
Redwater	✓	
Foot and mouth disease		✓
Rabies		✓
Hardwater		
Brucellosis		✓
Galsickness	✓	



- 4.2 Tapeworm
- Round worm
- Liver fluke

- 4.3 Ticks
- Through dipping and/or spraying with various chemicals available.



5.1 Use the state of vegetation to determine time of rotation.

5.2 This would allow you to use the veld more sustainable and would prevent under or overgrazing.

Prevent selective overgrazing.

5.3 Mowing

The crop is usually mown as soon as it reaches maturity and the first flowers are formed because the nutritional value of the plant is then at its peak. After a crop has reached the desired growth stage mow the hay on a sunny day. Start early in the morning after the dew has dried.

Mowing can be either by hand or with a machine. Where the crop is mown by hand, the mown material is left spread out on the land so that the sun can dry out most of the moisture. When the crop is mown by machine, the reaped strips from the machine are left on the land in order to dry out.

Raking

The mown material must lie in the field until it has wilted (about one day), but not until the leaves become brittle or break off easily. When the mown material is crumpled between the hands without moisture running out it is ready to be raked into heaps.

Haystacks

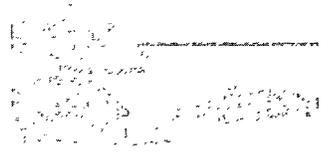
After the mown hay has dried out sufficiently on the land, form it into a haystack. To determine the stage at which this can be done requires experience on the part of the farmer and here he must use his own discretion. Test as follows to determine whether the hay is dry enough: take a handful of hay and wring it between the hands. If the stems break easily and the leaves break off easily, the hay is ready.

Transport dry heaps of hay by trailer, or any other form of transport, to a well-drained area and form into a haystack. If possible, haystacks should be close to the animals, avoiding the need to transport the dry hay over long distances when the animals have to be fed.



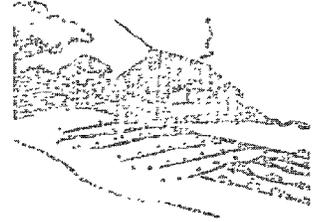
Agriculture

Haystacks can be round or rectangular, but must always be somewhat narrower at the base so that rainwater which runs off the top falls away from the haystack. In the middle of the haystack, each layer which is added must be packed very tightly. Pack the middle in such a way that each layer bulges (is not flat). Because a greater weight presses against the middle of the haystack, this part tends to compact more than the edges, resulting in hollowing in the middle. Rainwater will penetrate the haystack if it is not formed properly.



5.4 Pastures

Maize crop residues



6.1 Accept any answer if correct explanation is given.

6.2 Various options (there are no fixed guidelines)

e.g. before winter starts
before Christmas season

Other answer could be accepted depending on the explanation in 6.3.

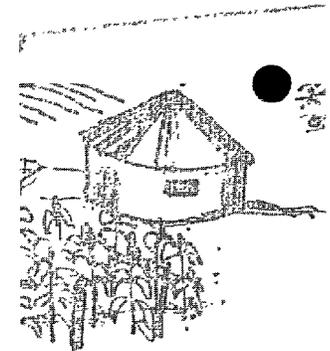


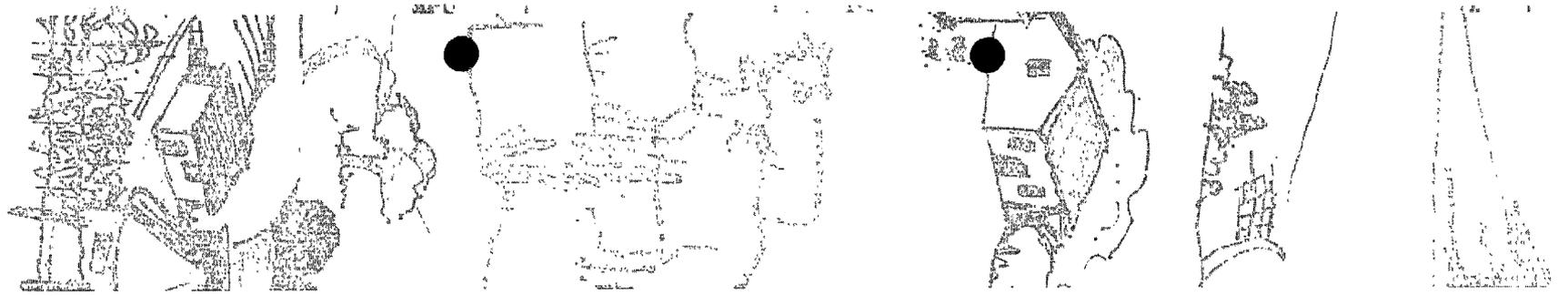
6.3 Before winter

Might not have enough feed to support cattle through the winter months

Before Christmas

Prices usually very high





Formative Assessment Grid

Name *Sam Tjale*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
16/01/99	Cattle farming	5		NYC	Learners know- ledge limited.	Does not attend classes on a regular basis. from educator.	Try to attend classes more regularly - ask for advice	✓



DETAILED FARM DESCRIPTION

NAME: _____ DATE: _____

The farm Rooedeplaats is situated about 15 km south east of Dulstroom. The farm is 1 560 ha and is divided into 8 camps.

Camps (C1 and C2) have been planted with maize and camp (C3) is under permanent pasture.

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The natural veld is sour grasveld with a grazing capacity of 4 ha / livestock unit (LSU) for 9 months of the year.

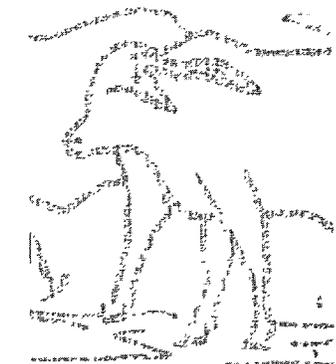
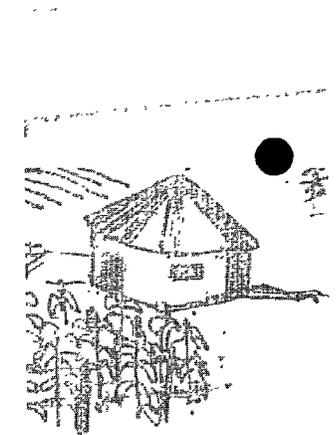
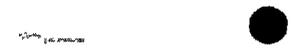
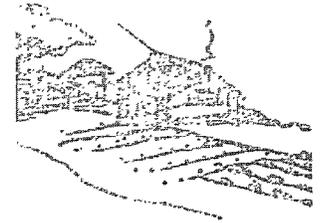
PLEASE NOTE: For this exercise we assume that 1 LSU = 1 animal.

The grazing areas are fairly steep and covered with rocky outcrops.

The winters are long and cold and first frost can occur as early as the end of April. The first rain can be expected in September with January being the month with the highest rainfall.

The average rainfall is about 800 mm/year.

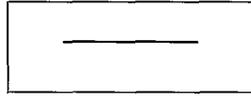
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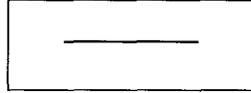
FARMPLAN LEGEND

LEGENDS FOR FARMPLAN MAP

Boundary fences



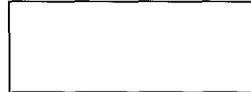
Camp fences



Pipe lines



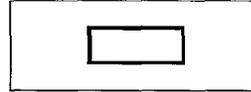
Reservoirs



Bore holes

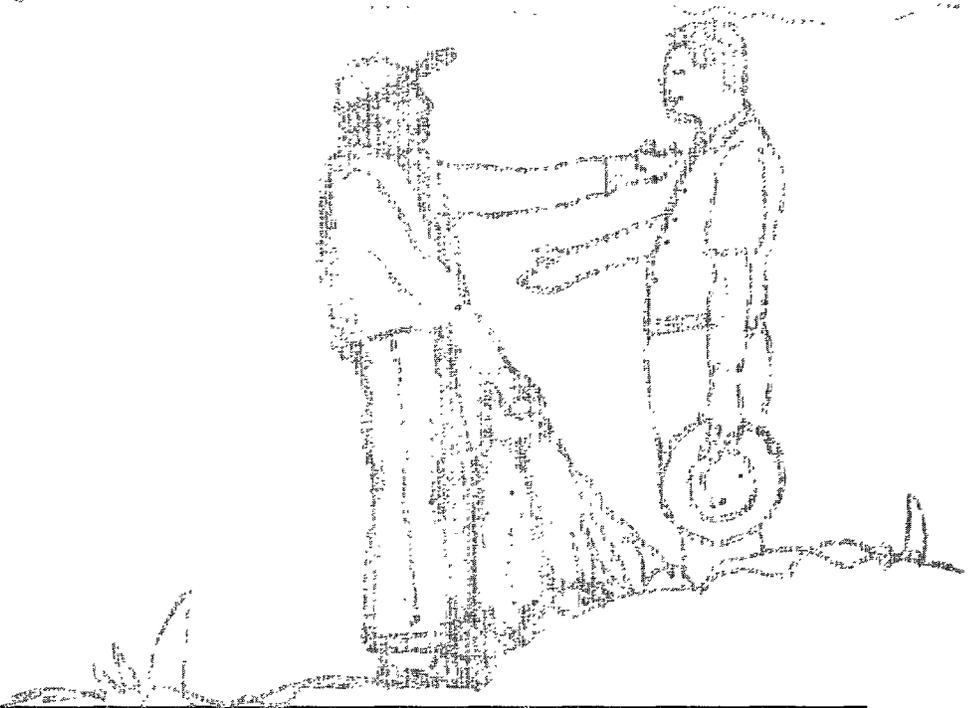
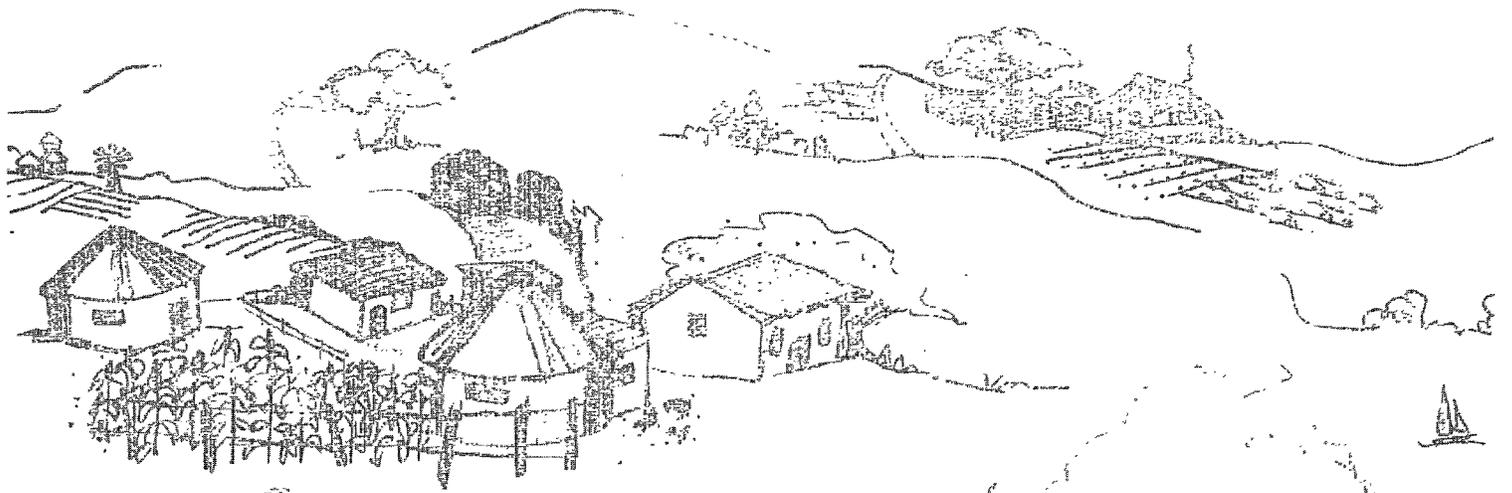


Drinking trough



Perennial stream





Farmer Research



PURPOSE OF ASSESSMENT

This assessment provides learners with an opportunity to provide evidence for the AAAT unit standard 4 and attempts to cover the following specific outcomes:

- ☉ Explain and apply sound and ethical business principles to an agricultural enterprise
- ☉ Explain the influence of supply and demand on agricultural production
- ☉ Distinguish between different land ownership and tenure systems in relation to agricultural production
- ☉ Discuss the relationship between entrepreneurship and agricultural ventures
- ☉ Explain the role and importance of human resources in agricultural production

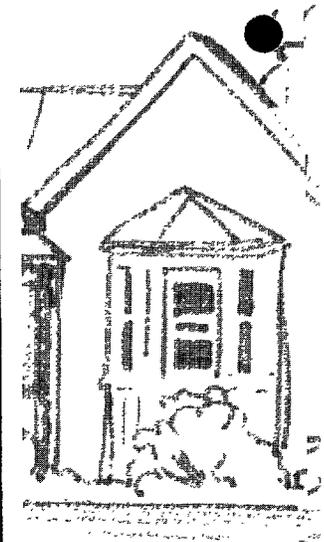
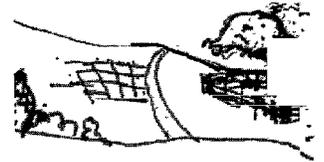
The integration of assessment activities could be linked to specific outcomes in the following areas:

Language, Literacy and Communication

Unit standard	Specific outcome	
002	4	Relate texts to own personal lives and lives of others
003	2	Locate, access and process information
	4	Categorise, classify, select and arrange information appropriately
	6	Present the results of the information search and processing in an appropriate format
004	3	Select and present content appropriate to the task

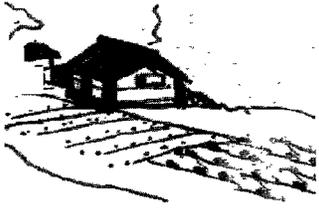
Human and Social Sciences

Unit standard	Specific outcome	
03	2	Demonstrate an awareness of attitudes, values and perceptions regarding the environment
04	1	Show an understanding of what human resources are
	2	Discuss the development of resources
	3	Discuss the utilisation of resources
	4	Discuss the management of resources



The above linkages are summarised in the following table:

Language Communication		Human & Social Sciences	
US 002	SO4	US 03	SO2
US 003	SO2,4,6	US 04	SO1-4



In this exemplar learners will visit a prominent farmer in the district in which they live. They should ask questions pertinent to the running of the farm, including land ownership, business principles applicable to agriculture, supply and demand and labour on the farm.

Instructions to learners

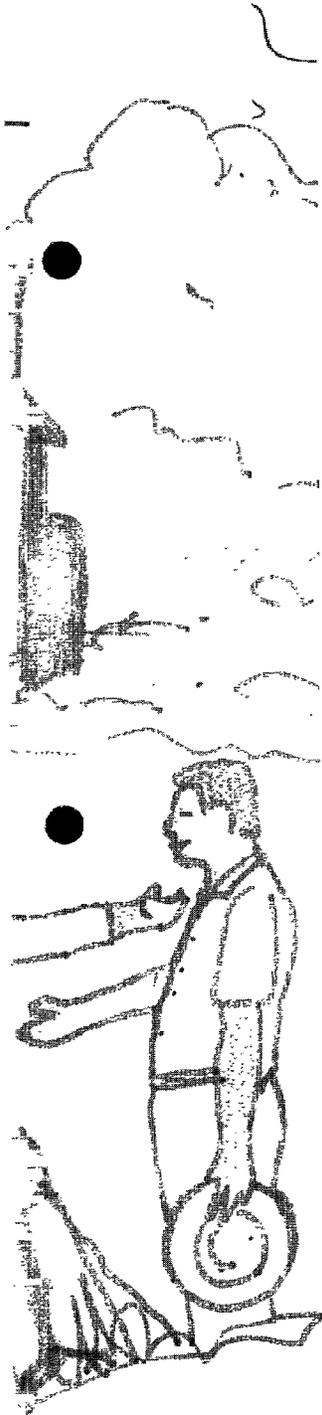
Verbal instructions are given as well as:

- ⊙ a questionnaire for the farmer;
- ⊙ a set of guidelines with questions to be answered in the written report of the visit to the farmer.

The instructions are that:

- ⊙ Learners will visit a farmer in the district where they live.
- ⊙ Learners will be given a list of questions for which they need to find answers in order to evaluate the agricultural venture of the farmer they visit.
- ⊙ The questionnaire will guide the learner about what to ask the farmer. Learners do not have to ask the questions exactly in the form in which they are listed. They are designed to guide the learners about the information they need to collect.
- ⊙ Learners should not persist with sensitive questions if the farmer does not wish to answer them. They must be tactful and should not upset the farmer.
- ⊙ The learner's report should be as complete as possible. Learners must have a notebook or clipboard and paper, and pen, when they visit the farm. They must take down notes and not try to just remember everything. The assessor will ask to see the learner's notes after the farm visit.

As far as assessment is concerned it should not simply be a question of C or NYC (or pass/ fail). Rather the report can be used to reinforce the previously assessed outcomes of Unit Standard 4. Learners should appreciate that the farm visit is a serious exercise.



AAATO4 FARM RESEARCH QUESTIONNAIRE

Evd No 9

Use the questionnaire given to you and complete it on your visit to a prominent farmer.

Sam Tjale

Farmers' questionnaire

Name of farm: *Wilgerfontein*

Name of farmer: *Piet Theron*

Locality of farm: *Taboomspruit*

Type of farming: *Mixed farming*

Owner or manager: *Piet Theron*

Date of visit: *17 January*

1. If you are not the owner, who is the owner?

He is the owner of the farm

2. Where does the owner/you live?

on the farm

3. How long have you been farming here?

9 years

4. What is the size of the farm?

*6 470 ha 6000 ha grazing 200 ha fruits 270 ha
vegetables*

5. What do you produce?

Fruits - peaches, grapes, citrus

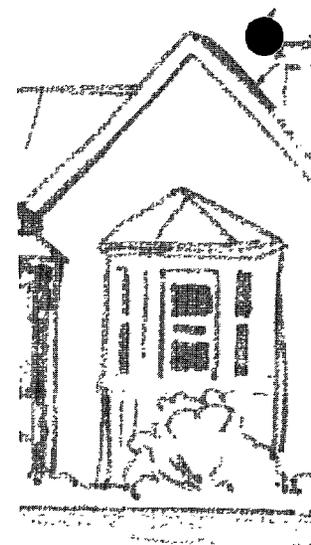
Vegetables - potatoes, onions, pumpkins, garlic

Cattle

6. Why did you select these enterprises?

1 - They are suitable for the area

2 - the main markets are close by





7. What is the rainfall on the farm?

600 - 500mm per year

8.1 Do you experience frost?

very little

8.2 If so, how severe is the frost?

Not severe

9. Do you experience hail? Choose the appropriate answer.

Seldom or often. seldom

Light or severe. light

10. Is it a serious limitation to crop production?

No, it is not a limitation, the frequency is very low

11. Do you keep accurate records of:

11.1) Production practices? yes

11.2) Costs? yes

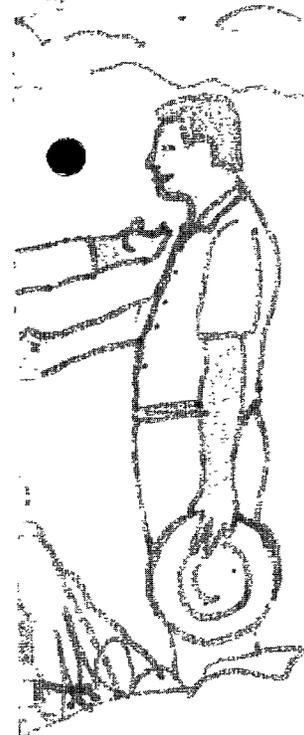
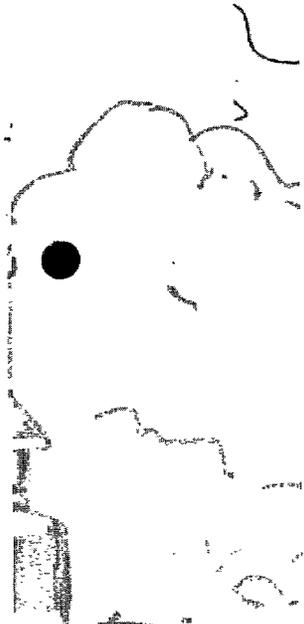
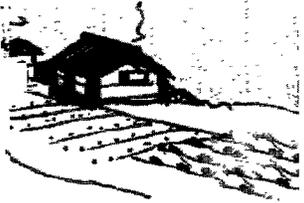
11.3) Rainfall? yes

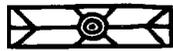
12. Do you pay taxes?

yes

13. Do you enter into contracts with your labourers? Why?

Yes, it protects the workers and myself against unfair labour practices.





14. OPTIONAL: what do your workers / labourers earn per month?

14.1) Lowest wage *R350*

14.2) Highest wage *R1200*

15. Do they get additional benefits?

Yes, housing and transport

16. Are the prices you receive for your farm products (crops and / or livestock) affected by the Law of Supply and Demand.

Yes

17. Are there big price fluctuations (changes)?

Yes

18. What do you do to minimise these problems (to improve your profits)?

1 - try not to produce too much of the same products at the same time

2 - make analysis of previous years market prices

3 - look for alternative markets

19. Do you market directly to the consumer?

No

20. Do you make use of an agent?

Yes

21. Do you sell from the farm?

Yes

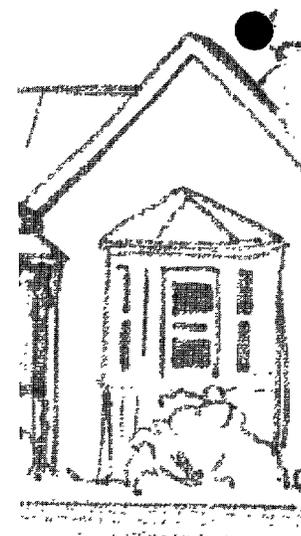
22. Is the land yours?

Yes

23. If so, is it fully paid for or is it still being paid off?

Still being paid off

24. If not owned, what is the land tenure system? Is it rented?





25. Are there any problems as far as you are concerned with the land tenure system / rental (if you do not own the farm)?

Yes the new laws are not favouring farmers while heightening worker expectations

26. Do you consider yourself to have particular entrepreneurial qualities?

Yes

27. Please explain /tell us about your successes and failures.

One of the biggest failures was in the production of garlic. Garlic has a very small market but the prices can be very high. One year I produced far too much garlic and could not get it sold. I lost a bit of money.

28. How many permanent labourers do you have?

18

29. How many casual labourers do you have?

20 - 45 depending on the time of year

When do you mainly have them / for what activities?

During planting and harvesting time

31. Do you employ women?

Yes

32. Do you employ children?

No

33. Is there a shortage of labour?

Yes, a shortage of trained labour

34. Do you have a farm school?

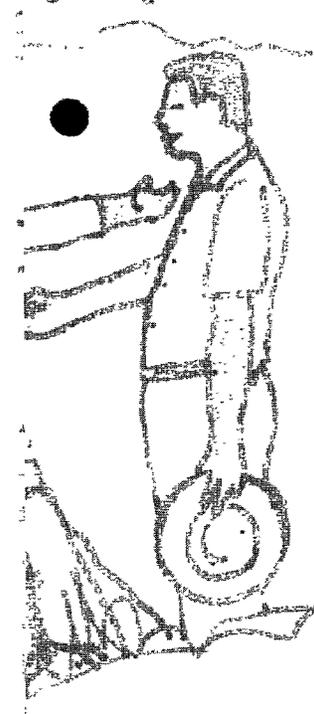
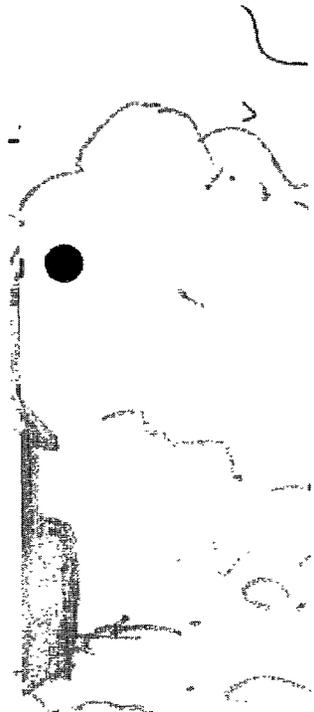
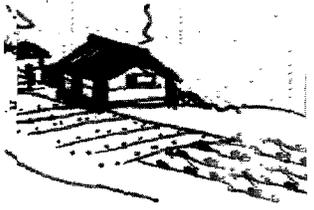
No

35. Do you have a farm shop?

No

36. What education / qualifications / training do you have?

A degree in agriculture



37. Are you visited by the agriculture Extension Officer?

Yes

38. Do other agricultural advisors / salesmen call on you?

Yes

39. Do you attend Farmer's Days and Agricultural shows?

Yes

40. Do you exhibit at Agricultural shows?

No

41. Are you a member of an agricultural union or co-operative? Please specify.

*Yes, I am a member of the district agricultural union
and the local co-operative*

42. Do you have a bank account / savings plan?

Yes

43. Do you operate on an overdraft?

Yes

44. Does your business run at a profit?

Yes, but losses can and do occur

45. Are you satisfied with your farming as a business?

Yes

46. Why do you think it is / is not successful?

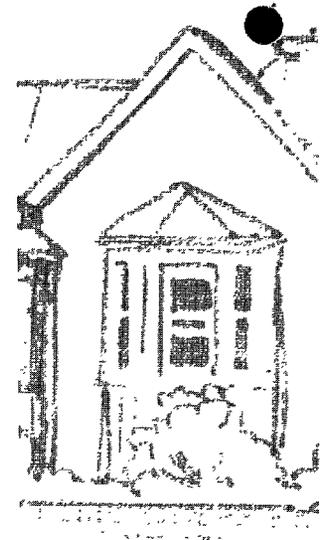
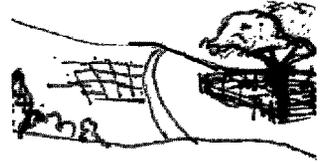
*Because I produce a variety of products for a range of
markets. I manage productive workers.*

47. Do you have plans to expand your business?

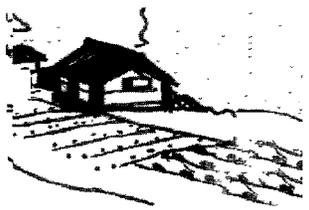
Yes

48. In what way will you expand your business?

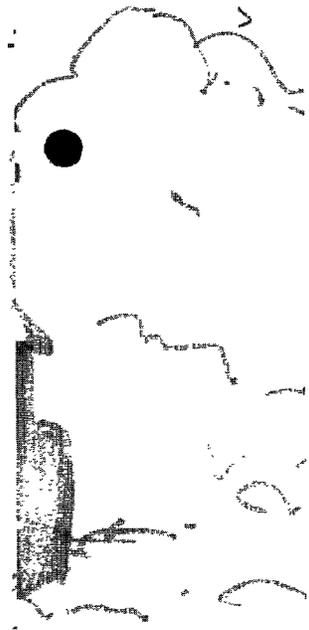
*Planting more grapes and to add value to my garlic by
canning it*



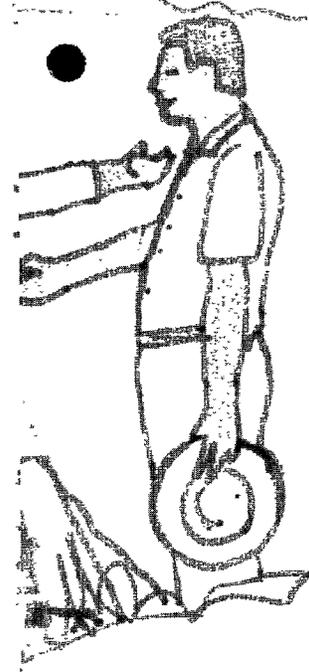
49. If I wanted to start a farm business, what ideas or advice could you give me to make me a successful farmer? What is your philosophy?

- 
- *If you ever buy or rent a farm make sure it is a viable unit*
 - *farm with animals or products that are suitable for the area*
 - *always plan carefully and try and stick to your plans*
 - *don't try and get the maximum output, rather go for optimum economic return*
 - *farm with animals and/or products that you like*
 - *it is important to realise that South Africa is a dry country, plant for drought or low rainfall years*
 - *don't be afraid to ask questions if you don't know*
 - *be an entrepreneur - add value to your products*

50. What do you think is / are the main challenges for the farmer (s)?



To produce more food cheaper on smaller areas, so that future generations can farm on the land where the natural resources are in the same state or better than what we found it in

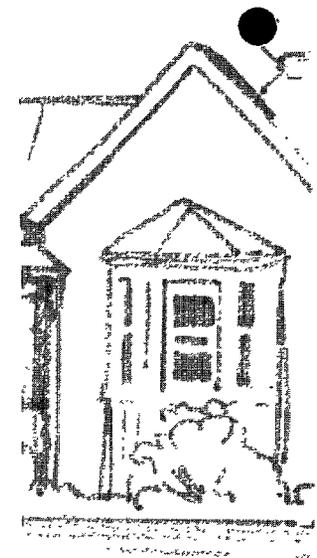


Thank you for your time!

AAATO4 FARMER RESEARCH REPORT

You have visited a farmer and asked many questions to inform yourself on his/her farming practices . You are now required to report on your visit and demonstrate that you benefited from it, using the following headings.

1. Write something about the farmer / grower to show the sort of person he / she is and his / her background.
2. Describe the climate, soils and vegetation of the farm. Are there any serious limitations to farming, such as hail, severe frost, poor soils, absence or water for irrigation?
3. Does the farmer apply sound and ethical business principles to his farming? Explain.
4. Supply and demand is an important concept in economics.
 - 4.1 Do you think it is important for this farmer? Explain.
 - 4.2 Did you get the impression the farmer was aware of this concept? Explain.
5. Did the farmer own or rent the farm? Was another form of land tenure applicable? Do you think this is an important matter? Explain.
6. Do you think the farmer has the qualities of an entrepreneur? Should a farmer be an entrepreneur also? Explain.



7. Labourers are very important to a farmer and it is also important for the farmer to treat his labourers well and fairly. What impressions did you get of labour relations and the labour situation on the farm?

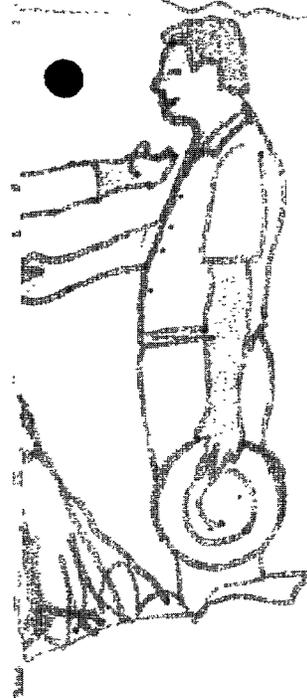
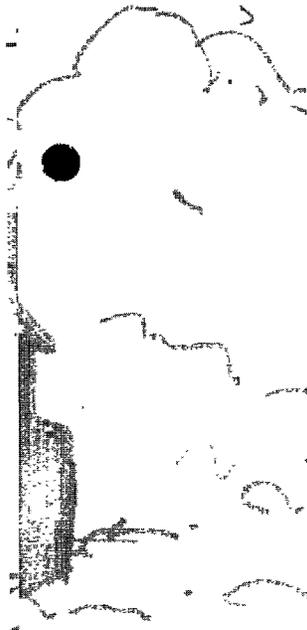
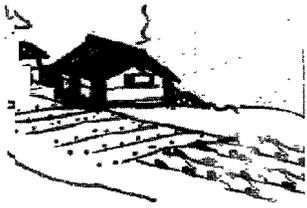
8. How was the visit beneficial to you?

9. On the same farm, would you do some things differently? Explain.

10. Do you think the farmer was open and co-operative and volunteered information freely? Give reasons / explain.

11. In your opinion is the farmer a progressive farmer? Give reasons for your assessment.

12. Write down any other relevant notes / observations here.





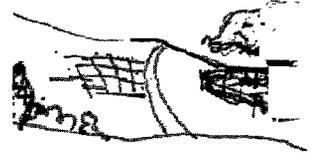
Example

Sam Yale

EVIDENCE NO 10

1. The farmer

Mr Theron is a very good farmer with good qualifications. He looks well after his workers. He works hard and plans everything carefully. He said farming is a business.



2. Climate, soil and vegetation

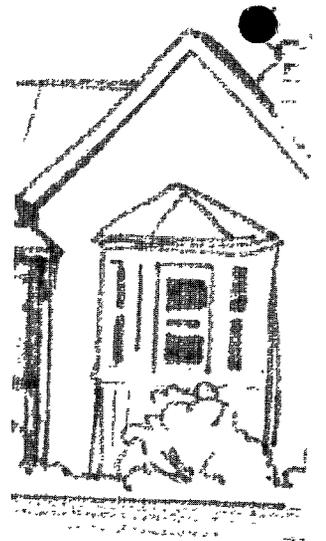
The climate is good for producing crops and to farm with cattle. The summers are short and the winters short. There is very little if any frost and hail. The soils vary from very good to bad. Irrigation water especially in the winter can be a problem. Bore hole water is used for irrigation. The vegetation is bush veld, the grasses are mostly sweet. Feed supplements are necessary in winter.



3. Sound and ethical business principles

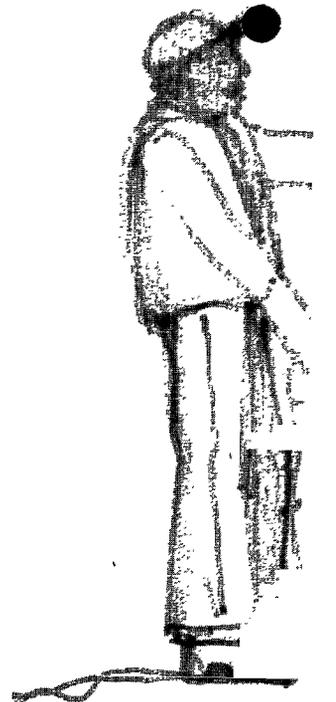
I think the farmer does apply sound and ethical business principles

- The products he sells off the farm he asks the same price he gets from the markets;
- He pays his taxes;
- He farms sustainably;
- He treats his workers and customers well and
- It seems like he is not the type of person to cheat others.



4.1 Supply and demand

Supply and demand is important to farmer Theron. Supply and demand determines the prices he would get for his products. This farmer is trying to get his fruit on the market early in the season when the supply is low. Normally then the prices are higher.



4.2 Awareness of the concept of supply and demand.

I think farmer Theron is aware of the concept. By using hormone treatment on his peaches and grapes he tries to get his fruit on the market early in the season to get better prices when the supply is low. He also sells his vegetables and fruits to different markets.

5. Land tenure and ownership of the farm.

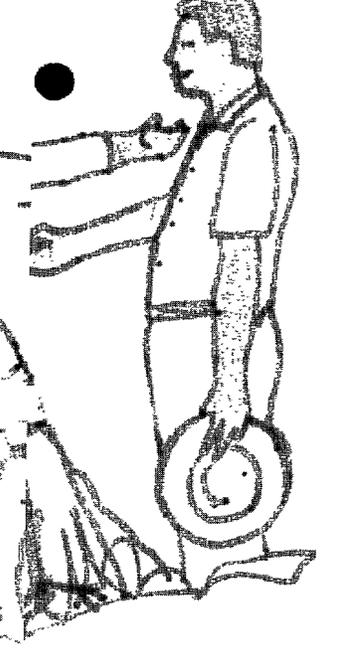
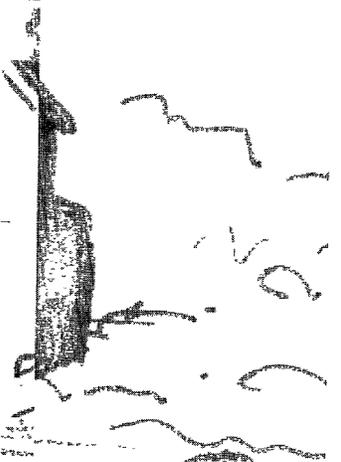
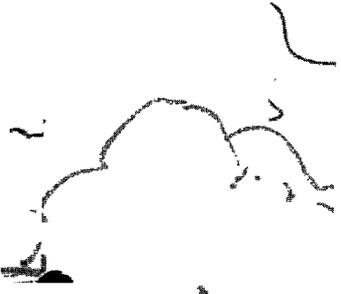
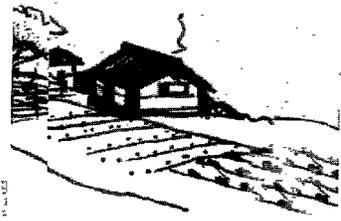
Piet Theron owns the farm. No other form of land tenure is applicable. Land tenure problems have not arisen yet on the farm.

6. Qualities of an entrepreneur.

I think farmer Theron has these qualities. He produces various products. He sells to various markets and people on the farm. He uses different types of packaging. At this stage he is not adding value to his products. He is planning to start adding value to garlic.

7. Impressions about labour relations and the labour situation on the farm.

I think his relations with workers are very good. Every morning they start with a short meeting where tasks are given and discussed. The supervisors make certain recommendations. These are discussed and if found in order are implemented. If there are any problems with the workers on the farm a farm disciplinary committee hears the complaints and makes recommendations to Mr Theron. The committee consists of farm workers. The workers are proud of their work.



Example

and talk about their cattle, their vegetables and their fruit. ✓ *his daughter* EVIDENCE NO. 10

8. Benefits of the visit

I learnt that farm planning as well as financial planning is very important to make a farm make money. Bookkeeping of all your expenses and income are important to make you know what is happening to your farm. To have a good relationship with your farm workers is important. I also learnt not to put all your eggs in one basket, it is better to produce more than just one crop or farm with more than just one type of animal.

9. Whether I would do anything differently on the same farm

I don't know. Maybe I would plant some water melons and erect a feeding lot, to round off the cattle before selling them. To do that it might be necessary to plant some maize.

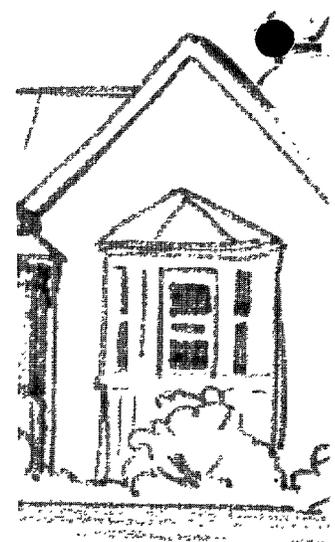
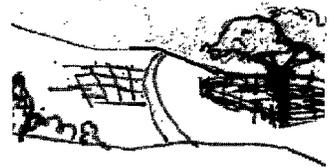
10. Openness

Yes he was. He showed me his records and the farm. He said that if I need more information to come back and speak to him again.

11. Theron as a progressive farmer

Yes I think he is.

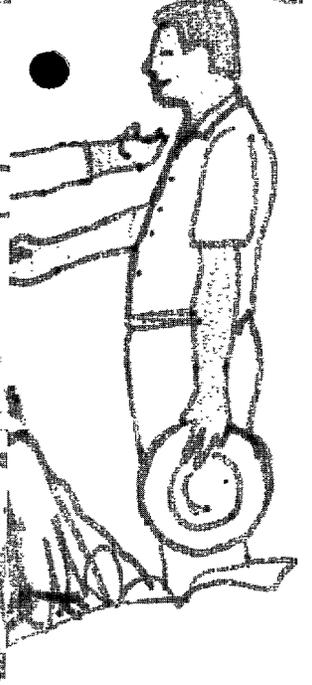
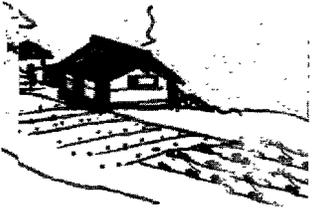
- He is making money;
- He manages workers well;
- He is planning to expand and



- He is always looking for new cultivars and production technologies.

12. Other relevant notes and observations

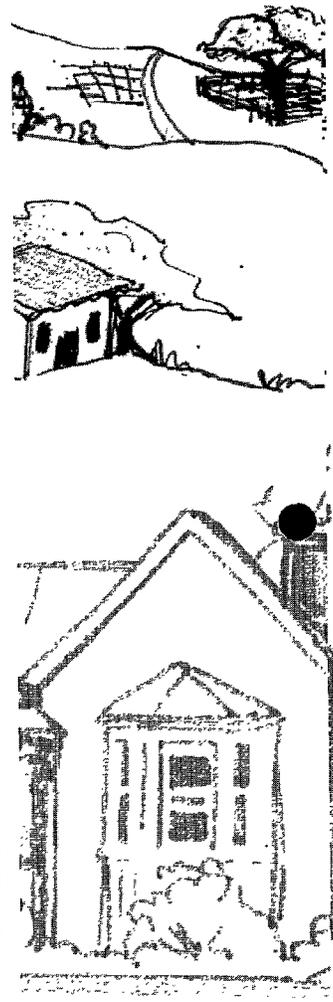
The roads and fences on the farm are in good condition. His implements don't look new but are all in working order and well looked after. His workers' houses have electricity and running water. ✓



A

**AAATO4
ASSESSMENT OF FARMER RESEARCH REPORT**

QUESTION	C	NYC	COMMENTS
Question 1	✓		
Question 2	✓		
Question 3	✓		
Question 4	✓		<i>Good observation</i>
Question 5	✓		
Question 6	✓		
Question 7	✓		<i>Well described</i>
Question 8	✓		
Question 9	✓		
Question 10	✓		
Question 11	✓		
Question 12	✓		
OVERALL ASSESSMENT	✓		<i>Research was done thoroughly - observations are described in detail - Well done</i>



Report of farm visit checked after visit:

COMMENTS: *Research is well-documented*

ASSESSMENT

COMPETENT



NOT YET COMPETENT



Date 25/01/99

Assessor: *C Moore*

Learner *S Tjale*

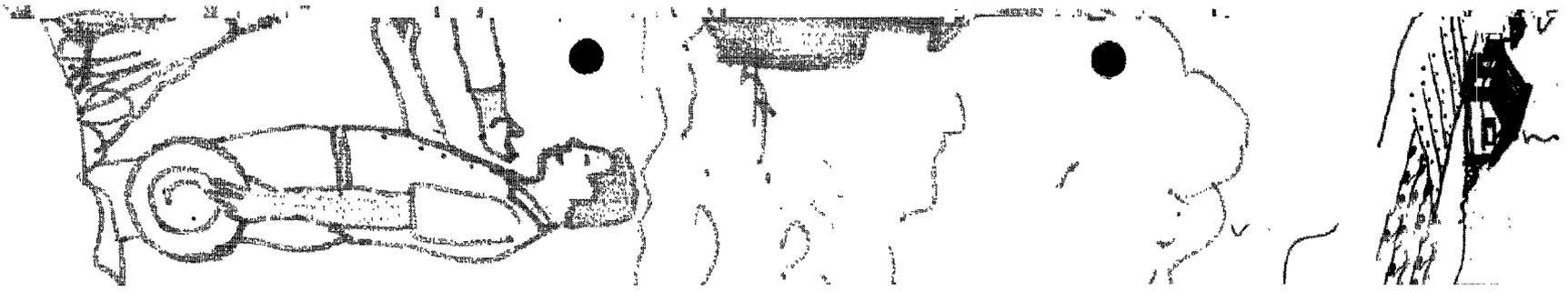
Signature *[Handwritten Signature]*

[Handwritten Signature]

Assessor

Learner





Formative Assessment Grid

Name *Sam Tjale*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
25/01/99	Farmer research report	9	AAAT 04 1-5	C	Very well documented! You have covered all the specific outcomes.			✓
25/01/99	Questionnaire	10		C	Well done!			✓



AAATO4 FARM RESEARCH QUESTIONNAIRE

Use the questionnaire given to you and complete it on your visit to a prominent farmer.

Farmers' questionnaire

Name of farm: _____

Name of farmer: _____

Locality of farm: _____

Type of farming: _____

Owner or manager: _____

Date of visit: _____

1. If you are not the owner, who is the owner?

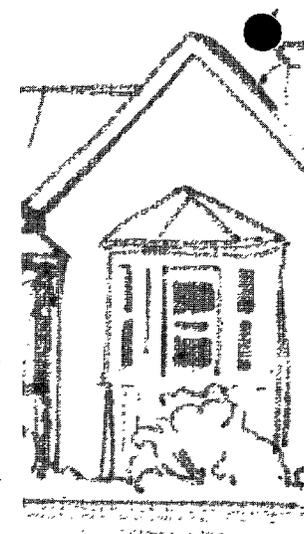
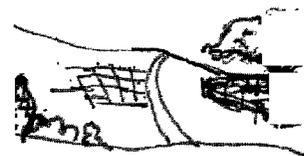
2. Where does the owner/you live?

3. How long have you been farming here?

4. What is the size of the farm?

5. What do you produce?

6. Why did you select these enterprises?



7. What is the rainfall on the farm?

8.1 Do you experience frost?

8.2 If so, how severe is the frost?

9. Do you experience hail? Choose the appropriate answer.

Seldom or often.

Light or severe.

10. Is it a serious limitation to crop production?

11. Do you keep accurate records of:

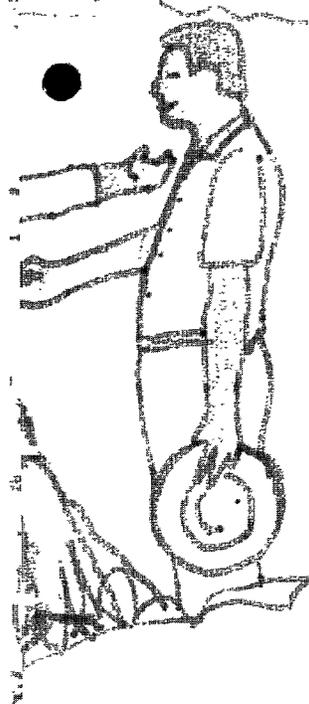
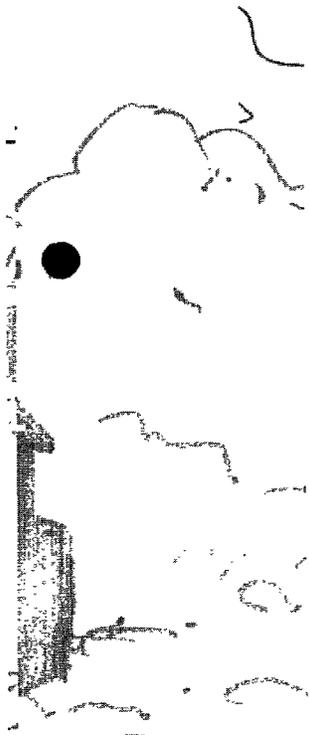
11.1) Production practices?

11.2) Costs?

11.3) Rainfall?

12. Do you pay taxes?

13. Do you enter into contracts with your labourers? Why?





Agriculture

14. OPTIONAL: what do your workers / labourers earn per month?

14.1) Lowest wage

14.2) Highest wage

15. Do they get additional benefits?

16. Are the prices you receive for your farm products (crops and / or livestock) affected by the Law of Supply and Demand.

17. Are there big price fluctuations (changes)?

18. What do you do to minimise these problems (to improve your profits)?

19. Do you market directly to the consumer?

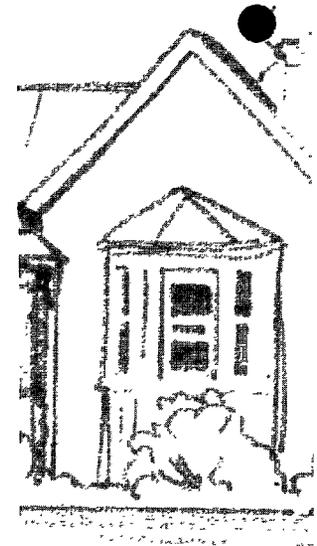
20. Do you make use of an agent?

21. Do you sell from the farm?

22. Is the land yours?

23. If so, is it fully paid for or is it still being paid off?

24. If not owned, what is the land tenure system? Is it rented?



25. Are there any problems as far as you are concerned with the land tenure system / rental (if you do not own the farm)?

26. Do you consider yourself to have particular entrepreneurial qualities?

27. Please explain /tell us about your successes and failures.

28. How many permanent labourers do you have?

29. How many casual labourers do you have?

When do you mainly have them / for what activities?

31. Do you employ women?

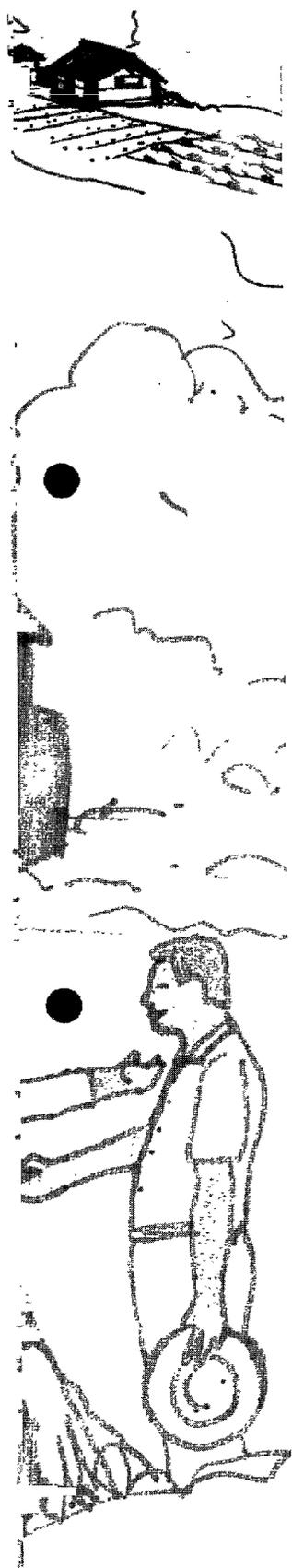
32. Do you employ children?

33. Is there a shortage of labour?

34. Do you have a farm school?

35. Do you have a farm shop?

36. What education / qualifications / training do you have?



37. Are you visited by the agriculture Extension Officer?

38. Do other agricultural advisors / salesmen call on you?

39. Do you attend Farmer's Days and Agricultural shows?

40. Do you exhibit at Agricultural shows?

41. Are you a member of an agricultural union or co-operative? Please specify.

42. Do you have a bank account / savings plan?

43. Do you operate on an overdraft?

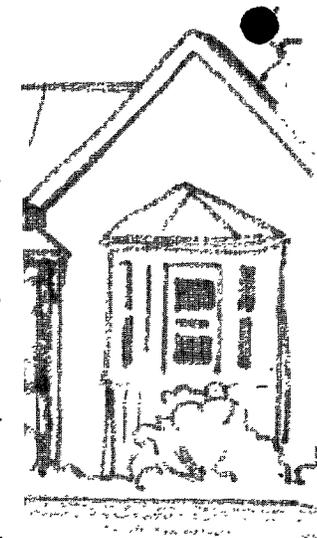
44. Does your business run at a profit?

45. Are you satisfied with your farming as a business?

46. Why do you think it is / is not successful?

47. Do you have plans to expand your business?

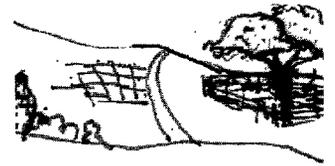
48. In what way will you expand your business?



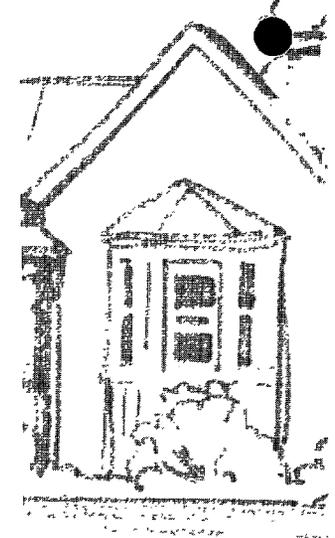


AAAT04 FARMER RESEARCH REPORT

You have visited a farmer and asked many questions to inform yourself on his/her farming practices . You are now required to report on your visit and demonstrate that you benefited from it, using the following headings.



1. Write something about the farmer / grower to show the sort of person he / she is and his / her background.
2. Describe the climate, soils and vegetation of the farm. Are there any serious limitations to farming, such as hail, severe frost, poor soils, absence or water for irrigation?
3. Does the farmer apply sound and ethical business principles to his farming? Explain.
4. Supply and demand is an important concept in economics.
 - 4.1 Do you think it is important for this farmer? Explain.
 - 4.2 Did you get the impression the farmer was aware of this concept? Explain.
5. Did the farmer own or rent the farm? Was another form of land tenure applicable? Do you think this is an important matter? Explain.
6. Do you think the farmer has the qualities of an entrepreneur? Should a farmer be an entrepreneur also? Explain.



7. Labourers are very important to a farmer and it is also important for the farmer to treat his labourers well and fairly. What impressions did you get of labour relations and the labour situation on the farm?

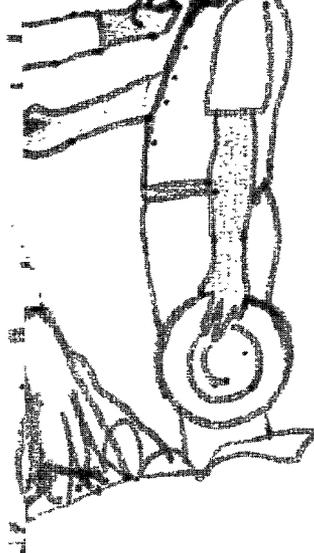
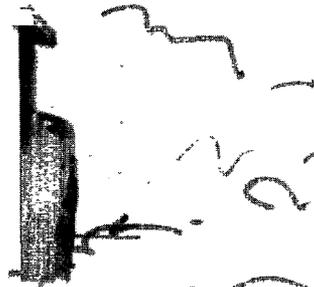
8. How was the visit beneficial to you?

9. On the same farm, would you do some things differently? Explain.

10. Do you think the farmer was open and co-operative and volunteered information freely? Give reasons / explain.

11. In your opinion is the farmer a progressive farmer? Give reasons for your assessment.

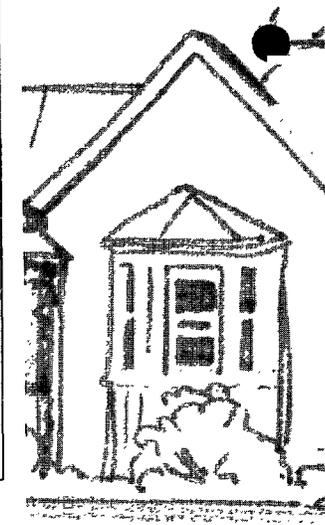
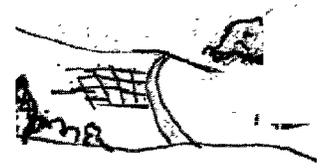
12. Write down any other relevant notes / observations here.





AAATO4 ASSESSMENT OF FARMER RESEARCH REPORT

QUESTION	C	NYC	COMMENTS
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			
Question 6			
Question 7			
Question 8			
Question 9			
Question 10			
Question 11			
Question 12			
OVERALL ASSESSMENT			



Report of farm visit checked after visit:

COMMENTS:

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

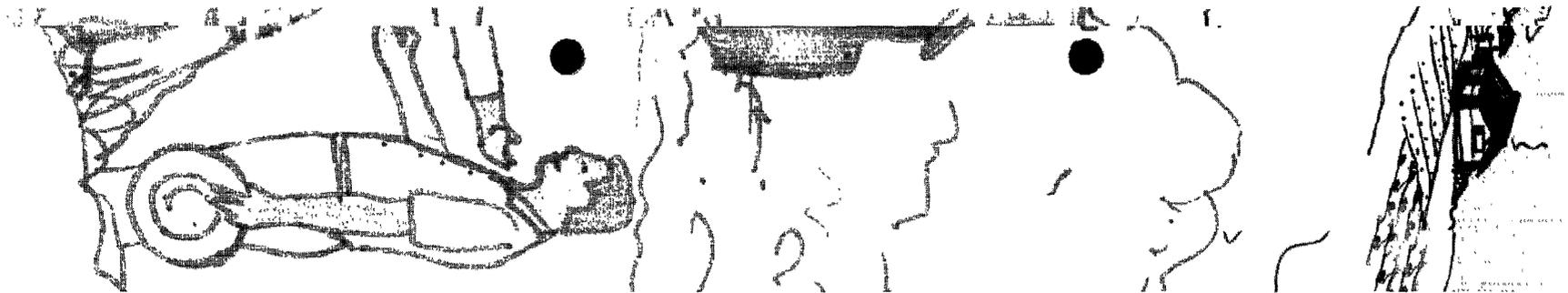
Signature _____

Assessor

Learner: _____

Learner

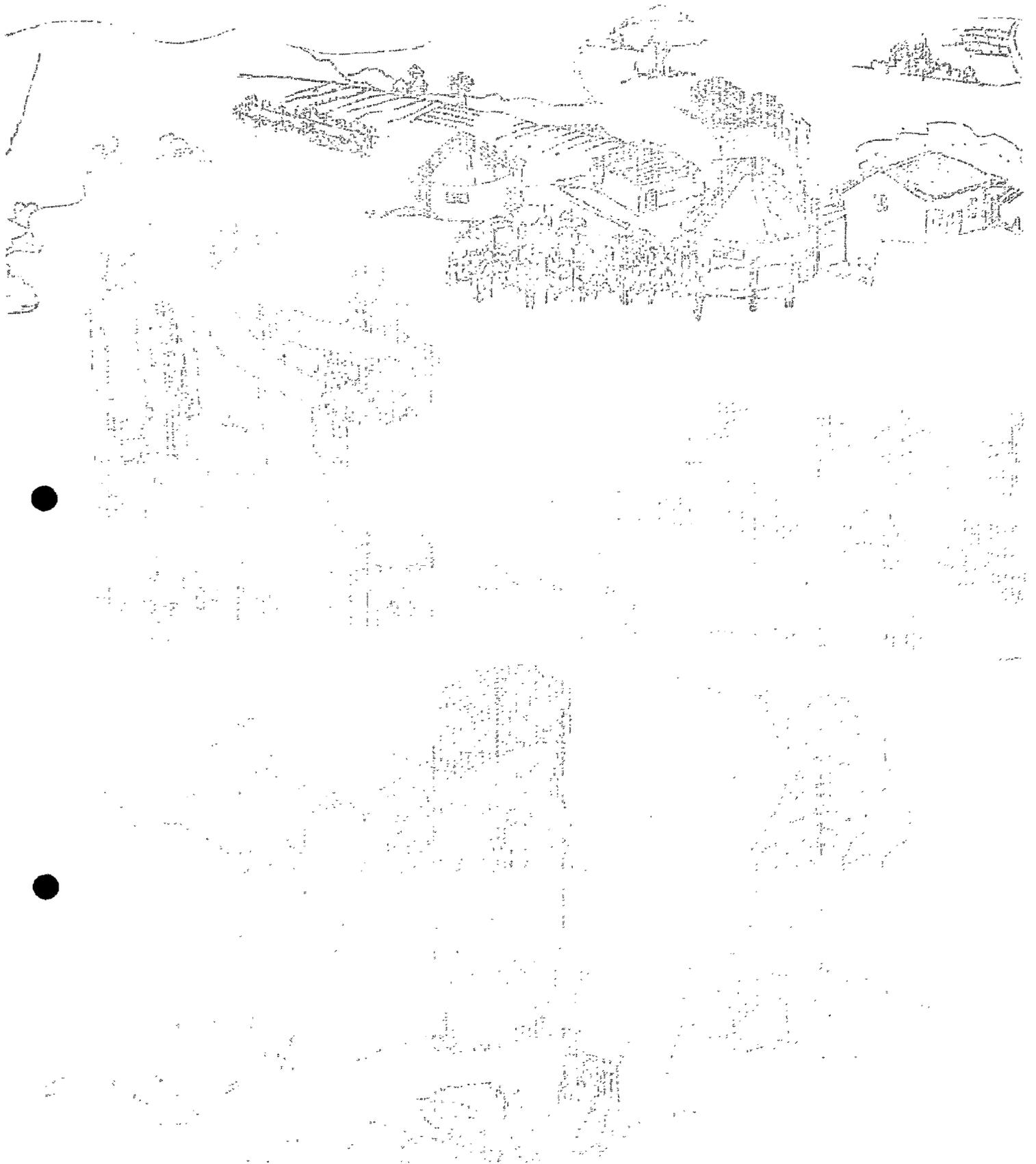




Formative Assessment Grid

Name _____

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given



Previous Page Blank

Choose, Plan and develop A New Agricultural Venture



PURPOSE OF ASSESSMENT

This exemplar is made up of four tasks and is designed to assess learning against AAAT05, i.e. to show that the principles, systems, practices and technology applicable to an agricultural venture are successfully implemented. The specific outcomes include:

- ⊙ select an appropriate agricultural venture
- ⊙ identify and select agricultural systems appropriate to the selected venture
- ⊙ identify, select and implement agricultural practices appropriate to the selected venture
- ⊙ identify technology appropriate to the selected agricultural venture in the learner's context
- ⊙ implement, operate and maintain agricultural technology relevant to the selected agricultural venture
- ⊙ evaluate the selected agricultural venture according to applicable criteria

The integration of assessment activities could be linked to specific outcomes in the following learning areas:

Language, Literacy and Communication		
Unit standard	Specific outcome	
002	4	Relate texts to own personal lives and lives of others
003	2	Locate, access and process information
	4	Categorise, classify, select and arrange information appropriately
	6	Present the results of the information search and processing in an appropriate format
	7	Apply newly-acquired knowledge to life situations
004	3	Select and present content appropriate to the task
005	2	The responsibility for his/her own learning and make choices about learning
Human and Social Sciences		
Unit standard	Specific outcome	
03	5	Develop a critical understanding of change and development in South African society

Human and Social Sciences (cont)

Unit standard	Specific outcome	
04	1	Show an understanding of what human and natural resources are
	2	Discuss the development of resources
	3	Discuss the utilisation of resources
	4	Discuss the management of resources

Natural Sciences

Unit standard	Specific outcome	
002	3	Implement a plan to investigate a phenomena
	4	Data is gathered and interpreted
	5	Conclusion are drawn from data
003	4	Apply knowledge and skills in order to explain phenomena
004	1	Identify and classify natural resources
	2	Explain how scientific knowledge and skills can be applied in the sustainable development of organic resources

Technology - The following unit standards:

Unit Standard 2: Understand & apply the technological process to solve problems

Unit standard	Specific outcome	
2	1	Identify and explain a problem, need or want
	2	Design a range of possible solutions
	3	Make and realise a solution
	4	Evaluate the solution

Unit Standard 3: Understand technological products and systems

Unit standard	Specific outcome	
3	1	Identify products and systems
	2	Evaluate and select products and systems

Economic & Management Sciences

Unit standard	Specific outcome	
004	2	Demonstrate an understanding of the principles of supply and demand
	3	Demonstrate an understanding of the factors of production

Mathematical Literacy, Mathematics And Mathematical Sciences

- Weak link with the ABET 4 unit standards but would be stronger below ABET 4

Unit standard	Specific outcome	
001	2	Solve a range of everyday problems using estimation and calculations

The above linkages are summarised in the following table:

Language Communication		Human & Science Social		Natural Science	
US 002	SO4	US 03	SO5	US 002	SO3,4,5
US 003	SO2,4,6,7	US 04	SO1-4	US 003	SO4
US 004	SO3			US 004	SO1,2
US 005	SO2				

Mathematical Literacy, Mathematics and Mathematical Sciences		Technology		Economic and Management Sciences	
US 001	SO2	US 2	SO 1-4	US 004	SO2,3
		US 3	SO 1-2		

The learner will be assessed according to:

- ⊙ the steps involved in agricultural production;
- ⊙ whether the learner has used his or her knowledge and skills by adapting and making decisions in real life; and
- ⊙ whether the learner has kept records of the various steps and activities in producing an agricultural product.

Special points to bear in mind:

- ⊙ These tasks build on one another.
- ⊙ There may be a long time between starting the first task and the last task in this activity.
- ⊙ There may also be a long time between the beginning of one task and another.
- ⊙ Assessors are interested in how the learner used what s/he has learned rather than whether or not s/he has successfully implemented an agricultural venture.

TASK ONE

THE PURPOSE OF THIS ASSESSMENT ACTIVITY

In this task learners have to plan their agricultural venture. They will be given a checklist which will act as a guideline for them in the drawing up of this plan.



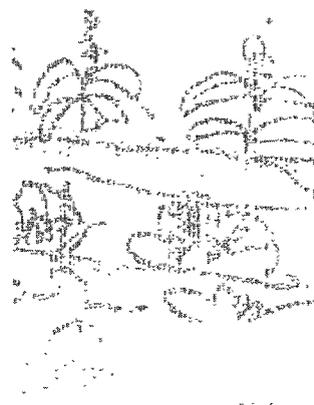
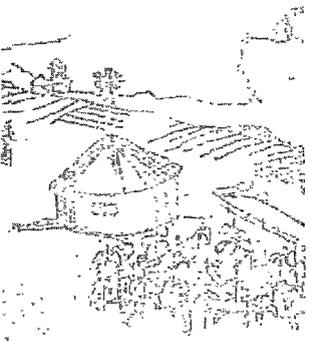
Instructions to learners

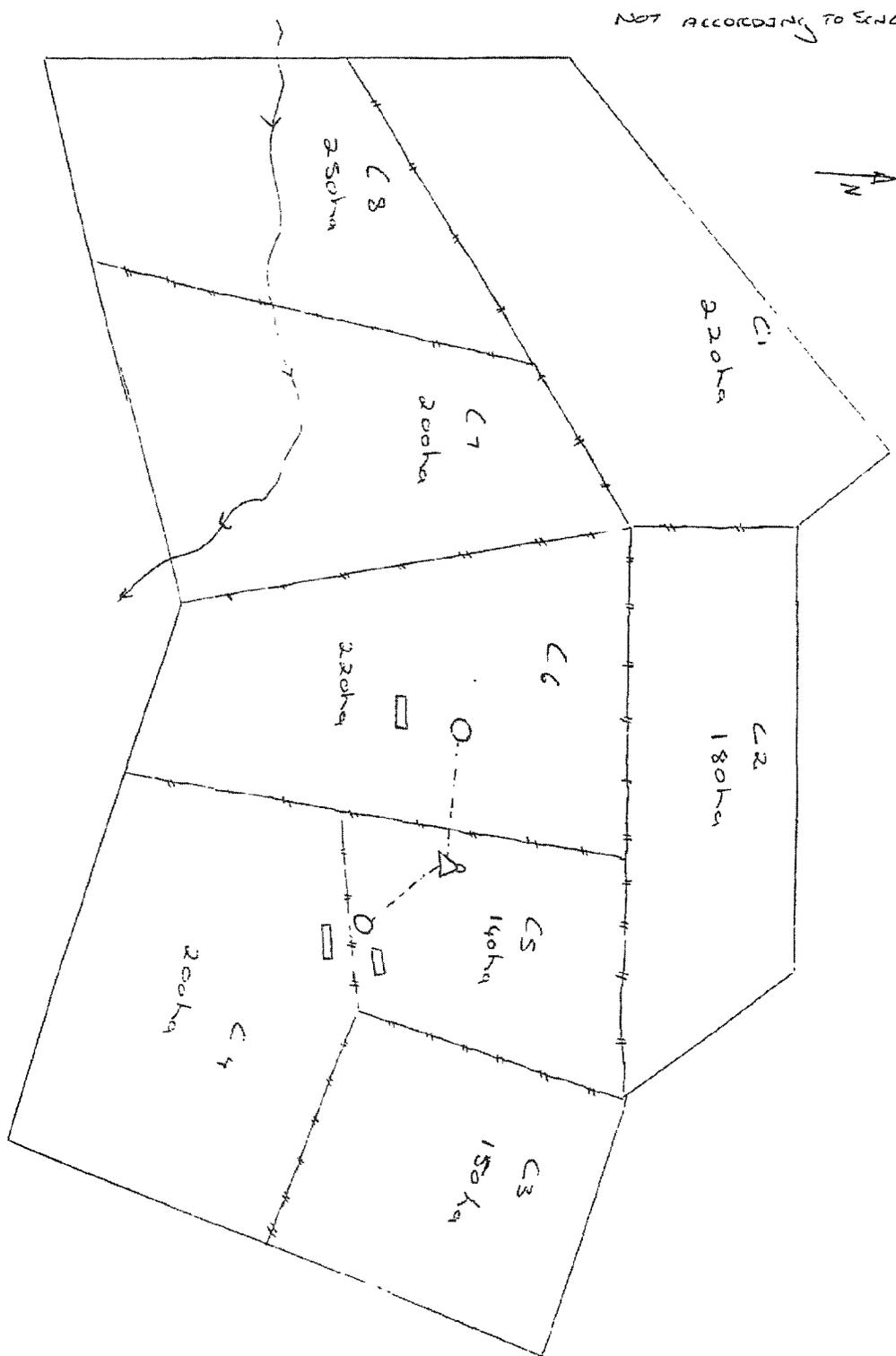
These instructions will be explained to them when the task is given, as well as instructions on how to use a checklist in the writing of their plan.

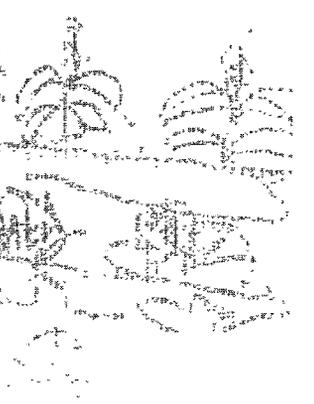
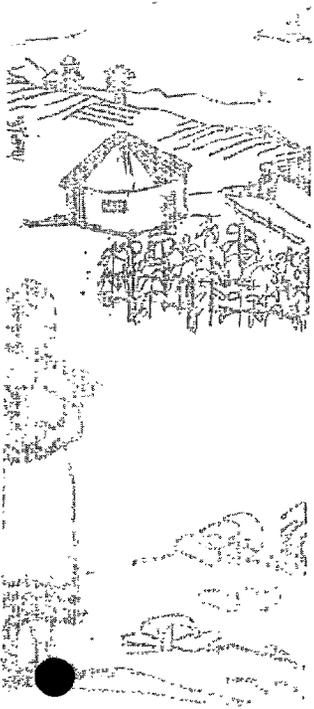


The instructions are:

- ① Present, in writing, your plan for your agricultural venture.
- ② Use the checklist you have been given to help you. It will help you if you use the headings in the checklist as the headings for the different parts of your report.









Example

Evd No 11.

Nosipho Tingwe
P O Box 1234
Herschell

August 1998

Plan for my vegetable garden

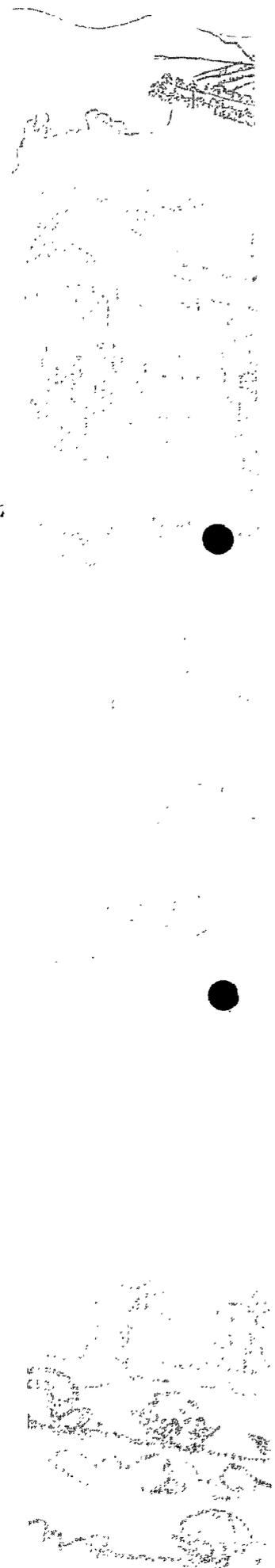
Site

The site chosen is to the north eastern side near to my house. It is close to a water tank where I collect water that runs off the roof of my house. This water is enough, because the tank is full when it rains. The soil is sandy and deep but low in organic material. The soil has a red colour. The site will get a lot of sun and it is protected from wind by my house. The wind normally blows from the west. The rain-fall is only about 500mm and there is no frost in summer. The chance of hail is also small. The ground has a small slope but it is not so steep that it cannot be cultivated. The crops would also be protected from animals because of the fence around my house.

Selection of appropriate crop

Because of the limited space and water it would be better to grow vegetables on this site. Vegetables are very expensive in the summer time and some vegetable seeds and seedlings are available from the corporation. The soil is also right to plant vegetables on. I will plant in the beginning of the summer. The best crops for me to plant would be ~~tomato~~ plants, cabbages and bean seed from the corporation. My neighbour who works at the corporation can bring them to me.

100



Practices

Because of the limited space and the expensive materials I have decided to make a vegetable garden. I have only limited compost and kraal manure. The garden will have to be small. I need this vegetables to eat at home. My wife will help me and sometimes she will look after it alone when I'm not there.

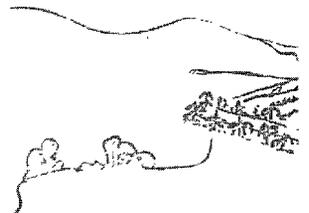
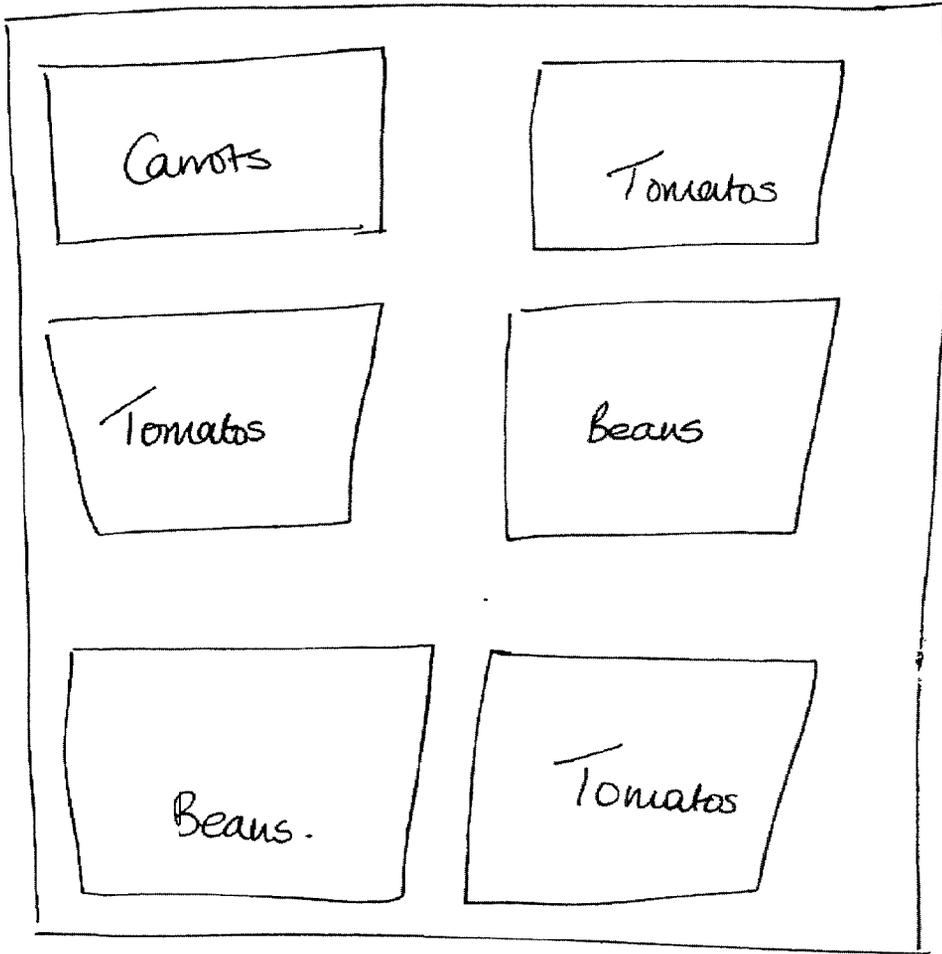
I will make the garden by ~~marking~~ ^{marking} it off. I will water the soil and wait until it is wet. I will mix the compost with the kraal manure and spread that on the ground. I will then ~~dig~~ ^{dig} deep and turn over the soil mixing the soil and the compost. I will ~~water the garden~~ then break up the big lumps of soil and make it flat with a rake. Before I plant I will water it a little.

After that I will plant the tomatoes and sow the beans and carrots. I will water the garden with a pipe connected to the water tank near my house. Every day I will look for pests and diseases. I got some chemicals and a small hand spray I can use. Weeds I will pull out by hand. The tomatoes and beans will need to be supported. I will build the trellises with sticks. I will pick the vegetables as they get ripe through the year.

Example

VIDE C

I will lay out my vegetable garden like this



LEARNER'S CHECKLIST

Evd No 11

PLANNING AN AGRICULTURAL VENTURE

NAME *Nosipho Tingwe*
 DATE *August 1998*
 TOWN/DISTRICT *Berschel*
 VENTURE *Vegetable garden*

ACTIVITY Yes No

1. Select suitable site and crop(s)

1.1 Prevailing physical conditions

1.1.1 Soil factors

- Identify soil texture
- Identify soil structure
- Identify soil depth
- Organic content in soil
- Identify soil limitations
- Identify soil colour

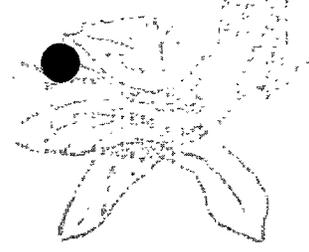
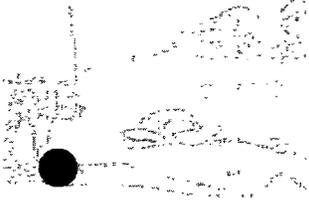
1.1.2 Climatic factors

- Identify prevailing wind directions
- Identify rainfall intensity
- Identify rainfall distribution
- Identify the occurrence of frost
- Identify the occurrence of hail



Activity	Yes	No
<u>1.1.3 Water</u>		
• Identify availability of water		✓
• Identify water sources		
• Identify water quantity		
• Identify water quality		
<u>1.1.4 Topography</u>		
• Identify the degree of the slope	✓	
• Identify the length of the slope		
• Identify the aspect		
• Identify terrain unit	?	What
<u>1.1.5 Prevailing socio-economic conditions</u>		
• Identify source of planting material	Crop	
• Identify the mode of transport	No need	
• Identify the cost of planting material		
• Identify the use of products	✓	
• Identify labour requirements		
<u>2. Select appropriate agricultural system</u>		
2.1 Is the system appropriate for physical conditions?		
2.2 Is the system appropriate for socio economic environment?		





Activity	Yes	No
3. Select appropriate agricultural practice		
3.1 Identify organic materials available	<i>Compost Kraal manure</i>	
3.2 Identify sources of organic materials		
3.3 Identify quantity of organic materials		
3.4 Identify control measures for diseases	<i>Spray</i>	
3.5 Identify control measures for weeds	<i>Pull out</i>	
3.6 Identify control measures for pests		
3.7 Identify time of planting	<i>Spring</i>	
3.8 Identify type of planting		
3.9 Identify planting depth		
3.10 Identify planting density		
3.11 Crop rotation	<i>Next year</i>	
4 Select appropriate agricultural technology		
4.1 Is the technology appropriate for selected venture?	<i>Think so</i>	
4.2 Is technology appropriate for selected practices?	<i>?</i>	

ASSESSORS'S CHECKLIST

PLANNING AN AGRICULTURAL VENTURE

NAME Hospo Tingwe

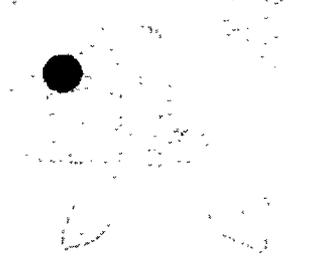
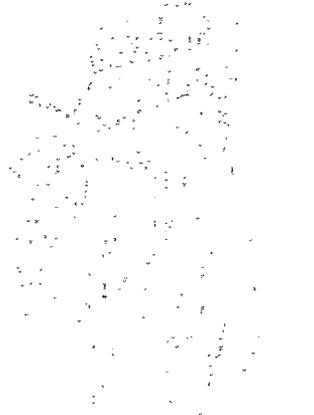
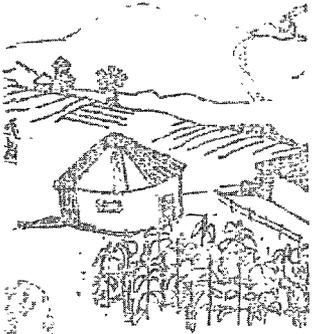
DATE 28/08/98

TOWN/DISTRICT Derschel

VENTURE Vegetable Garden

ACTIVITY	Yes	No
1. Select suitable site and crop(s)		
<i>1.1 Prevailing physical conditions</i>		
<i>1.1.1 Soil factors</i>		
• Identify soil texture	✓	
• Identify soil structure		✓
• Identify soil depth	✓	
• Organic content in soil	✓	
• Identify soil limitations	✓	
• Identify soil colour	✓	
<i>1.1.2 Climatic factors</i>		
• Identify prevailing wind directions	✓	
• Identify rainfall intensity	✓	
• Identify rainfall distribution		✓
• Identify the occurrence of frost	✓	
• Identify the occurrence of hail	✓	

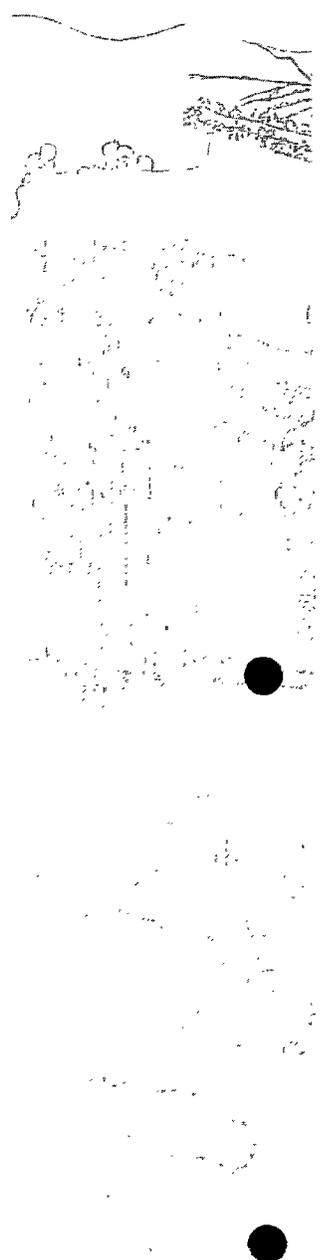




	Yes	No
1.1.3 Water		
• Identify availability of water	✓	
• Identify water sources	✓	
• Identify water quantity	✓	
• Identify water quality		✓
1.1.4 Topography		
• Identify the degree of the slope		✓
• Identify the length of the slope	✓	
• Identify the aspect		✓
• Identify terrain unit		✓
1.1.5 Prevailing socio-economic conditions		
• Identify source of planting material	✓	
• Identify the mode of transport	✓	
• Identify the cost of planting material		✓
• Identify the use of products	✓	
• Identify labour requirements	✓	
2. Select appropriate agricultural system		
2.1 Is the system appropriate for physical conditions?	✓	
2.2 Is the system appropriate for socio economic environment?	✓	



	Yes	No
3. Select appropriate agricultural practice		
3.1 Identify organic materials available	✓	
3.2 Identify sources of organic materials	✓	
3.3 Identify quantity of organic materials	✓	
3.4 Identify control measures for diseases	✓	
3.5 Identify control measures for weeds	✓	
3.6 Identify control measures for pests	✓	
3.7 Identify time of planting		✓
3.8 Identify type of planting	✓	
3.9 Identify planting depth		✓
3.10 Identify planting density		✓
3.11 Crop rotation		✓
4 Select appropriate agricultural technology		
4.1 Is the technology appropriate for selected venture?	✓	
4.2 Is technology appropriate for selected practices?	✓	



ASSESSMENT

COMPETENT



NOT YET COMPETENT



Date 28/8/98

Assessor: C Moore

Signature [Handwritten Signature]

Assessor

Learner K Tingwe

[Handwritten Signature]

Learner

TASK 2

PURPOSE OF THIS ASSESSMENT ACTIVITY

In this task the learners must make use of the plan they have developed in order to establish their vegetable gardens. They will need to keep a record of what they did, what they observed and how they dealt with problems.



Instructions to learners

Instructions will be given to candidates when their plans are complete on what they are expected to do in task 2. Ways of keeping records will also be explained.



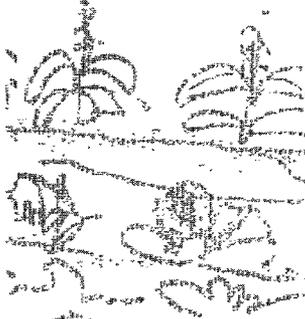
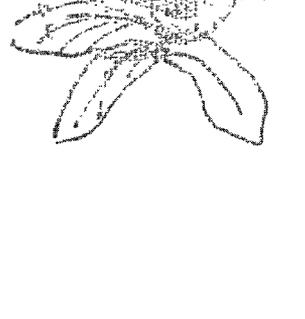
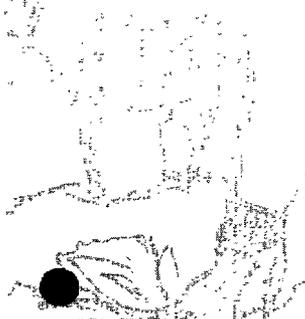
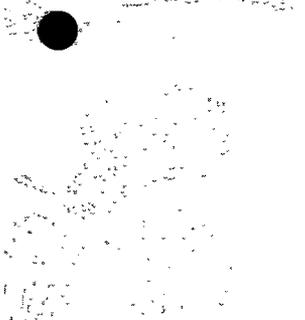
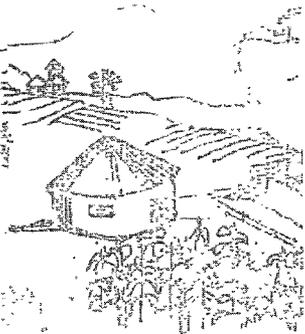
The instructions are:

Using your production plan, establish your vegetable garden and keep a record that shows:

1. What you did at each step in the process
2. What happened at different times e.g. when seeds came up or if there was a problem with snails and other things that you may observe
3. How you dealt with the problems

You can keep this record in a number of ways, for example:

- ☉ A wall calendar
- ☉ A school exercise book
- ☉ A diary that you have bought



Example

Evd No 12

Nosipho Tingwe			
Vegetable Garden Record			
Sep 1 Got plants + seeds. Prepare garden Water	Sep 2 Sow carrots Plant beans + tomatoes	Sep 3	Sep 4 Heavy rain last night. Some erosion around garden
Sep 5 Put some bricks + rocks around garden	Sep 6	Sep 7 No more carrots Plant more beans	Sep 8
Sep 9	Sep 10	Sep 11	Sep 12 Carrots come up
Sep 13 Water garden	Sep 14 Beans come up	Sep 15	Sep 16 Rain in morning
Sep 17	Sep 18	Sep 19 More carrots come up	Sep 20 More beans come up
Sep 21	Sep 22	Sep 23	Sep 24
Sep 25	Sep 26	Sep 27 Weeds - pull out by hand. See worms in ground	Sep 28 Put in chickens to control worms
Sep 29	Sep 30		



Oct 1 Rain Most of the day, heavy wind	Oct 2	Oct 3 Build trellises for beans.	Oct 4
Oct 5	Oct 6	Oct 7	Oct 8
Oct 9	Oct 10 Notice white fly on tomatoes	Oct 11	Oct 12 Borrow Dursban to spray white fly.
Oct 13	Oct 14 spray tomatoes with Dursban for white fly	Oct 15	Oct 16 Still white fly
Oct 17	Oct 18	Oct 19 Build trellis for tomatoes	Oct 20
Oct 21 Water garden	Oct 22 Work in more compost	Oct 23	Oct 24 Buy record to spray for white fly.
Oct 25 Spray record for white fly	Oct 26	Oct 27 White fly still on tomatoes	Oct 28 Pick first beans
Oct 29	Oct 31 Wife pulls out weeds		
Nov 1	Nov 2	Nov 3	Nov 4 Water garden and weed. Pick carrots.
Nov 5	Nov 6 Pick a lot of beans.	Nov 7	Nov 8
Nov 9	Nov 10	Nov 11 Tomatoes are small. Look nice. Still white fly.	Nov 12
Nov 13	Nov 14	Nov 15	Nov 16 Pick last beans some tomatoes starting red.



ASSESSOR'S CHECKLIST
LEARNER'S DIARY OF HIS/HER AGRICULTURAL VENTURE

NAME *Nosipho Tingwe*
 DATE *27/11/98*

	Yes	No
Does the learner have a record or diary?	✓	
Did the learner record the following?		
What he did at each step in the process	✓	
Events that happened during the production process	✓	
The results of these events		✓
What s/he did to cope with these events	✓	

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date *27/11/98*

Assessor: *C Moore*

Learner *N Tingwe*

Signature *[Handwritten Signature]*

[Handwritten Signature]

Assessor

Learner

TASK 3

PURPOSE OF THIS ASSESSMENT ACTIVITY

In this task the learners must write a letter to a friend describing their agricultural venture, how it is progressing, sources of help and plans for the future.



Instructions to learners

Verbal instructions will be given to the learners.



The instructions are:

Write a letter to a friend, telling them about your agricultural venture.

- ⦿ In your letter you will
- ⦿ Describe your agricultural venture
- ⦿ Explain what went well and why
- ⦿ Explain what went badly and why
- ⦿ Explain what you would do differently and why
- ⦿ Describe what resources and networks have you developed to help you through this learning programme,?
(E.g. extension officers, the co-operative, local farmers, the PALC, etc.)
- ⦿ Describe plans for the future

Nosipho's letter

Dear Sipho

This summer I made a vegetable garden near my house. I planted carrots, tomatoes and beans. They were nice to eat. What I did was to select a site that would be suitable for vegetables, but close to my house to use the rain water from my roof to water the garden. To choose this site I had to look at the soil, temperatures, wind, rain, topography and other factors.

I marked off my garden on the ground, water it a bit and then I put some compost and local manure on the ground. I then dig it all deep and turned the soil to mix in the compost and manure. After that I made seedbeds and planted the vegetables. The seed and seedlings I got from the co-operation.

I had to look for pests and diseases and water my garden. I used a small hand spray to control pests and diseases. I had a big problem with ~~was~~ white fly that I could not control.

I think my garden was a big success and everything went well. I produced a lot of vegetables, so much that I could give some to my sister who lives close by.

I think that next year I will plant vegetables again. I will make my garden bigger and plant some more vegetables and maize. I will plant tomatoes, beans, cabbage, spinach, carrots maybe potatoes and maize.

Example

Evd No 13

I think that next year maybe I will also use some fertilizer and not just compost and manure.

The people at the cooperation was very friendly and helped me a lot. I also spoke to the local community development worker from the EDA and he said that next year he will help me with my garden. He have given a lot of information that I have to read before next year.

I think this information will help me alot in producing vegetables. You know my carrots wasnt a success but I think by using the information given to me I can produce carrots better next year.

I think you must also grow vegetables for your house.

Love

Joseph



**ASSESSOR'S CHECKLIST
LEARNER'S LETTER OF REFLECTION**

NAME *Nosipho Tingwe*

DATE *4/12/98*

	C	NYC	Comments
Interpretation			<i>Will check this on-site visit</i>
Adaptation of practices	✓		
Problem solving	✓		
Self assessment of venture	✓		
Future plans	✓		

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date *4/12/98*

Assessor: *A Moore*

Learner *N Tingwe*

Signature *[Handwritten Signature]*

[Handwritten Signature]

Assessor

Learner

TASK 4

THE PURPOSE OF THIS ASSESSMENT ACTIVITY

In this task, the site of the agricultural venture will be visited by the assessor for on-site observation.



Instructions to facilitator

This is a friendly, helpful observation visit, NOT an inspection. The observer should try to be as friendly and supportive as possible, recording the visit, and suggesting improvements where they might be helpful. Questions can be asked by way of CONVERSATION and DISCUSSION, rather than by direct questioning.



Instructions to learners

In this task learners are informed of the on-site visit by the assessor and what to expect from the visit. They should be put at ease and explanation given to them that this is not an inspection by rather an observation of their venture in which the assessor will give input on how they can improve their agricultural ventures. They will also have a chance to speak to the assessor.



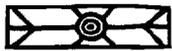
ASSESSOR'S CHECKLIST

NAME Nosipho Tingwe

DATE 11/12/98

ACTIVITY	Yes	No	COMMENTS
Working Hours & Staff			
1. How many people/helpers do you employ	✓		
2. Are they trained or who trains them?	✓		<i>Dis wife assists him</i>
3. Do they care for your plants/ animals when you are away?	✓		
4. Are you/them fully occupied during working hours?		✓	
5. What could you do to make working hours more productive?		✓	
Daily Activities			
1. Do you check the beds/ field/ animals?	✓		
2. Do you ensure sufficient water is given or is available?	✓		
3. Do you keep to a regular fertiliser/ feeding pattern?	✓		<i>Only organic material was used - no fertilizer was available</i>
4. Work to a regular weeding/ checking Pattern?	✓		
5. Do you do a daily check for known diseases/pests?	✓		<i>Did not check daily but weekly</i>
6. What is your planting/breeding schedule for the future?		✓	

ACTIVITY	Yes	No	COMMENTS
Maintenance			
1. Do you vary your activities by week, month as well as by season?		✓	<i>Not applicable</i>
2. How?		✓	<i>Not applicable</i>
3. Have you planned for extra production for holiday times?		✓	<i>Not applicable</i>
4. How often do you alternate planting/ breeding?		✓	<i>The process has just started</i>
Problem Spotting			
1. When you notice a problem i.e. disease/pests, what do you do?	✓		<i>Very good explanation was given</i>
2. How do you apply chemicals?	✓		
3. When/How often?	✓		
4. When would you discard/cull production?	✓		<i>Good background knowledge as well as interpretation and implementaion of knowledge</i>
5. Why?	✓		
6. Do you know someone in your area who could help in a time of crisis?	✓		
7. Did you know that the fertiliser chemical companies have an advisory service for farmers?	✓		
Harvesting/Selecting and Selling			
1. How much did you eat/sell this season?	✓		
2. Was this better or worse than expected?	✓		
3. Why? What was your goal?	✓		
4. How could you improve your production?	✓		
5. Have you looked for other buyers i.e. a contract buyer?		✓	<i>Not applicable</i>
6. Where have you been storing the excess produce?		✓	



A

ACTIVITY	Yes	No	COMMENTS
Rationale			
1. Why did you start with this agricultural venture	✓		
2. Is it appropriate for your area?	✓		
3. Why do you use this technology, and have you received training?	✓		<i>TKae use of the co-operation extension officer and local TCO</i>
4. Why did you use choose this system, and is it working for you?	✓		
5. Why are you following these practices?	✓		<i>Answers given were clear and reflected on improvement</i>
6. What else could you do to improve production?	✓		
7. If you could start afresh what would you change or add?	✓		

ASSESSMENT

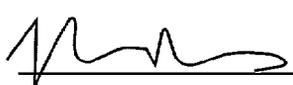
COMPETENT

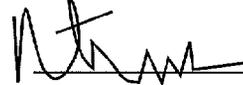
NOT YET COMPETENT

Date 11/12/98

Assessor: AT Moore

Learner TC Tingwe

Signature 



Assessor

Learner

Formative Assessment Grid

Name *N. Tingwe*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
28/08/98	Planning a vegetable garden	11	US AAAT 02/05 ALL SOs	C	Topograpy needs more attention	Not enopugh attention has been paid to planning phase	More guidance must be given	✓
27/08/98	A diary (record)	12	US AAAT 02/05 ALL SOs	C	Well Done!			✓
4/12/98	A letter (self reflection)	13	US AAAT 02/05 ALL SOs	C	Observations need to be explained	Information not provided	Will be checked during onsite visit	✓
11/12/98	Site visit	12	US AAAT 02/05 ALL SOs	C	The garden was very well looked after. In future a bigger variety of vegetables can be planted			✓



LEARNER'S CHECKLIST

PLANNING AN AGRICULTURAL VENTURE

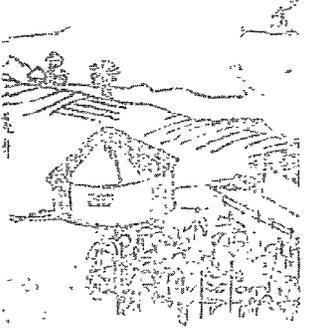
NAME _____

DATE _____

TOWN/DISTRICT _____

VENTURE _____

Activity	Yes	No
1. Select suitable site and crop(s)		
<i>1.1 Prevailing physical conditions</i>		
<i>1.1.1 Soil factors</i>		
• Identify soil texture		
• Identify soil structure		
• Identify soil depth		
• Organic content in soil		
• Identify soil limitations		
• Identify soil colour		
<i>1.1.2 Climatic factors</i>		
• Identify prevailing wind directions		
• Identify rainfall intensity		
• Identify rainfall distribution		
• Identify the occurrence of frost		
• Identify the occurrence of hail		



Activity	Yes	No
<u>1.1.3 Water</u>		
• Identify availability of water		
• Identify water sources		
• Identify water quantity		
• Identify water quality		
<u>1.1.4 Topography</u>		
• Identify the degree of the slope		
• Identify the length of the slope		
• Identify the aspect		
• Identify terrain unit		
<u>1.1.5 Prevailing socio-economic conditions</u>		
• Identify source of planting material		
• Identify the mode of transport		
• Identify the cost of planting material		
• Identify the use of products		
• Identify labour requirements		
<u>2. Select appropriate agricultural system</u>		
2.1 Is the system appropriate for physical conditions?		
2.2 Is the system appropriate for socio economic environment?		



Activity	Yes	No
3. Select appropriate agricultural practice		
3.1 Identify organic materials available		
3.2 Identify sources of organic materials		
3.3 Identify quantity of organic materials		
3.4 Identify control measures for diseases		
3.5 Identify control measures for weeds		
3.6 Identify control measures for pests		
3.7 Identify time of planting		
3.8 Identify type of planting		
3.9 Identify planting depth		
3.10 Identify planting density		
3.11 Crop rotation		
4 Select appropriate agricultural technology		
4.1 Is the technology appropriate for selected venture?		
4.2 Is technology appropriate for selected practices?		

ASSESSOR'S CHECKLIST

PLANNING AN AGRICULTURAL VENTURE

NAME _____

DATE _____

TOWN/DISTRICT _____

VENTURE _____

Activity	Yes	No
----------	-----	----

1. Select suitable site and crop(s)

1.1 Prevailing physical conditions

1.1.1 Soil factors

- Identify soil texture
- Identify soil structure
- Identify soil depth
- Organic content in soil
- Identify soil limitations
- Identify soil colour

1.1.2 Climatic factors

- Identify prevailing wind directions
- Identify rainfall intensity
- Identify rainfall distribution
- Identify the occurrence of frost
- Identify the occurrence of hail

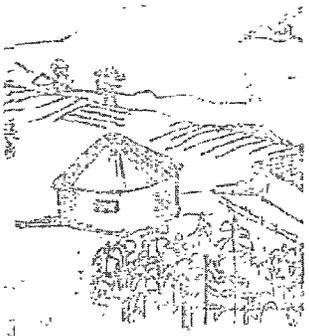


Agriculture



Activity	Yes	No
1.1.3 Water		
• Identify availability of water		
• Identify water sources		
• Identify water quantity		
• Identify water quality		
1.1.4 Topography		
• Identify the degree of the slope		
• Identify the length of the slope		
• Identify the aspect		
• Identify terrain unit		
1.1.5 Prevailing socio-economic conditions		
• Identify source of planting material		
• Identify the mode of transport		
• Identify the cost of planting material		
• Identify the use of products		
• Identify labour requirements		
2. Select appropriate agricultural system		
2.1 Is the system appropriate for physical conditions?		
2.2 Is the system appropriate for socio economic environment?		





Activity	Yes	No
3. Select appropriate agricultural practice		
3.1 Identify organic materials available		
3.2 Identify sources of organic materials		
3.3 Identify quantity of organic materials		
3.4 Identify control measures for diseases		
3.5 Identify control measures for weeds		
3.6 Identify control measures for pests		
3.7 Identify time of planting		
3.8 Identify type of planting		
3.9 Identify planting depth		
3.10 Identify planting density		
3.11 Crop rotation		
4 Select appropriate agricultural technology		
4.1 Is the technology appropriate for selected venture?		
4.2 Is technology appropriate for selected practices?		

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Learner: _____

Signature _____

Assessor

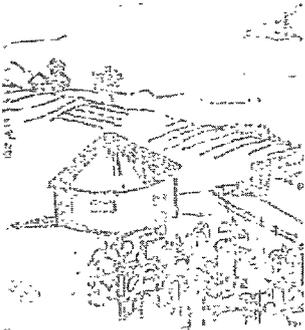
Learner



**ASSESSOR'S CHECKLIST
OBSERVATION OF LEARNER'S AGRICULTURAL VENTURE**

ACTIVITY	Yes	No	COMMENTS
Were the following questions adequately answered?			
Working Hours & Staff			
1. How many people/helpers do you employ			
2. Are they trained or who trains them?			
3. Do they care for your plants/ animals when you are away?			
4. Are you/them fully occupied during working hours?			
5. What could you do to make working hours more productive?			
Daily Activities			
1. Do you check the beds/ field/ animals?			
2. Do you ensure sufficient water is given or is available?			
3. Do you keep to a regular fertiliser/ feeding pattern?			
4. Work to a regular weeding/ checking Pattern?			
5. Do you do a daily check for known diseases/pests?			
6. What is your planting/breeding schedule for the future?			

ACTIVITY	Yes	No	COMMENTS
Maintenance			
1. Do you vary your activities by week, month as well as by season?			
2. How?			
3. Have you planned for extra production for holiday times?			
4. How often do you alternate planting/ breeding?			
Problem Spotting			
1. When you notice a problem i.e. disease/pests, what do you do?			
2. How do you apply chemicals?			
3. When/How often?			
4. When would you discard/cull production?			
5. Why?			
6. Do you know someone in your area who could help in a time of crisis?			
7. Did you know that the fertiliser chemical companies have an advisory service for farmers?			
Harvesting/Selecting and Selling			
1. How much did you eat/sell this season?			
2. Was this better or worse than expected?			
3. Why? What was your goal?			
4. How could you improve your production?			
5. Have you looked for other buyers i.e. a contract buyer?			
6. Where have you been storing the excess produce?			





**ASSESSOR'S CHECKLIST
LEARNER'S DIARY OF HIS/HER AGRICULTURAL VENTURE**

NAME _____

DATE _____

	Yes	No
Does the learner have a record or diary?		
Did the learner record the following?		
What he did at each step in the process		
Events that happened during the production process		
The results of these events		
What s/he did to cope with these events		

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Learner: _____

Signature _____

Assessor

Learner



ACTIVITY	Yes	No	COMMENTS
Rationale			
1. Why did you start with this agricultural venture			
2. Is it appropriate for your area?			
3. Why do you use this technology, and have you received training?			
4. Why did you use choose this system, and is it working for you?			
5. Why are you following these practices?			
6. What else could you do to improve production?			
7. If you could start afresh what would you change or add?			

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Signature _____

Assessor

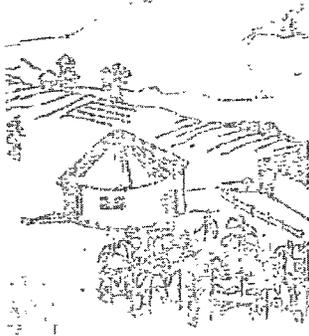
Learner



ASSESSOR'S CHECKLIST

OBSERVATION OF LEARNER'S AGRICULTURAL VENTURE

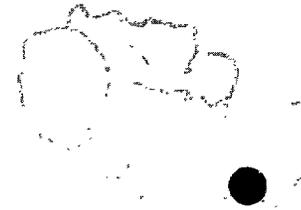
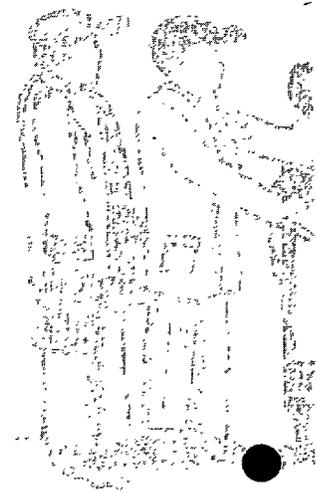
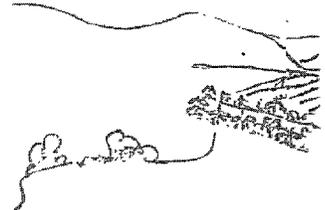
ACTIVITY	Yes	No	COMMENTS
Were the following questions adequately answered?			
Working Hours & Staff			
1. How many people/helpers do you employ			
2. Are they trained or who trains them?			
3. Do they care for your plants/ animals when you are away?			
4. Are you/them fully occupied during working hours?			
5. What could you do to make working hours more productive?			
Daily Activities			
1. Do you check the beds/ field/ animals?			
2. Do you ensure sufficient water is given or is available?			
3. Do you keep to a regular fertiliser/ feeding pattern?			
4. Work to a regular weeding/ checking Pattern?			
5. Do you do a daily check for known diseases/pests?			
6. What is your planting/breeding schedule for the future?			



ACTIVITY	Yes	No	COMMENTS
Maintenance			
1. Do you vary your activities by week, month as well as by season?			
2. How?			
3. Have you planned for extra production for holiday times?			
4. How often do you alternate planting/ breeding?			
Problem Spotting			
1. When you notice a problem i.e. disease/pests, what do you do?			
2. How do you apply chemicals?			
3. When/How often?			
4. When would you discard/cull production?			
5. Why?			
6. Do you know someone in your area who could help in a time of crisis?			
7. Did you know that the fertiliser chemical companies have an advisory service for farmers?			
Harvesting/Selecting and Selling			
1. How much did you eat/sell this season?			
2. Was this better or worse than expected?			
3. Why? What was your goal?			
4. How could you improve your production?			
5. Have you looked for other buyers i.e. a contract buyer?			
6. Where have you been storing the excess produce?			



ACTIVITY	Yes	No	COMMENTS
Rationale			
1. Why did you start with this agricultural venture			
2. Is it appropriate for your area?			
3. Why do you use this technology, and have you received training?			
4. Why did you use choose this system, and is it working for you?			
5. Why are you following these practices?			
6. What else could you do to improve production?			
7. If you could start afresh what would you change or add?			



ASSESSMENT

COMPETENT

NOT YET COMPETENT

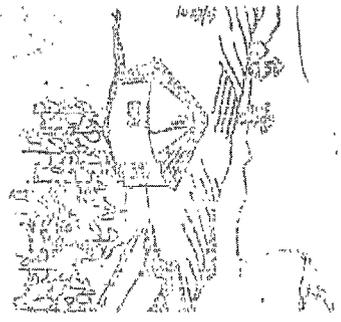
Date _____

Assessor: _____

Signature _____

Assessor

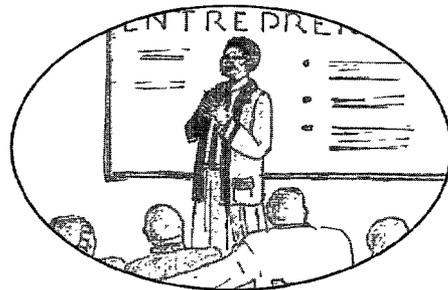
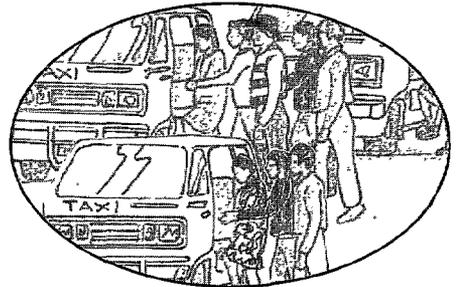
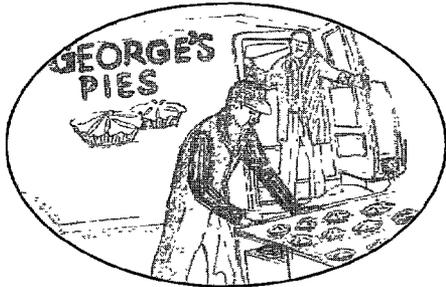
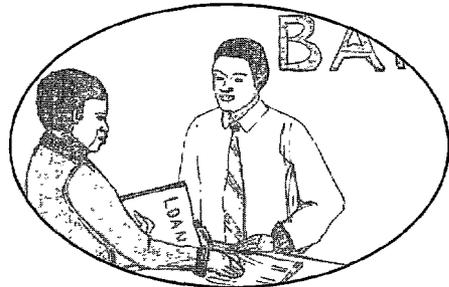
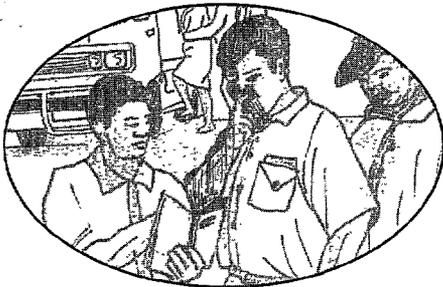
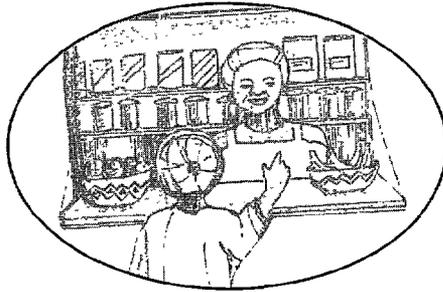
Learner



Formative Assessment Grid

Name _____

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given



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Key to Icons



..... Purpose



..... Instructions to Learners



..... Learner Worksheets



..... Learner's Checklist



..... Assessor's or Educator's Checklist



..... Assessment



..... Assessment Tools



..... Examples

Writing like this

..... Assessor's or Learner's writing



..... Learner's work



..... Assessor's marking



SMALL, MEDIUM AND MICRO ENTERPRISE EXEMPLARS

INTRODUCTION

Exemplars are 'examples of a learner's performance ...' which are used to illustrate the application of assessment criteria ...' (Government Gazette No 18998, Vol. 396, 24 June 1998 p 41).

In the following section, a number of exemplars are presented which attempt to guide educators and assessors in the development of assessment tools and techniques and ways of assessing the evidence of learning presented by learners.

The original brief was to develop exemplars focussing on SMME unit standards in SMME. After some debates, it was generally felt that this was too specific and could encourage the teaching of unit standards, rather than encouraging integrated teaching and teaching towards the unit standards.

The Assessment Task Team, as far as possible, has tried to develop exemplars for each of the SMME unit standards. These contain the assessment activities, the learner's evidence as well as the tools which the facilitator/assessor would use to determine whether the learners' evidence is sufficient to make a judgement as to whether s/he is competent, or not yet competent.

It should be noted that both the activities and assessment tools are intended as guidelines, and therefore

may not be complete
may not necessarily assess all the specific outcomes of a unit standard
are not intended a to be 'recipe' as to how learners' learning can be assessed for the various unit standards and specific outcomes.

These sample tools/methods e.g. checklists, rating scales and memorandums, can be used to assess the evidence presented by learners.

Given the accepted principle of integrated learning programmes, most learning programmes will incorporate knowledge and skills from different fields of learning. The exemplars were not designed to indicate integrated assessment, although there are often assessment links within each exemplar. Some of these links are very strong and obvious while others are more vague and suggestive.



Each of the exemplars has an introduction, which briefly explains the task at hand (for educators and learners), how the exemplars could integrate assessment for other fields of learning and assessment tools.

The links between the various unit standards of different learning areas are indicated for NQF 1 (ABET level 4), but educators are also encouraged to establish links in learning areas at the lower ABET levels. Please note that these links relate to the draft unit standards as published in the Government Gazette of 28 March 1999, which means that educators will have to check that the links remain applicable as the unit standards may change over time.

We hope that these will be useful to educators/assessors working with learners in the elective of SMME.

Members of the Assessment Task Team for SMME who contributed towards this document are:

Alrika Moore	National Department of Education
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Wilfred Lesch	Western Cape Education Department
Spar Kabane	Free State Department of Education
Rosemarie Lindner	Project Literacy
Dawn Loudon	CEP / Project Literacy
George Sonkwala	Eastern Cape Department of Education
Paul Moropane	Akanani Rural Development Association
Beth-Ann Deans	FEBDEV
Dimakatso Phiri	NTSIKA

Small, Medium and Micro Enterprises

A CASE STUDY OF A SUCCESSFUL ENTREPRENEUR



TASK

This is an example of a case study indicating various characteristics of a successful entrepreneur.

Educators:

The educator can search for case studies on various small businesses. The sources for these case studies may be newspapers, magazines and other course material. These case studies must be carefully examined to see if the case studies reflect sufficient characteristics of a successful entrepreneur.

Learners:

Learners must be able to identify and describe at least six of these characteristics from the given case study.

INTEGRATION

This exemplar attempts to address SMME unit standard title 1, specific outcome 2: *Identify and describe the characteristics of a successful entrepreneur.*

In addition to the SMME unit standards, assessment of learning from other learning areas and/or electives is possible. Below, some of the possible links are listed:

☉ Language, Literacy and Communication :

Unit standard 3: specific outcome 3:

Evaluate the accuracy, reliability and relevance of the information.

Unit standard 6: specific outcome 3:

Identify and interpret the literal meaning of the text.

☉ Life Orientation: unit standard 6, specific outcomes 1, 2, 3 and 4.

Unit standard title: Practice effective self management skills.

Specific outcome 1: Display the skills necessary for effective personal planning.

Specific outcome 2: Display an understanding of assertiveness.

Specific outcome 3: Display analytical and reflective thinking skills.

Specific outcome 4: Display an understanding of career planning and management skills.

☉ Applied Agriculture and Agricultural Technology : unit standard 4:

Demonstrate an understanding of agricultural production management in relation to the socio-economic environment, could be linked with some of the specific outcomes of SMME unit standard 1, but there is no direct link in terms of an assessment activity and this exemplar.

© Arts and Culture :

Unit standard 3, Specific outcome 4 : *explore creative ways of promoting the historically marginalised arts and culture forms and practices*, and

Unit standard 5, specific outcome 2: *develop entrepreneurial skills towards self-sustainability*, could be linked with some of the specific outcomes of SMME unit standard 1, but there are no direct link in terms of assessment activities for these specific outcomes and this exemplar.

The above links are summarised in the following grid:

SMME	LANGUAGE LITERACY & COM.	LIFE ORIENTATION	AGRICULTURE	ARTS & CULTURE
US1 - SO2	US 3 - SO 3 US 6 - SO 3	US 6 - SO 1,2,3,4	US 4	US 3 - SO 4 US 5 - SO 2

ASSESSMENT TOOLS



For this exemplar, worksheets are used as assessment tools.

The first worksheet deals with the identification of characteristics of a successful entrepreneur and in the second worksheet the learner must be able to describe the characteristics of a successful entrepreneur.

A completed formative assessment grid is included.

Blank templates of the worksheets are included. A blank formative assessment grid is included at the end of the document.

CASE STUDY

THE STORY OF JOHN BALOI

John Baloi worked as a machinist at a factory in Empangeni for 12 years and was faced with a serious problem one day: the reality of retrenchment and unemployment. This was a problem that many families were confronted with during the mid 1990's, due to the economic decline and the closing down of many factories. When John related this story to his wife, Nandi, there was immediate panic in the household.

John's dream to have his 5 children adequately educated seemed to have crashed. His wife, being a housewife and dedicated mother to his children was devastated and had the immediate thought of looking for a job herself. The two parents had to devise a plan for survival as all the children were still at school. Johnson, the eldest, was in grade 11 and the youngest, Nosipho, was in grade 1.

John had an idea. While he was working in the factory, he realised that there was no place near the factory where the workers could get food during the lunch hour. Nandi's brother, Siphso, worked at the abattoir and always supplied the family with meat at reasonable prices. This prompted the idea of buying tripe, cooking it and selling it to the workers at different factory sites.

Initially few people bought their food from John. One of the reasons for the slow sales was because many workers brought their own food from home. John's profit was minimal and just about covered his expenses. This however did not detract from his determination to make his business succeed.

John and his wife were selling their food parcels at lunch times but soon saw the opportunity also to supply their customers at breakfast time. Thereafter he extended to also sell tobacco and matches.

This business developed rapidly and John employed three more people, and later took on the role of the manager. Nosipho was returned to her role as housewife and Johnson helped during the school holidays. The profits from the business were banked to provide for the future education of their children - his dream still intact !!!

LIST AT LEAST SIX (6) CHARACTERISTICS OF A SUCCESSFUL ENTREPRENEUR.

- 1 *Identification of a problem*
- 2 *Problem solving skills*
- 3 *Situation analysis*
- 4 *Networking*
- 5 *Determination*
- 6 *Risk-taking*
- 7 *Saving*
- 8 *Goal setting*
- 9
- 10

ASSESSMENT

COMPETENT



NOT YET COMPETENT



Date

6/3/98

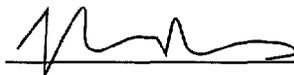
Assessor:

WHL Lesch

Learner

TL Kabane

Signature



Assessor

Learner



DESCRIBE AT LEAST SIX (6) CHARACTERISTICS OF A SUCCESSFUL ENTREPRENEUR

1 *It means one realizes the situation*

2 *It is a skill involve overcoming problems*

3 *It means one does research on a particular situation*

4 *It means one get appropriate people who can facilitate attainment of objectives*

5 *It means strong will to strive over all odds and challenges*

6 *It means to start a new venture*

7 *It means keeping money aside for future use*

8 *It means to set an aim or objective which one wants to achieve or attain*

9

10

ASSESSMENT

COMPETENT



NOT YET COMPETENT



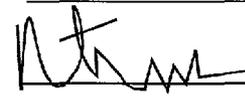
Date 21/4/98

Assessor: WTC Lesch

Signature 

Assessor

Learner TL Kabane



Learner



Formative Assessment Grid

Name *TL Kabane*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
6/3/98	List characteristics of a successful entrepreneur	1	US1 SO2	C	Very good attempt	Learner has experience as an entrepreneur	None	Yes
21/4/98	Describe the characteristics of an entrepreneur	2	US1 SO2	C	Well Done!	Learner has experience as an entrepreneur	None	Yes



LIST AT LEAST SIX (6) CHARACTERISTICS OF A SUCCESSFUL ENTREPRENEUR.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

ASSESSMENT

COMPETENT
NOT YET COMPETENT

Date _____

Assessor: _____

Signature _____

Assessor

Learner _____

Learner



DESCRIBE AT LEAST SIX (6) CHARACTERISTICS OF A SUCCESSFUL ENTREPRENEUR

1

2

3

4

5

6

7

8

9

10

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Signature _____

Assessor

Learner _____

Learner



Formative Assessment Grid					Name			
Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given





Small Medium and Large Enterprises

LEARNERS CONDUCTING MARKET RESEARCH

TASK

The exemplar include a propose questionnaire and an essay submitted by a learner, Zanele George, about his business, George's Pies.

Educators task:

Educators could assist learners in developing a questionnaire relevant to their business ideas.

Learners task:

Learners had to conduct market research on one business idea (door-to-door, interview, telephone or personal needs). Learners had to write up their research and were given the checklist to see if all the relevant information is reflected in their essays.



INTEGRATION

This exemplar attempts to address SMME unit standard 2 specific outcome 3: Analyse and select viable business opportunities.

In addition to SMME unit standard 2, assessment of learning from other learning areas and/or the electives is possible. Below, some of the possible links are listed:

- ⊙ Language, Literacy and Communication: unit standard 3
 - Specific outcome 1: *Identify the need for and aim of information.*
 - Specific outcome 2: *Locate, access and select information.*
 - Specific outcome 4: *Categorise, classify, select and arrange information appropriately.*
 - Specific outcome 6: *Present the results of the information search and processing in an appropriate format.*
 - Specific outcome 7: *Apply newly acquired knowledge to life situations.*
- ⊙ Language, Literacy and Communication: unit standard 4, specific outcome 1:
Identify the purposes of the interaction and choose an appropriate medium of communication.
- ⊙ Human and Social Sciences: unit standard 5, specific outcome 1:
Use the scientific process to make an informed and substantiated judgement.
- ⊙ Arts and Culture: unit standard 5, specific outcome 2:
Develop entrepreneurial skills towards self-sustainability.

- © Applied Agriculture and Agricultural Technology: unit standard 5:
Show that the principles, systems, practices and technology applicable to an agricultural venture are successfully implemented.

The above links are summarised in the following grid:

SMME	LANGUAGE LITERACY & COM.	LIFE ORIENTATION	AGRICULTURE	ARTS & CULTURE
US2 - SO3	US 3 - SO 1, 2, 4, 6, 7 US 4 - SO1	US 5 - SO 1	US 5	US 5 - SO 2

ASSESSMENT TOOLS



For this exemplar, the following has been identified as assessment tools:

- © A questionnaire,
- © A learner's checklist on market research,
- © The educator's checklist on market research and
- © An essay on the market research.

A completed formative assessment grid is included.

Blank templates of the worksheets are included. A blank formative assessment grid is included at the end of the document.



QUESTIONNAIRE

How to start off

- 1 Introduce yourself.
- 2 Ask the person's name.
- 3 Find out if the person has time to speak to you.
- 4 If the person hasn't got time to speak to you, ask when s/he has got time.
- 5 If the person has the time to talk to you, tell them why you want to talk to her/him.
- 6 Offer an incentive, e.g. a prize or free sample (if available).

Some questions you could ask

1 Do you use/have a _____ ? (name your own product or service)

2 Where did you get it?

3 What did you pay for it?

4 Are you happy with it?

5 If you aren't happy with it, why?

6 Would you buy another _____ if it was cheaper/ better etc.?

7 Gender: Male Female

8 Age group: under 20 21-30 31-40 41-50 51-60 Over 60

9 Marital status: married single widow/er divorced

10 Other special questions which you would ask about your business

Market Research

Name: Thanele George
Business Name: GEORGE'S PIES

Great need for setting up a King Pies Selling business in my township - Emaphandleni. Checked all around and found no person selling pies in the township.

Spoke to many bus and taxi commuters about 90 taxi drivers and about 300 commuters. The Emaphandleni is 11km from town.

Also visited 3 primary and 1 high school in the township. More than 1518 learners will support my business.

I am 45 years old and very healthy with a few savings in the bank about R2500.

I can supply more than 2000 pies a day at R1.10 a pie.

I need about R3000 plus my R2500 to buy some equipment and hire 3 people to help me. I want to have some selling stands near the 3 primary schools and 1 at high school and 1 in the taxi ranks. I want to buy some small plastic and paper bags to cover the pies.

I shall also sell to soccer players every Saturday and I will make many money and profit. I use my bakkie for delivering the pies to schools and taxi ranks.

**LEARNER'S CHECK LIST
MARKET RESEARCH**

Name *Z George*

Date *9/9/98*

Activities	Yes	No	Comment
------------	-----	----	---------

1 Method used:

Door to door

Interview

Telephone

Personal needs

2 Number of contacts made

3 Is there information on:

Age range

Sex

Place/ locality

Market

Size

Trends

Share

Target

Competitors

Prices

Activities

Promotion

Packaging

Distribution

Cost

Price

Other relevant information

**EDUCATOR'S CHECK LIST
MARKET RESEARCH**

Name 3 George Draft Number 1

Date 9/9/98

Activities	Yes	No	Comment
1 Method used:			
⊙ Door to door	✓		
⊙ Interview			
⊙ Telephone			
⊙ Personal needs			
2 Number of contacts made			
3 Is there information on:			
⊙ Age range		✓	<i>give more details on</i>
⊙ Sex		✓	<i>the people you</i>
⊙ Place/ locality	✓		<i>interviewed</i>
⊙ Market	✓		
Size	✓		
Trends	✓		
Share	✓		
Target	✓		
⊙ Competitors	✓		
Prices	✓		
Activities	✓		
⊙ Promotion	✓		
⊙ Packaging	✓		
⊙ Distribution	✓		
⊙ Cost		✓	<i>give a cost calculation</i>
⊙ Price	✓		

Other relevant information



ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date 10/09/98

Assessor: WTC Lesch

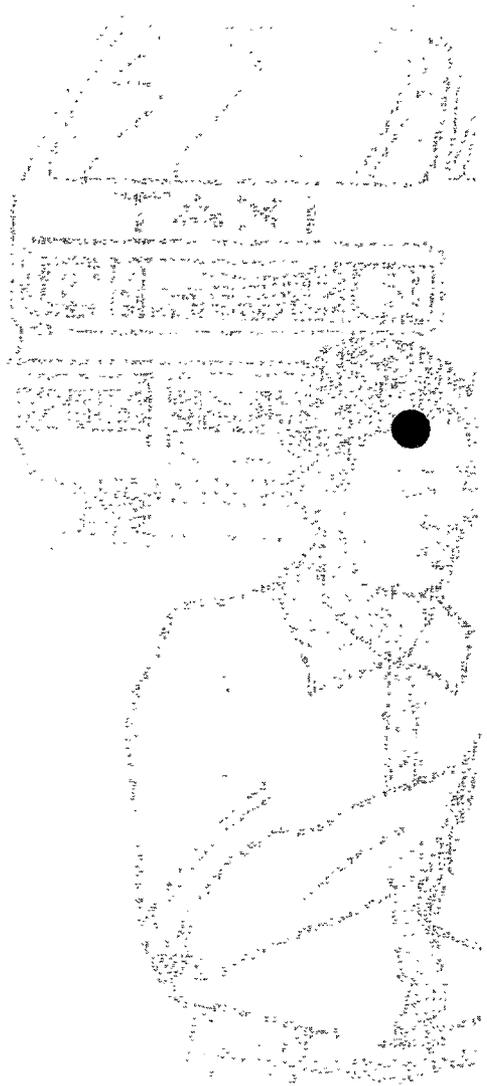
Signature [Handwritten Signature]

Assessor

Learner S George

[Handwritten Signature]

Learner



Formative Assessment Grid

Name *Z George*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
10/9/98	Market research	4	US2 SO3	NYC	Not enough information on people you interviewed. No cost calculation	Poor planning Not attending class	One on one counselling session. Market research to be re-conducted	Yes

2/7/99

100

SMME

**LEARNER'S CHECK LIST
MARKET RESEARCH**

Name _____

Date _____

Activities	Yes	No	Comment
------------	-----	----	---------

1 Method used:

Door to door

Interview

Telephone

Personal needs

2 Number of contacts made

3 Is there information on:

Age range

Sex

Place/ locality

Market

Size

Trends

Share

Target

Competitors

Prices

Activities

Promotion

Packaging

Distribution

Cost

Price

Other relevant information

**EDUCATOR'S CHECK LIST
MARKET RESEARCH**

Name	Draft Number		
Date			
Activities	Yes	No	Comment
1 Method used:			
Ⓞ Door to door			
Ⓞ Interview			
Ⓞ Telephone			
Ⓞ Personal needs			
2 Number of contacts made			
3 Is there information on:			
Ⓞ Age range			
Ⓞ Sex			
Ⓞ Place/ locality			
Ⓞ Market			
Size			
Trends			
Share			
Target			
Ⓞ Competitors			
Prices			
Activities			
Ⓞ Promotion			
Ⓞ Packaging			
Ⓞ Distribution			
Ⓞ Cost			
Ⓞ Price			
Other relevant information			

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Signature _____

Assessor

Learner _____

Learner

Formative Assessment Grid

Name _____

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given

SMME

100%

BA



Small Medium and Large Business

THE DRAWING UP OF A BUSINESS PLAN AND THE PRESENTATION THEREOF

TASK

This is an exemplar of a business plan.

Educators:

The educator can assist the learners in drawing up the business plan, assessing it against the educator's checklist and give feedback to the learner.

Learners:

Stage 1

Learners are asked to prepare a business plan.

This is a first draft of the business plan and will be assessed, using the Educator's Business Plan checklist.

The insufficiencies of the first draft must be clearly indicated and the learner will proceed to complete further drafts (if necessary) until the outcome is met.

Stage 2

Learners are asked to present their business plan.

This will be assessed, using the Presentation Skills checklist for a business plan.



INTEGRATION

This exemplar attempts to address SMME unit standard title 3:

Demonstrate an understanding of a general business plan and apply it to a selected business idea.

In addition to the SMME unit standards, assessment of learning from other learning areas and/or electives is possible. Below, some of the possible links are listed:

☉ Language, Literacy and Communication :

Unit standard 3: specific outcome 6:

Present the results of the information search and processing in an appropriate format.

Unit standard 4: specific outcome 3:

Select and present content appropriate to the task.

Unit standard 4: specific outcome 7:

Use register, tone and body language appropriate to the oral task.

- © Applied Agriculture and Agricultural Technology: unit standard 5:
Show that the principles, systems, practices and technology applicable to an agricultural venture are successfully implemented.

- © Arts and Culture:
 Unit standard 5:
Use art skills and cultural expression to make an economic contribution to self and society.
 Unit standard 6, specific outcome 1:
access creative forms and processes to explore and develop ideas to promote self esteem and self reliance.
 Unit standard 3, specific outcome 4:
explore creative ways of promoting the historically marginalised arts and cultural forms and practices.

All these outcomes relate to drawing up a business plan and there is a definite link to SMME unit standard 3.

The above links are summarised in the following grid:

SMME	LANGUAGE LITERACY & COM.	AGRICULTURE	ARTS & CULTURE
US3	US 3 - SO 6 US 4 - SO 3, 7	US 5	US 5 US 6 - SO 1 US 3 - SO 4

ASSESSMENT TOOLS

For this exemplar, checklists are used as assessment tools.

The first checklist deals with the market research and the second checklist deals with the presentation of the business plan.

A completed formative assessment grid is included.

Blank templates of the worksheets are included. A blank formative assessment grid is included at the end of the document.



BUSINESS PLAN



1. Introduction

This business plan outlines my vegetable and herb business called Grown For you. It is a small business on my own property and my clients will be the neighbourhood farm stalls + B+B's. I plan to grow things that they would like to have as well as everyday items.

2. Management Structures

2.1. Employees - only one

D Louder

Skills - General gardening + grew roses
worked on a farm for 1 year

Qualifications - None in area of agriculture

2.2. TECHNICAL PLAN

Equipment needed: hose fork stakes black bags
spade string shade cloth

Machinery: None

3. Marketing Mix

Product: seasonal vegetables - specialized + herbs (as required by clients)
• baby tomatoes • mini corn • mange tout • baby red cabbage
• peas • basil • coriander • lavender • rosemary
bags for packaging with stamp on it of logo

Person:

Place: back yard - 10m²

Price: just under market price

Promotion: To local 2 farm stalls + 2 Bed + Breakfasts - visit and grow to need

• LOCUST FARM STALL

• SLEEP EZE

• POPPIES STALL

• LAZY HOLIDAY LODGE

Communication: Visit raba stalls + lodges B+B's to find out needs
 Visit when deliver produce

Client: 2 x farm stalls
 2 x B+B's in the area
 Try to get other clients in town

Budget:

EXPENSES:

<u>EQUIPMENT</u>	
hose	R30
Spade	R40
fork	R40
string	R20
stakes	R5
blackbags	R10
shadecloth	R10
<u>USABLES</u>	
manure	R15
seeds	R70
water	R5
<hr/>	
	240

INCOME:

loan from X	R250
Profit from 98	R120
Profit from 99	R1440
(estimate R120/month)	
<hr/>	
	R1560
less loan	R250
<hr/>	
	R1110
<hr/>	
	Estimated profit

Phases of Implementation

<u>Phase 1</u>	August 98	— Prepare Soil
	September 98	visit clients buy seeds plant
	November October September 98	Harvest first crops package sell
	December 98	Harvest second crop package sell
	Jan 99	Harvest plant again package sell

Feb 1999	Harvest package
March 99	Buy winter seed plant seeds
May 1999	winter harvest #1 Harvest package sell
July 1999	Harvest package sell

Conclusion

If the business does well, I will get my brother to help me and we can also plant in his yard, and in our cousins yard too. I need a loan of R250 to get started on this business.

**EDUCATOR'S CHECKLIST
BUSINESS PLAN**

Name *Dawn Loudon* Draft Number *1*

Date *27/8/1998*

Activities	Yes	No	Comment
Title Page			
◉ Name of owner		✓	<i>prepare a</i>
◉ Name of business		✓	<i>title page</i>
Introduction			
◉ Name of owner		✓	<i>state your name</i>
◉ Name of business	✓		
◉ Type of business	✓		
◉ Personal details of owner (Simple CV)		✓	<i>include a CV</i>
The Business			
◉ The business details (What will you be doing?)		✓	<i>expand more</i>
◉ The business concept (What is special about your business - product or service)	✓		
◉ Location of business (Place & reason why there)	✓		<i>not clearly stated</i>
◉ Marketing Plan (Who would you sell to & why?)	✓		<i>expand more</i>
Start up/ improvement costs			
◉ Cost (Details, amount & total cost)	✓		<i>give more details</i>
◉ Available money (details, amount & total money available)		✓	<i>in a structured manner</i>
◉ Total money needed	✓		
◉ Remarks	✓		

Activities	Yes	No	Comment
Projected profit			
© Simple projection (sales less cost of sales less expenses sales - cost - expenses)	✓		
Projected cash flow			
© Simple projection (cash in/ cash out/ balance)		✓	<i>Please add</i>
Staff structure	✓		
Conclusion	✓		
Appendices		✓	<i>include market research</i>

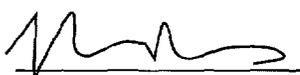
ASSESSMENT

COMPETENT

NOT YET COMPETENT

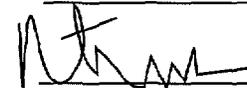
Date 4/9/98

Assessor: TL Kabane

Signature 

Assessor

Learner D London



Learner

**EDUCATOR'S CHECKLIST-
PRESENTATION SKILLS OF A BUSINESS PLAN**

Name	Draft Number		
Date			
Skill	C	NYC	Comment
I Communication			
⊙ Ability to convey business idea	✓		<i>You are encouraged to attend communication classes</i>
⊙ Ability to answer questions		✓	
⊙ Body Language and cultural awareness	✓		
Knowledge			
⊙ Of business field	✓		<i>Find out more about your competitors. Get more info on prices and quality</i>
⊙ Of competitors		✓	
⊙ Of price ranges		✓	
⊙ Of quality		✓	
Content			
⊙ Knowledge of business plan		✓	<i>Familiarise yourself with a business plan form. Gather more info on presentation.</i>
⊙ Ideas presented in a logical sequence		✓	

ASSESSMENT

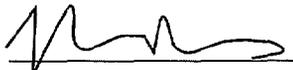
COMPETENT

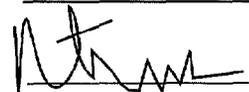
NOT YET COMPETENT

Date 2/5/99

Assessor: T L Kabane

Learner D Loudon

Signature 



Assessor

Learner

Formative Assessment Grid

Name *D Loudon*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
27/8/98	Business plan	12	US3	NYC	Not enough information on cash flow, market research, the business, title page	Misunderstanding	complete draft 2	Yes
2/5/98	Presentation of business plan	16	US3	NYC	Get more information on your competitors and business plan	Poor communication skills	To attend communication classes	Yes

29/92

16



**EDUCATOR'S CHECKLIST-
BUSINESS PLAN**

Name		Draft Number	
Date			
Activities	Yes	No	Comment
Title Page			
⊙ Name of owner			
⊙ Name of business			
Introduction			
⊙ Name of owner			
⊙ Name of business			
⊙ Type of business			
⊙ Personal details of owner (Simple CV)			
The Business			
⊙ The business details (What will you be doing?)			
⊙ The business concept (What is special about your business - product or service)			
⊙ Location of business (Place & reason why there)			
⊙ Marketing Plan (Who would you sell to & why?)			
Start up/ improvement costs			
⊙ Cost (Details, amount & total cost)			
⊙ Available money (details, amount & total money available)			
⊙ Total money needed			
⊙ Remarks			

Activities	Yes	No	Comment
Projected profit			
© Simple projection (sales less cost of sales less expenses sales - cost - expenses)			
Projected cash flow			
© Simple projection (cash in/ cash out/ balance)			
Staff structure			
Conclusion			
Appendices			

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Signature _____

Assessor

Learner _____

Learner

**EDUCATOR'S CHECKLIST
PRESENTATION SKILLS OF A BUSINESS PLAN**

Name _____ Draft Number _____

Date _____

Skill	C	NYC	Comment
I Communication			
⊙ Ability to convey business idea			
⊙ Ability to answer questions			
⊙ Body Language and cultural awareness			
Knowledge			
⊙ Of business field			
⊙ Of competitors			
⊙ Of price ranges			
⊙ Of quality			
Content			
⊙ Knowledge of business plan			
⊙ Ideas presented in a logical sequence			

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Signature _____

Assessor

Learner

Formative Assessment Grid

Name _____

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given

SMME 

100%

43
1916

• **A GENERIC**
BUSINESS
PLAN FORM

•

**THE BUSINESS PLAN
Of**

NAME OF THE BUSINESS



CV

NAME AND ADDRESS OF OWNER

Name(s): _____

Address: _____

Telephone: _____

AGE GENDER M/F

QUALIFICATIONS AND TRAINING COURSES ATTENDED

PRACTICAL EXPERIENCE

OTHER REMARKS

THE BUSINESS

NAME OF BUSINESS

TYPE OF BUSINESS (What will you be doing in the business?)

TYPE OF OWNERSHIP (Sole ownership, Partnership, CC, Company, etc.)

THE BUSINESS CONCEPT (What is special about your
business/product/service?)

THE LOCATION OF THE BUSINESS (Where will your business be and
why there?)

MARKETING PLAN (Who will you sell to and why will they buy from you?)

STAFF STRUCTURE (Who will work for you and what will the
person/people do in the business?)



START-UP/ IMPROVEMENT COSTS

COSTS	DETAILS	AMOUNT
1		
2		
3		
4		
5		
	TOTAL COST	
<hr/>		
AVAILABLE MONEY	DETAILS	AMOUNT
OWN FUNDS		
LOANS		
BOUGHT ON CREDIT		
	TOTAL MONEY AVAILABLE	
<hr/>		
	TOTAL MONEY NEEDED	
<hr/>		
REMARKS		
<hr/>		

PROJECTED PROFIT

INCOME	MONTH	MONTH	MONTH
SALES			
COST OF SALES			
OTHER DIRECT SALES COSTS			
GROSS PROFIT (SALES LESS COSTS)			
NET PROFIT			
REMARKS			

Small, Medium and Micro Enterprises

THE BUSINESS IMPLEMENTATION PLAN: AN ACTIVITY CHART

TASK

This is an exemplar of a business implementation plan.

Educators:

A case study of a business was used. The educator can search for case studies in newspapers, magazines and other course material.

Learners:

The learner must write down a business idea.

Based on this, a set of activities necessary to start a business must be developed and later plotted onto a GANTT chart.



INTEGRATION

This exemplar attempts to address SMME unit standard title 4, specific outcome 1:
Show how to start a business.

In addition to the SMME unit standards, assessment of learning from other learning areas and/or electives is possible. Below, some of the possible links are listed:

☉ Language , Literacy and Communication :

Unit standard 3: specific outcome 2:

Locate access and select information

Unit standard 3: specific outcome 4:

Categorise, classify, select and arrange information appropriately.

Unit standard 3: specific outcome 6:

Present the results of the information search and processing in an appropriate format.

Unit standard 4: specific outcome 2:

Use format and conventions appropriate to the task.

Unit standard 4: specific outcome 3:

Select and present content appropriate to the task.

☉ Applied Agriculture and Agricultural Technology : unit standard 5 :

Show that the principles, systems, practices and technology applicable to an agricultural venture are successfully implemented.

© Arts and Culture:

Unit standard 5:

Use art skills and cultural expression to make an economic contribution to self and society.

Unit standard 3, specific outcome 4:

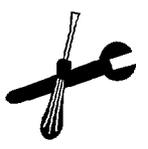
explore creative ways of promoting the historically marginalised arts and cultural forms and practices.

All these outcomes relate to starting a business and there is a definite link to SMME unit standard 4.

The above links are summarised in the following grid:

SMME	LANGUAGE LITERACY & COM.	AGRICULTURE	ARTS & CULTURE
US4	US 3 - SO 2, 4, 6 US 4 - SO 2, 3	US 5	US 5 US 6 - SO 1 US 3 - SO 4

ASSESSMENT TOOLS



For this exemplar, a GANTT chart is used as an assessment tool.

A completed formative assessment grid is included.

Blank templates of the worksheets are included. A blank formative assessment grid is included at the end of the document.

CASE STUDY

Name of business : George's Pies
Owner : Zanele George
Proposed opening date : 2 November 1998

Zanele George is a retired teacher who received the Voluntary Severance Package on 30 June 1998. He decided on starting a business, George's Pies, manufacturing pies in his converted garage in the township Emaphandleni.

His wife will be employed as the bakery manager and his son (only child) will assume the duties of salesman.

After baking the pies, George's Pies intend selling to the local community, delivering to the taxi rank and to the four local schools.

Zanele will use his private vehicle for delivery.

DEVELOPMENT OF A GANTT CHART

ACTIVITIES	PERSON RESPONSIBLE	IMPLENETATION/ WHEN
Converting garage into bakery	Owner	1 July-31 Aug (2 months)
Buying of Equipment	Owner	1 Sept-30 Sept (1 month)
Staff recruitment	Owner	15 Oct-31 Oct (2 weeks)
Registration of business	Owner	17 Aug-29 Aug (2 weeks)
Opening of bank account	Owner	26 Oct-30 Oct (1 week)
Set up contracts with suppliers	Owner	1 Sept-30 Sept (1 week)
Buying and erection of selling stands	Salesman	15 Oct-31 Oct (2 weeks)
Advertising	Salesman	12 Oct-31 Oct (3 weeks)
Buying of raw materials	Bakery Manager	19 Oct-31 Oct (2 weeks)
Applying for a loan	Owner	7 Sept-11 Sept (1 week)
Opening date	Owner	2 November 1998

GANTT CHART

Activity	Responsible Person	Month					

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Signature _____

Assessor

Learner _____

Learner



Formative Assessment Grid

Name *Linda Meyer*



Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
5/7/99	Development of a Gantt Chart	18	US4 SO1	C	Very Good!	Experienced entrepreneur	None!	Yes



GANTT CHART

Activity	Responsible Person	Month				
		July	Aug	Sept	Oct	Nov
Converting garage into bakery	Owner					
Buying of stoves Set up bakery	Owner					
Staff recruitment	Owner					
Registration	Owner					
Opening of bank account	Owner					
Set up contracts with suppliers	Owner					
Buying and set up of stands	Salesman					
Advertising	Salesman					
Buying of raw materials	Bakery Manager					
Applying for a loan	Owner					
Opening date	Owner					

ASSESSMENT

COMPETENT



NOT YET COMPETENT



Date

5/2/99

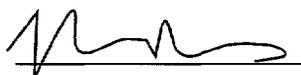
Assessor:

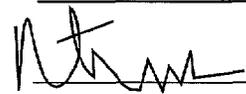
T L Kabane

Learner

Linda Meyer

Signature





Assessor

Learner

Formative Assessment Grid

Name

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given



Small, Medium and Micro Enterprises

A SWOT ANALYSIS OF A BUSINESS

TASK

This is an example of a case study indicating a swot analysis of a business.

Educators:

The educator can search for case studies on businesses where the owner is in a position to identify the strengths, weaknesses, opportunities and threads of their businesses.

Learners:

Learners must be able to identify the strengths, weaknesses, opportunities and threads of their businesses.



INTEGRATION

This exemplar attempts to address SMME unit standard title 4, specific outcome 3:
Show how to respond to a changing business environment.

In addition to the SMME unit standards, assessment of learning from other learning areas and/or electives is possible. Below, some of the possible links are listed:

© Language, Literacy and Communication :

Unit standard 3: specific outcome 2:

Locate access and select information

Unit standard 3: specific outcome 4:

Categorise, classify, select and arrange information appropriately.

Unit standard 3: specific outcome 6:

Present the results of the information search and processing in an appropriate format.

Unit standard 4: specific outcome 2:

Use format and conventions appropriate to the task.

Unit standard 4: specific outcome 3:

Select and present content appropriate to the task.

© Applied Agriculture and Agricultural Technology : unit standard 5 :

Show that the principles, systems, practices and technology applicable to an agricultural venture are successfully implemented.

- © Arts and Culture:
 - Unit standard 5:
Use art skills and cultural expression to make an economic contribution to self and society.
 - Unit standard 3, specific outcome 4:
Explore creative ways of promoting the historically marginalised arts and cultural forms and practices.

- © Economic and Management Sciences
 - Unit standard 6:
Demonstrate an understanding of managerial expertise and administrative systems.

The above links are summarised in the following grid:

SMME	ECONOMIC & MANAGEMENT SCIENCES	LANGUAGE LITERACY & COM.	AGRICULTURE	ARTS & CULTURE
US4 - SO3	US 6	US 3 - SO2,4,6 US 4 -SO 2,3	US 5	US 5 US 6 - SO 1 US 3 - SO 5

ASSESSMENT TOOLS



For this exemplar, checklists are used as assessment tools.

A completed formative assessment grid is included.

Blank templates of the worksheets are included. A blank formative assessment grid is included at the end of the document.

CASE STUDY

NAME: S. Zamane

TOPIC: An essay about my business

DATE: 5 March 1998

I have 5 children and my wife is a house-wife. I depend on my two taxis for a living. I transport workers from home to their place of work. I have been in this business for 10 years and this is the only source of income.

As we all know in South-Africa taxi violence is the order of the day, no taxi operator is safe for 24 hrs a day. When there is a taxi war, the community would move that all taxis should be boycotted, buses should be introduced to carry commuters to and from work and all this weakens our business. But since the establishment of taxi organisation, taxi problems are being attended to.

As I have mentioned that I have two taxis. Mthemba is a driver for another taxi. Mthemba is a negligent driver, he treats passengers badly, plays loud music and all this makes my customer

Unhappy.

Though this business seem to have lots of problems there are goods points too because as a result of taxi Service Commuters are happy because it makes it possible for them to travel daily and home life is improved. I am a well known member of the Community so I always have loyal Customers that travel with my taxis only.

I am happy because new houses are being build in our township and most of neighbouring farm people are settling at our place and I see this move as an opportunity for taxi drivers and owners because number of Customers will increase. more drives will be needed and taxi owners will invest more and improve our quality of life.

L

EXAMPLE OF A SWOT ANALYSIS ON A BUSINESS

<p>STRENGTHS</p> <ul style="list-style-type: none"> - <i>well known</i> - <i>experienced</i> - <i>taxis route & organisations</i> - <i>loyal customers</i> 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> - <i>negligent driver</i> - <i>bad treatment of passengers</i> - <i>loud music</i>
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> - <i>increase of passengers</i> - <i>acquire more taxis</i> - <i>investment</i> - <i>improvement on quality of life</i> 	<p>THREATS</p> <ul style="list-style-type: none"> - <i>violence</i> - <i>lack of security</i> - <i>competition</i> - <i>boycotts</i> - <i>bad weather</i>

ASSESSMENT

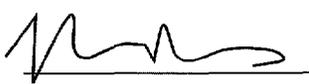
COMPETENT

NOT YET COMPETENT

Date 18/3/99

Assessor: TL Kabane

Learner S Samane

Signature 
Assessor


Learner

FACILITATORS CHECKLIST FOR SWOT ANALYSIS

STRENGTHS	ACTIVITIES
<i>Taxi organisations</i>	<i>Go for executive position</i>
WEAKNESSES	ACTIVITIES
<i>Negligent driver</i>	<i>Training courses</i>
OPPORTUNITIES	ACTIVITIES
<i>Increase of passengers</i>	<i>Buy another taxi</i>
THREATS	ACTIVITIES
<i>Competition</i>	<i>→ Adjust → better service</i>

ASSESSMENT

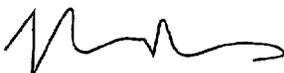
COMPETENT

NOT YET COMPETENT

Date 19/3/99

Assessor: TL Kabane

Learner S Samane

Signature 



Assessor

Learner



Formative Assessment Grid

Name *S Zamani*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
18/3/99	Swot Analysis of a business	22	US4 SO3	C	Good	Good attendance	None	Yes
19/3/99	Swot Analysis of a business	24	US4 SO4	C	Good	Good attendance	None	Yes



EXAMPLE OF A SWOT ANALYSIS ON A BUSINESS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Learner _____

Signature _____

Assessor

Learner

A

FACILITATORS CHECKLIST FOR SWOT ANALYSIS

STRENGTHS	ACTIVITIES

WEAKNESSES	ACTIVITIES

OPPORTUNITIES	ACTIVITIES

THREATS	ACTIVITIES

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Learner _____

Signature _____

Assessor

Learner



© 1998 by [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

THE DIFFERENT SYSTEMS REQUIRED TO EFFECTIVELY MANAGE A BUSINESS

TASK

In this exemplar, a case study is used to indicate the management of a business.

Educators:

The educator can search for case studies. The educator may also ask the learners to write an essay on their actual business or a imaginary business.

The educators will also have to do an onsite visit to complete the observation form

Learners:

Learners must be able to identify the necessary systems required in the business, and give comment on how to improve on it.



INTEGRATION

This exemplar attempts to address SMME unit standard title 4, specific outcome 2:
Show how to run a business.

In addition to the SMME unit standards, assessment of learning from other learning areas and/or electives is possible. Below, some of the possible links are listed:

© Language, Literacy and Communication:

Unit standard 3: specific outcome 2:

Locate access and select information

Unit standard 3: specific outcome 4:

Categorise, classify, select and arrange information appropriately.

Unit standard 3: specific outcome 6:

Present the results of the information search and processing in an appropriate format.

Unit standard 4: specific outcome 2:

Use format and conventions appropriate to the task.

Unit standard 4: specific outcome 3:

Select and present content appropriate to the task.

© Applied Agriculture and Agricultural Technology: unit standard 5:

Show that the principles, systems, practices and technology applicable to an agricultural venture are successfully implemented.

- © Arts and Culture:
 - Unit standard 5:
Use art skills and cultural expression to make an economic contribution to self and society.
 - Unit standard 3, specific outcome 4:
Explore creative ways of promoting the historically marginalised arts and cultural forms and practices.

- © Economic and Management Sciences
 - Unit standard 6:
Demonstrate an understanding of managerial expertise and administrative systems.

The above links are summarised in the following grid:

SMME	ECONOMIC & MANAGEMENT SCIENCES	LANGUAGE LITERACY & COM.	AGRICULTURE	ARTS & CULTURE
US4 - SO2	US 6	US 3 - SO2,4,6 US 4 -SO 2,3	US 5	US 5 US 6 - SO 1 US 3 - SO 4

ASSESSMENT TOOLS

For this exemplar, worksheets and an observation sheet are used as assessment tools.



A completed formative assessment grid is included.

Blank templates of the worksheets are included. A blank formative assessment grid is included at the end of the document.

CASE STUDY

NAME: M. Molepi

DATE: 22 May 1998

TOPIC: How do I run my business

My husband is working at the mines and I have 3 children to look after at home. It was impossible to live with my husband's income only anymore as he is retrenched and works on part-time basis. The money that he sends home is very little.

I have decided to open a tuck shop selling groceries. I am a manager and my eldest daughter is my assistant and cashier. She had to leave school as we could not afford anymore. She looks after the tuck shop on Mondays because we buy stock from town and it is 60 kilometers from our place.

I usually keep my receipts after buying stock and keep deposit slips after depositing money at the bank. I buy stock every week on Mondays. I rely on my experience when buying

Stock and this has worked for me for the past years. Me and my daughter alternate Sundays so that we can be able to attend Church. Our truck-shop opens at 7 o'clock until 20 hrs at night 7 days a week. Our standard of living has improved because now I can help my husband.

A

OBSERVATION FORM

ACTIVITY	YES	NO	COMMENTS
Financial Management			
◉ See record of cash received.	✓		
◉ See record of cash paid.	✓		<i>write down the amount of money paid daily</i>
◉ With how much money did you start today?	✓		
◉ What is your closing balance today?	✓		
◉ How do you keep your money safe?	✓		<i>deposit money in your savings account on a daily basis</i>

Human Resource Management

Number of staff: 2

NAME	<i>M. Mchapi</i>	<i>G. Mchapi</i>	
POSITION	<i>Manager</i>	<i>Cashier</i>	

◉ Interview some staff.	✓		
◉ How long are you employed?			<i>6 months</i>
◉ Where were you trained? (formal/informal)		✓	<i>No training received. Train your staff</i>
◉ Do you understand your job?	✓		
◉ Do you get paid on time?	✓		
◉ How much leave do you get per year?		✓	<i>Arrange leave for your staff</i>
◉ How many breaks do you have?		✓	<i>Arrange breaks for your staff</i>

Reporting and Monitoring Systems

◉ How often do you take stock?	✓		
◉ How do you record this?		✓	<i>Keep records of stock</i>
◉ How do you know when to order more stock?	✓		

OBSERVATION FORM

ACTIVITY	YES	NO	COMMENTS
Legal Requirements			
◉ Have you registered your business ?		✓	<i>You are encouraged to register your business</i>
◉ Do you pay PAYE ?		✓	<i>You are advised to pay Paye</i>
◉ Do you pay UIF ?		✓	<i>You are advised to pay UIF</i>
◉ Do you have a VAT number?	✓		
◉ Do you have a fax number, telephone?	✓		
◉ Is your business in a building?	✓		
◉ Do you have a security plan in the case of fire?		✓	<i>Put in place a security plan</i>
◉ Do you have a fire extinguisher?		✓	<i>Buy a fire extinguisher</i>
◉ Do you have the right safety equipment for your workers?		✓	<i>Buy safety equipment for your workers</i>
◉ How do you get rid of waste?			<i>People who collect waste are used</i>

ASSESSMENT

COMPETENT



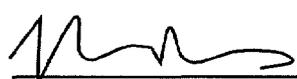
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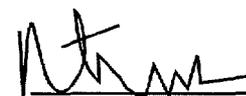


Date 19/4/99

Assessor: EL Kabane

Learner TC Tchapi

Signature 



Assessor

Learner

**EDUCATOR'S CHECKLIST
FOR REQUIREMENTS OF RUNNING A BUSINESS**

SKILL	COMMENT
<p>1. Systems required to run and maintain a business</p> <p>Demonstrate that systems have been established, or an understanding of systems for:</p> <ul style="list-style-type: none"> ⊙ FINANCIAL MANAGEMENT ⊙ HUMAN RESOURCE MANAGEMENT ⊙ REPORTING ⊙ MONITORING 	<p><i>Records are kept of income and expenditure and money is deposited</i></p> <p><i>Train staff and arrange leave and breaks for them</i></p> <p><i>Keep records of stock</i></p>

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date 19/4/99

Assessor: TL Kabane

Learner TC Tchapi

Signature 



Assessor

Learner

**EDUCATOR'S CHECKLIST
FOR REQUIREMENTS OF RUNNING A BUSINESS**

SKILL	COMMENT
<p>2. Legal requirements</p> <p>Demonstrate that legal requirements have been established and applied for :</p> <ul style="list-style-type: none"> ⊙ UIF ⊙ PAYE ⊙ VAT ⊙ HEALTH AND SAFETY 	<p><i>Attended to</i></p> <p><i>Attended to</i></p> <p><i>Attended to</i></p> <p><i>Not attended to</i></p>

ASSESSMENT

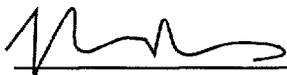
COMPETENT

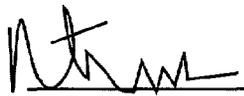
NOT YET COMPETENT

Date 19/4/99

Assessor: TL Kabane

Learner TL Tchapi

Signature 



Assessor

Learner



Formative Assessment Grid

Name *M Mchapi*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
22/5/99	Observation of business	31	US4 SO2	C	Very Good	Established business	None	Yes
22/5/99	Systems required to run a business	36	US4 SO2	C	Very Good	Established business man	None	Yes

OBSERVATION FORM

ACTIVITY	YES	NO	COMMENTS
Financial Management			
⊙ See record of cash received.			
⊙ See record of cash paid.			
⊙ With how much money did you start today?			
⊙ What is your closing balance today?			
⊙ How do you keep your money safe?			
Human Resource Management			
Number of staff: _____			
NAME			
POSITION			
⊙ Interview some staff.			
⊙ How long are you employed?			
⊙ Where were you trained? (formal/informal)			
⊙ Do you understand your job?			
⊙ Do you get paid on time?			
⊙ How much leave do you get per year?			
⊙ How many breaks do you have?			
Reporting and Monitoring Systems			
⊙ How often do you take stock?			
⊙ How do you record this?			
⊙ How do you know when to order more stock?			

A

ACTIVITY	YES	NO	COMMENTS
Legal Requirements			
⊙ Have you registered your business ?			
⊙ Do you pay PAYE ?			
⊙ Do you pay UIF ?			
⊙ Do you have a VAT number?			
⊙ Do you have a fax number, telephone?			
⊙ Is your business in a building?			
⊙ Do you have a security plan in the case of fire?			
⊙ Do you have a fire extinguisher?			
⊙ Do you have the right safety equipment for your workers?			
⊙ How do you get rid of waste?			

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Learner _____

Signature _____

Assessor

Learner

**EDUCATOR'S CHECKLIST
FOR REQUIREMENTS OF RUNNING A BUSINESS**

SKILL	COMMENT
<p>1. Systems required to run and maintain a business</p> <p>Demonstrate that systems have been established, or an understanding of systems for:</p> <ul style="list-style-type: none"> ⊙ FINANCIAL MANAGEMENT ⊙ HUMAN RESOURCE MANAGEMENT ⊙ REPORTING ⊙ MONITORING 	

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Learner _____

Signature _____

Assessor

Learner

**EDUCATOR'S CHECKLIST
FOR REQUIREMENTS OF RUNNING A BUSINESS**

SKILL	COMMENT
<p>2. Legal requirements</p> <p>Demonstrate that legal requirements have been established and applied for :</p> <ul style="list-style-type: none"> ⊙ UIF ⊙ PAYE ⊙ VAT ⊙ HEALTH AND SAFETY 	

ASSESSMENT

COMPETENT

NOT YET COMPETENT

Date _____

Assessor: _____

Learner _____

Signature _____

Assessor

Learner

Formative Assessment Grid

Name _____

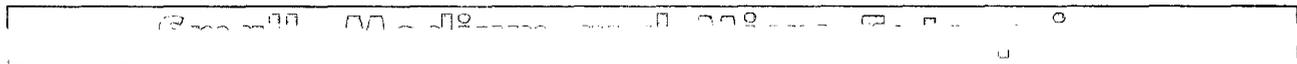
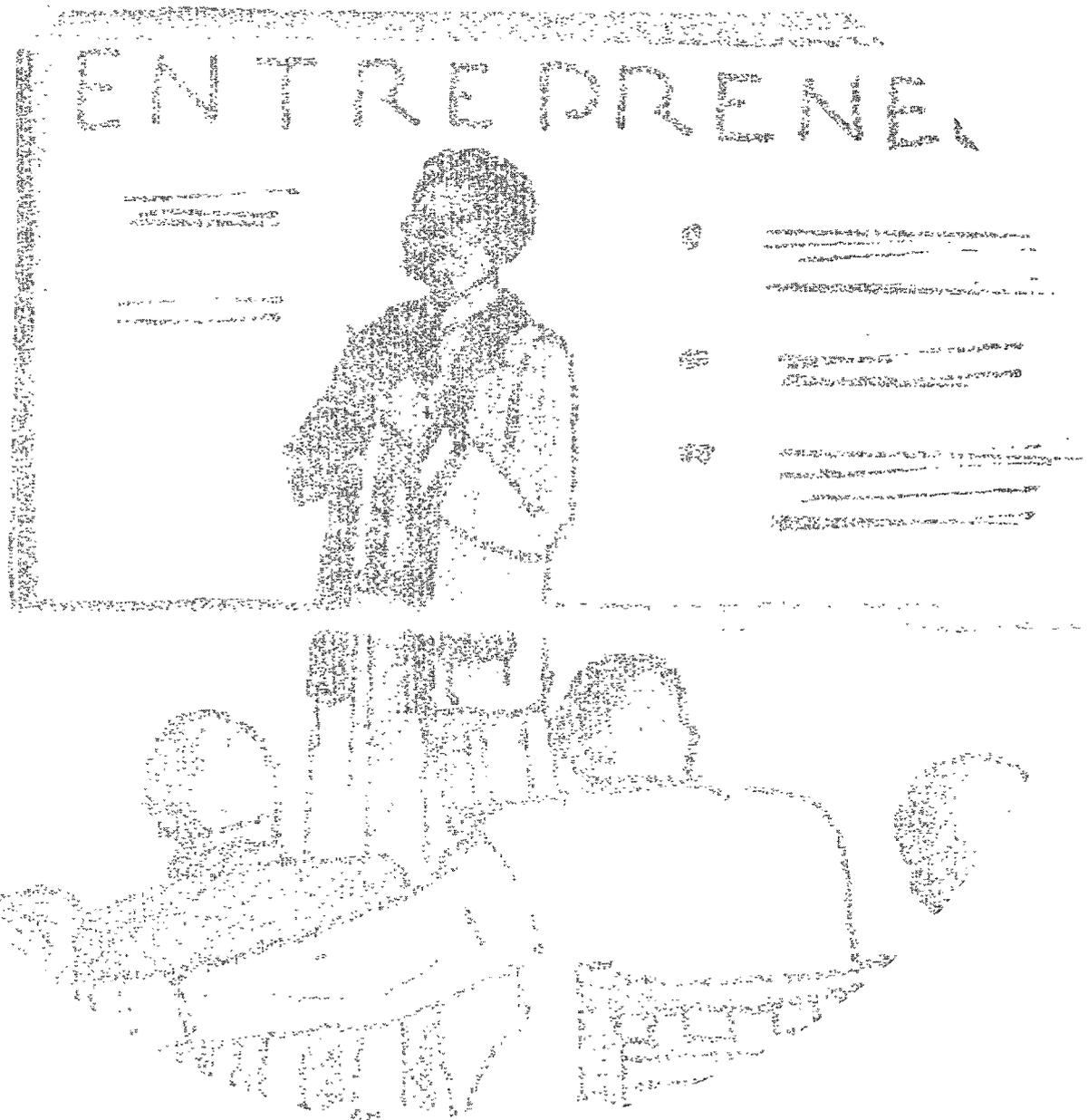
Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
			SO4					

87
2/28

%

SMME

GARY PETERS' PORTFOLIO



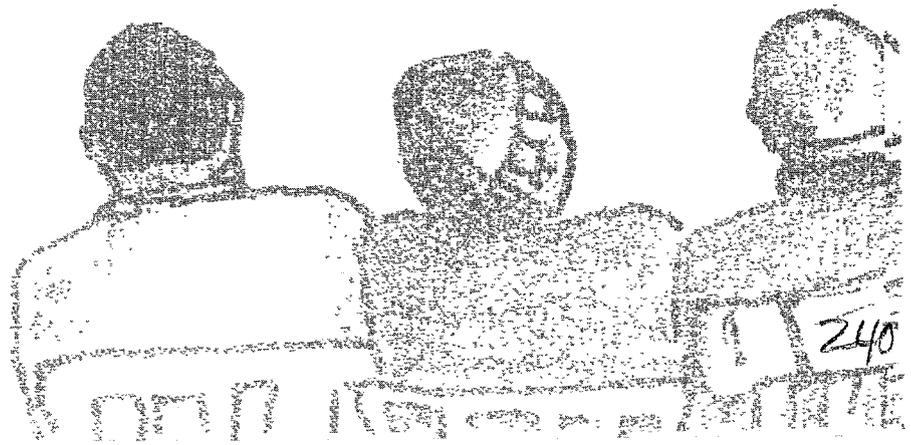
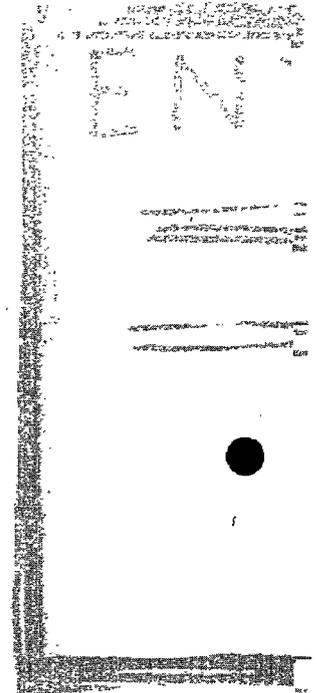
A portfolio of a learner : Gary Peters

Gary Peters is a learner in a learning programme focussing on SMME. He has only partially completed his course and is in a process of developing evidence for his portfolio. The next section shows what he has done so far.

The educator has provided Gary with a checklist to guide him while he is collecting evidence. This checklist lists the minimum requirements for his portfolio and there is space at the bottom for Gary to include other items. For example, if he have bank statements to show that his business is operational - he can include these here.

Each piece of evidence is given a number. This is usually given according to the place it is filed in the portfolio.

The educator will complete the formative record of learning.



Contents of Portfolio

Gary Peters is an SMME learner who has partly completed his portfolio of evidence.

Checklist for Portfolio

Item	Done	Evidence No
Record of learning	✓	1
Formative Assessment Grid	✓	2
Attendance record		3
Previous business experience (RPL)		
Unit Standard SMME 001		
Case Study		
Unit Standard SMME 002		
Mini-project on market research	✓	17
Market Research Project Draft 1	✓	15
Market Research Project Draft 2	✓	16
Unit Standard SMME 003		
Business Plan Draft 1	✓	18
Business Plan Draft 2	✓	19
Business Plan Draft 3	✓	20
Unit Standards SMME 004		
Case Study		
GANTT Chart		
Observation sheet		
SWOT analysis		
Additional Formative Assessments		

Formative record of learning				Name <i>Gary Peters</i>	
Unit Standard	Sufficient Evidence	Specific Outcome 1	Specific Outcome 2	Specific Outcome 3	Specific Outcome 4
SMME 1	Assessor.....	Date	Date	Date	Date
	Signature	Evd. No's.....	Evd. No's.....	Evd. No's.....	Evd. No's.....
	Date	Assessor	Assessor	Assessor.....	Assessor
		Signature.....	Signature.....	Signature	Signature.....
SMME 2	Assessor.....	Date	Date <i>22/3/98</i>		
	Signature	Evd. No's.....	Evd. No's <i>17</i>		
	Date	Assessor	Assessor <i>RW Lindner</i>		
		Signature.....	Signature <i>RW Lindner</i>		
SMME 3	Assessor <i>RW.L.</i>	Date <i>30/5/98</i>	Date <i>30/5/98</i>		
	Signature <i>RW Lindner</i>	Evd. No's <i>20</i>	Evd. No's <i>20</i>		
	Date <i>30/5/98</i>	Assessor <i>RW Lindner</i>	Assessor <i>RW Lindner</i>		
		Signature <i>RW Lindner</i>	Signature <i>RW Lindner</i>		
SMME 4	Assessor.....	Date	Date		
	Signature	Evd. No's.....	Evd. No's.....		
	Date	Assessor	Assessor		
		Signature.....	Signature.....		

Formative Assessment Grid

Name *Gary Peters*

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
1/3/98	Market Research draft 1	15	SMME 2 2	NYC	Good idea not complete - need to use checklist	Did not understand all elements of the checklist	Explained checklist Try again	✓
14/3/98	Market Research draft 2	16	SMME 2 2	NYC	Much improved - more information needed	Misread part of checklist	Advised Comm. classes Try again	✓
22/3/98	Market Research draft 3	17	SMME 2 2	C	Much improved - work to standard		Continue Comm. classes Begin Bus. Plan	✓
5/4/98	Business Plan draft 1	18	SMME 3 1&2	NYC	Not enough details - more reasons needed - more items	1st attempt	Refer checklist Try again Comm. improved!	✓
5/5/98	Business Plan draft 2	19	SMME 3 1&2	NYC	Some sections - eg money/profit need to give details	Much improved - keep to checklist	Try again	✓
30/5/98	Business Plan draft 3	20	SMME 3 1&2	C	Bus Plan put on form Good work		Keep up communication classes	✓

26
93
243

100

SMME

Evidence no. 3

ATTENDANCE RECORD

This is to certify that

GARY PETERS

attended the SMME Learning Programme

***83 % attendance
110 contact hours***

at Peace Adult Learning Centre

Facilitator: *R. Lindner*

Date: *8/08/98*

Gary Peters

EV. NO. 15

Market Resersh

For vegtabels seling

Intawd

51 ~~peoples~~ ^{men} mans IN hstl.

89 womans on bustop
~~100~~ peoples.

Mny child's buy from
me 1/2 kg tabels on bustop.

likly (places)

evry wer 150 sizz
plnty peples to buy
ptato 1 tomato onions

No is seling her

Sel pris: 1 kg is ~~R 50~~
R 2 - 00.

is sel bustop an taxs

Get rish busnis ^{no} competsh

EDUCATOR'S CHECK LIST

MARKET RESEARCH

A

Name <i>Gary Peters</i>			Draft Number <i>1</i>	
Date <i>1/3/98</i>				
Activities	Yes	No	Comment	
1 Method used:				
<input type="checkbox"/> Door to door		✓	<i>Bus Stop / Postel - good ideas you are going to sell there. Note: use the headings on your plan</i>	
<input checked="" type="checkbox"/> Interview	✓			
<input type="checkbox"/> Telephone		✓		
<input checked="" type="checkbox"/> Personal needs	✓			
2 Number of contacts made	✓		<i>140 people interviewed. Not 180! but good sample</i>	
3 Is there information on:				
<input type="checkbox"/> Age range		✓	<i>This info is not done and perhaps you could do this before you present this again.</i>	
<input checked="" type="checkbox"/> Sex	✓			
<input checked="" type="checkbox"/> Place/ locality	✓			
<input type="checkbox"/> Market				
Size		✓		
Trends		✓		
Share		✓		
Target	✓			
<input type="checkbox"/> Competitors				<i>This info will help you when you set up your business</i>
Prices		✓		
Activities		✓		
<input type="checkbox"/> Promotion		✓		
<input type="checkbox"/> Packaging		✓		
<input type="checkbox"/> Distribution		✓		
<input type="checkbox"/> Cost		✓		
<input type="checkbox"/> Price		✓		
Other relevant information				

ASSESSMENT

COMPETENT

Your idea is very good. You just

NOT YET COMPETENT

need more info.

INSUFFICIENT EVIDENCE OF COMPETANCE

Keep going - Use the heading on the checklist

Date 1/3/98

Assessor: R Lindner

Learner G Peters

Signature 



Assessor

Learner

Gary Peters

Market Research.

Method used

Peple interviewd = 140.
 Mans = 51
 Womans = 89

Interview

89 womans - bustop
 25 mans - hostel
 28 mans - bustop.

Talk to all
questions

Where you buy vegetables?
 Do you want vegetables sell here?
 What vegetables you like?

All want vegetables sel at
 hostl and bustop - also
 Childs

* Peple from 25 - 50/boy

Competitor's

1. psn sell vegetables
 in hostl - not good
 vegetables is old
 No 11 psn sel by bustop.

Price

R2-00 at pkt
veg tabls
3 veg tabls in pkt

Pack

Pack in checkas.
(little)

Pronation

Is 1st week sel R1-82
for pkt.

Oter infnation

Syn and mther
will help me

Thank you

Gary Peters

*childs = 8-18

EDUCATOR'S CHECK LIST

MARKET RESEARCH

A

Name <i>Gary Peters</i>		Draft Number <i>2</i>	
Date <i>14/3/98</i>			
Activities	Yes	No	Comment
1 Method used:			
⊙ Door to door			<i>Good method. Good presentation. I'm glad you put in the questions.</i>
⊙ Interview	✓		
⊙ Telephone			
⊙ Personal needs			
2 Number of contacts made			
3 Is there information on:			
⊙ Age range	✓		<i>Good interview. You covered very important points.</i>
⊙ Sex	✓		
⊙ Place/ locality	✓		
⊙ Market	✓		
Size	✓		
Trends	✓		
Share	✓		
Target	✓		
⊙ Competitors	✓		
Prices	✓		
Activities	✓		<i>Do you mean Checkers packets or plastic bags?</i>
⊙ Promotion	✓		
⊙ Packaging	✓		
⊙ Distribution			
⊙ Cost			
⊙ Price	✓		
Other relevant information	✓		<i>Good family help.</i>

ASSESSMENT

COMPETENT

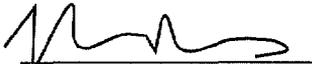
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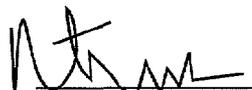
Your work shows a big improvement. Just put in other info. Communication classes could help you. Thankyou, also Gary. Try another draft.

Date *14/3/98*

Assessor: *R Lindner*

Learner *G Peters*

Signature 



Assessor

Learner

Gary Peters

Exno 17

Market Research

Business: Sell Vegetables

1. Method used - Interview
2. Number of contacts = 140 + 50
Peopl interviewd

89 womans - bustop
 28 mens - bus top
 23 Mens - hostal

Talket to all = 140 people
 50 Childs

Questions

Where you buy vegetables?
 Do you want me to sell vegetables here?
 What vegetables you lik?

Answers:

Buy in town
 Yes please
 Tomatobos potatos unions

Peple age

Childs 25 - 50 yrs and 60 yrs
 8 - 18

3. Market

People = 140 + 50 = 190
 (and sum more becas onk
 140 speak to)

Place

* Busstop and hostel

4. How selling

Bag (paket) 3 unicon or 3
 potatoes or 3 tomatos = R2-0

Vegetables is cost me R1-50

Packet not chekas is plastic
 bag.

**

* Competitors

1 womun at hostel -
 is sell bag R 2-50
 is old vegetabols.

No x seller at hostl.

** Promotion

is 1st month is sell
 one bag is R1-75.

EDUCATOR'S CHECK LIST

MARKET RESEARCH



Name Gary Peters

Draft Number 3

Date 22/3/98

Activities	Yes	No	Comment
1 Method used:			
⊙ Door to door	✓		
⊙ Interview	✓		
⊙ Telephone	✓		
⊙ Personal needs	✓		
2 Number of contacts made			
3 Is there information on:			
⊙ Age range	✓		
⊙ Sex	✓		
⊙ Place/ locality	✓		
⊙ Market	✓		
Size	✓		
Trends	✓		
Share	✓		
Target	✓		
⊙ Competitors	✓		
Prices	✓		
Activities	✓		
⊙ Promotion	✓		
⊙ Packaging	✓		
⊙ Distribution	✓		
⊙ Cost	✓		
⊙ Price			
Other relevant information			

ASSESSMENT

COMPETENT



NOT YET COMPETENT

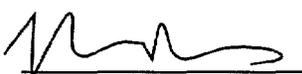


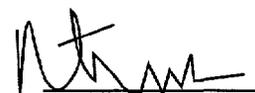
*Well done, Gary.
You worked hard.
You must now
start your business
plan. I'm pleased
you are doing
english classes.*

Date 22/3/98

Assessor: R Lindner

Learner G Peters

Signature 



Assessor

Learner

Introduction

Ev. No. 18

Name of owner: Gary George Peters

Business: Sell vegetables

The Business

Business details: Sell Vegetables
 Business Concept: - sell vegetables
 Why into vegetables

- Good becos many customers
 Location of business: R1 hostel

Marketing plan: BUS stop
 Mens
 Childs
 Womens

Is need vegetables.

Start up / Improvement costs

1. Cost plastic bags	R 90 - 00
2. Cost tables (2)	R 200 - 00
	<u>R 290 - 00</u>
3 Available money	<u>R 50 - 00</u>
NBS	R 50 - 00
h/ other	R 10 - 00
Stokvel	<u>R 60 - 00</u>
4. NTSIKIA (borow)	R 120 - 00
	R 110 - 00

Project profit

R 0.20.

Cash flow

Cost

~~R 180~~

R 200

280

1 Month
\$90 bag vegetables

R 875-00.

Staff

Mother
Sun.

**EDUCATOR'S CHECKLIST-
BUSINESS PLAN**

A

Name Gary Peters Draft Number 1

Date 5/4/98

Activities Yes No Comment

Title Page

⊙ Name of owner Yes

⊙ Name of business Yes No

Introduction

⊙ Name of owner Yes

⊙ Name of business Yes No

⊙ Type of business Yes

⊙ Personal details of owner Yes No

(Simple CV)

The Business

⊙ The business details Yes No *More info could give more details*
(What will you be doing?)

⊙ The business concept (What is special about your business - product or service) Yes No *Not enough detail*

⊙ Location of business Yes No *No reason given*
(Place & reason why there)

⊙ Marketing Plan Yes No *More detail*
(Who would you sell to & why?)

Start up/ improvement costs

⊙ Cost Yes No *More detail*
(Details, amount & total cost)

⊙ Available money (details, amount & total money available) Yes No *Separate these two*

⊙ Total money needed Yes No *Cost of staffing?*

⊙ Remarks

Activities	Yes	No	Comment
Projected profit			
© Simple projection (sales less cost of sales less expenses sales - cost - expenses)	✓		<i>Much more detail needed. Rethink profit ie selling price.</i>
Projected cash flow			
© Simple projection (cash in/ cash out/ balance)	✓		<i>Only start up given. More months needed. What about your interest on loan?</i>
Staff structure	✓		
Conclusion			<i>Not available</i>
Appendices			<i>Not available</i>

ASSESSMENT

COMPETENT

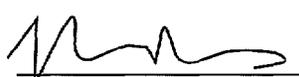
NOT YET COMPETENT

INSUFFICIENT EVIDENCE OF COMPETENCE

Date 5/4/98

Assessor: R Lindner

Learner G Peters

Signature 



Assessor

Learner



TITLE PAGE

Ev. no. 19

Name of Owner: Gary George Peters
Name of business: Gary's Vegetables

2 Introduction

CV

Name and address of owner

Gary George Peters
16 18th Avenue
Peacetown
1111

Telephone: No telephone

Age 31

Gender Male

Qualifications and Training courses
attended

Std 2

Practical Experience

Helped mother with vegetable
selling with small boy

3. The business

Name of business - Gary's Vegetables

Type of business - Sell^{ing} Vegetables

Type of ownership - Me

↳ Business concept
 near hostel and busstop. * Except one which is sell by hostel.
 His vegetables old and too expensive
 My Gary's vegetables fresh from Market every day. People say want fresh.

Location, business

Hostel and busstop.

Marketing plan

Sell to peoples in hotel and busstop.

4. Start Up / Improvement costs costs (June)

2 x Tables	100 - 00
Plastic Bags	80 - 50
License	30 - 00
Tax to Market (3 x week)	48 - 00
Vegetables	
120 onion x 30c each	36 - 00
120 tomatoes x 32c each	38 - 40
120 potatoes x 34c each	40 - 80
120 bananas x 30c each	36 - 00
	<hr/>
	<u>400 - 70</u>

Projected profit

Is sell 1 bag R3-00

40 bags onion	120 - 00
40 bags tomatoes	120 - 00
40 bags potatoes	120 - 00
40 bags bananas	120 - 00
	<hr/>
	480 - 00

Profit

	480 - 00
-	400 - 70
	<hr/>
	<u>70 - 30</u>

5. Projected Profit

Next month	no tables	160-00
	no ligens	<u>30-00</u>
		130-00
So profit now		<u><u>200-30</u></u>

6. Projected Cash flow

	June	July	Augst
Sells	480-00	480-00	560-00*
Costs	409-90	279-70	279-70
balans	<u>80-10</u>	<u>210-30</u>	<u>290-30</u>

6. Staff Structure

SA
Mother No salary

**EDUCATOR'S CHECKLIST-
BUSINESS PLAN**



Name Gary Peters Draft Number 2
 Date 5/5/98

Activities	Yes	No	Comment
Title Page			<i>Good</i>
⊙ Name of owner	✓		
⊙ Name of business	✓		
Introduction			<i>Good</i>
⊙ Name of owner	✓		
⊙ Name of business	✓		
⊙ Type of business	✓		
⊙ Personal details of owner (Simple CV)	✓		
The Business			<i>Good</i>
⊙ The business details (What will you be doing?)	✓		
⊙ The business concept (What is special about your business - product or service)	✓		
⊙ Location of business (Place & reason why there)	✓		
⊙ Marketing Plan (Who would you sell to & why?)	✓		
Start up/ improvement costs			
⊙ Cost (Details, amount & total cost)	✓		<i>Do this over and add what money you have available and what you need.</i>
⊙ Available money (details, amount & total money available)		✓	
⊙ Total money needed			
⊙ Remarks		✓	

A

Activities	Yes	No	Comment
Projected profit			
© Simple projection (sales less cost of sales less expenses sales - cost - expenses)		✓	<i>More details here please - as discussed</i>
Projected cash flow			
© Simple projection (cash in/ cash out/ balance)	✓		
Staff structure	✓		
Conclusion		✓	
Appendices		✓	

ASSESSMENT

COMPETENT

NOT YET COMPETENT

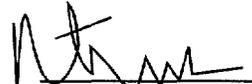
INSUFFICIENT EVIDENCE OF COMPETENCE

Date 5/5/98

Assessor: R Lindner

Learner G Peters

Signature 



Assessor

Learner

Gary - This is wonderful - you have really worked hard. Your english classes have really helped you. I am sure your business will be very successful. Use a dictionary to help you with spelling.

Ready to put onto the Business Plan Form.



EU. NO. 20

TITLE PAGE

THE BUSINESS PLAN

of

Gary George Peters

NAME OF THE BUSINESS

Gary's Vegetables



CV

NAME AND ADDRESS OF OWNER

Name(s): Gary George Peters
 Address: 16 18th Avenue
Peaceton III
 Telephone: _____

AGE GENDER M/F

QUALIFICATIONS AND TRAINING COURSES ATTENDED

Std 2

PRACTICAL EXPERIENCE

Helped mother with
vegetables selling when
I small boy.

OTHER REMARKS

THE BUSINESS

NAME OF BUSINESS

Garut's Vegetables

TYPE OF BUSINESS (What will you be doing in the business?)

Selling vegetables

TYPE OF OWNERSHIP (Sole ownership, Partnership, CC, Company, etc.)

SOLE OWNERSHIP

THE BUSINESS CONCEPT (What is special about your business/product/service?)

No vegetable sellers at busstop
I sell fresh vegetables at hostl
I sell fresh vegetables

THE LOCATION OF THE BUSINESS (Where will your business be and why there?)

Hostel Busstop

MARKETING PLAN (Who will you sell to and why will they buy from you?)

People in hostel busstop

STAFF STRUCTURE (Who will work for you and what will the person/people do in the business?)

Mother
son

START-UP/ IMPROVEMENT COSTS

COSTS	DETAILS	AMOUNT
1	Tables	100-00
2	Plastic bags	80-00
3	Licence	30-00
4	Taxi to Market	48-00
5	Vegetables	150-00
	TOTAL COST	408-00
AVAILABLE MONEY	DETAILS	AMOUNT
OWN FUNDS	Stokel	50-00
	Mother	100-00
LOANS	NTSIKA	300-00
BOUGHT ON CREDIT	Nothing	
	TOTAL MONEY AVAILABLE	450-00

TOTAL MONEY NEEDED

300-00 (Loan)

REMARKS

Still must get loan
 pay back R25-00 a month.

PROJECTED PROFIT

INCOME	MONTH June	MONTH Julie	MONTH August
SALES	480	480	560
COST OF SALES	150	150	150
OTHER DIRECT SALES COSTS	253	129	128
GROSS PROFIT (SALES LESS COSTS)	<u>330</u>	<u>330</u>	<u>410-00</u>
NET PROFIT	<u>17-00</u>	<u>202-00</u>	<u>282-00</u>

REMARKS

August bags vegetables = R3-50
 Julie no tables no license
 September by more vegetables

CASH FLOW FORECAST

For Gary George Peters As Owner of Gary's Vegetables
(Name of business)

MONTH	NAME OF MONTH	NAME OF MONTH	NAME OF MONTH
	JUNE	July	August
OPENING BALANCE	450-00	522-00	699-00
INCOME			
Sales	480-00	480-00	560-00
TOTAL INCOME	930-00	1002-00	1259-00
EXPENDITURE			
Labels	100-00		
Plastic bags	80-00	80-00	80-00
Licence	30-00		
Taxi	48-00	48-00	48-00
Vegetables	150-00	150-00	150-00
Loan repay		25-00	25-00
TOTAL EXPENDITURE	408-00	303-00	303-00
BALANCE C/F	522-00	699-00	956-00

CONCLUSION

In September buy more vegetables
becos people is kno me so
sell mol.

Leave price R3.50 till December

Maybe January by harkie
from cuzn — R500.00

Maybe get money NTSIKA

APPENDICES

Recets from market
next month

Adapted from
THE FOUNDATION FOR ECONOMIC AND BUSINESS DEVELOPMENT
With Thanks

**EDUCATOR'S CHECKLIST-
BUSINESS PLAN**

A

Name Gary Peters Draft Number 3

Date 30/5/98

Activities	Yes	No	Comment
Title Page			
⊙ Name of owner	✓		
⊙ Name of business	✓		
Introduction			
⊙ Name of owner	✓		
⊙ Name of business	✓		
⊙ Type of business	✓		
⊙ Personal details of owner (Simple CV)	✓		
The Business			
⊙ The business details (What will you be doing?)	✓		
⊙ The business concept (What is special about your business - product or service)	✓		
⊙ Location of business (Place & reason why there)	✓		
⊙ Marketing Plan (Who would you sell to & why?)	✓		
Start up/ improvement costs			
⊙ Cost (Details, amount & total cost)	✓		
⊙ Available money (details, amount & total money available)	✓		
⊙ Total money needed	✓		
⊙ Remarks	✓		

Activities	Yes	No	Comment
Projected profit			
© Simple projection (sales less cost of sales less expenses sales - cost - expenses)	✓		
Projected cash flow			
© Simple projection (cash in/ cash out/ balance)	✓		
Staff structure	✓		
Conclusion	✓		
Appendices	✓		

ASSESSMENT

COMPETENT

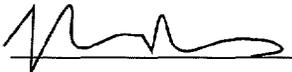
NOT YET COMPETENT

INSUFFICIENT EVIDENCE OF COMPETENCE

Date 30/5/98

Assessor: R Lindner

Learner G Peters

Signature 

Assessor



Learner

*This is really excellent, Gary
Well done!*

