

## AGRICULTURAL MANAGEMENT PRACTICES

**This document must be read in conjunction with the IEB Manual for the Moderation of School-Based Assessment (Updated September 2015)**

### A. MEANS OF ASSESSMENT

External Examination	3 hours	[200]
Practical Assessment Task (PAT)		[100]
School-Based Assessment (SBA)		[100]

**400 marks**

### B. REQUIREMENTS

#### 1. Examination

<b>Question Paper I:</b>	<b>Agricultural Management Practices</b>		
Title or description	Theory Paper I		
Time:	3 hours	Total Marks:	200
Areas of focus:	Questions are set across all topics		
Structure of the paper:	The paper comprises the following: Section A consists of objective type questions – 50 marks. Section B consists of 3 structured questions – 50 marks for each question. All questions are compulsory.		

<b>Weighting of cognitive levels:</b>	60%			40%		
	30%	20%	10%	10%	15%	15%
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation

## 2. School-Based Assessment (SBA)

SBA Item	Weighting
Preliminary Examination/Trial paper	30
Controlled test #1	15
Controlled test #2	15
Management Assignment	20
<b>Two tasks from the following three options:</b>	
1. Oral Task	10
2. Visual Task	10
3. Practical Task	10
<b>TOTAL</b>	<b>100</b>

## 3. Practical Assessment Task (PAT)

Component	Weighting
One practical assessment task internally set and externally moderated.	100 marks

## C. INTERPRETATION OF REQUIREMENTS

### 1. EXAMINATION

#### The Assessment Syllabus

The purpose of this Assessment Syllabus is to assist IEB teachers in reaching a common understanding of the scope of the topics and therefore support schools in planning their teaching, learning and assessment programmes consistently, as well as to make the IEB examination and SBA requirements at grade 12 explicit for teachers, assessors and moderators.

The document is not meant to be a teaching syllabus. Individual teachers and schools are not restricted to the contents of the Assessment Syllabus; they are free to expand on these in their own curriculum delivery. The teaching and learning programme should be rich, stimulating and challenging, while assessment is focused on the assessment requirements of the subject, in its contribution to the qualification.

**The Grade 10 and 11 assessment syllabi are included for information and guidance, but only the Grade 12 assessment syllabus is mandatory. However Agricultural Sciences is a THREE year course and therefore learners should have an understanding of all terminology and concepts from previous grades where this forms the basis of work in the next grade(s).**

The Assessment Syllabus follows the SBA requirements.

## 2. PRACTICAL ASSESSMENT TASK (PAT)

The aim of the PAT is to assess the management, entrepreneurial, research, marketing, operational and technical skills of learners in the production enterprise to which they are exposed. It is internally set and assessed and externally moderated. The entire PAT must be focused on real-life agricultural enterprises. It must be completed individually and comply with the following criteria.

### Components of the PAT

Component	Description	Weighting out of 100
<b>Management Overview</b>	This provides an annual production plan for the management of the relevant enterprise: planning, implementation, control and review.	<b>20 marks</b>
<b>Practical Activities</b>	These demonstrate operational skills related to both a plant and animal production enterprise.	<b>50 marks</b>
<b>Management Test</b>	This consists of application questions, such as case studies, based on specific issues relating to the management plan and related practical activities.	<b>25 marks</b>
<b>Logbook (time register)</b>	This provides a record of the tasks in/ on an actual production enterprise and the related time periods, i.e. work experience.	<b>5 marks</b>

The components of the PAT are completed under controlled conditions and evidence of each activity or task is combined in a Learner File. The teacher does not have to be the assessor for all aspects but the use of external assessors/supervisors must be approved by the teacher.

### 2.1 Management Overview

This activity requires the learner to create/complete an extensive production plan of either a plant or animal production enterprise. The plan must include the most important practices within the selected production enterprise. It should be presented in calendar form or as a monthly report and provide an overall impression of production processes as they are implemented over a period of a year or a production cycle within the specific production system.

The management overview should be within the learners' field of interest.

The following issues should be covered:

- Resource management
- Holistic planning/Whole enterprise planning/Strategic enterprise planning
- Financial aspects/Implementation and control of enterprise budget
- Labour management

- Record-keeping/Physical/Financial
- Harvesting/Harvesting procedures
- Grading/Product differentiation/Sorting
- Value adding/Marketing/Distribution
- Agritourism

The issues mentioned above must be presented for a complete production cycle and should include all appropriate practices for the relevant enterprise (e.g. in beef cattle the management overview will include all the processes to produce a weaner, the finishing of the weaner in the feedlot, slaughtering and marketing of meat.)

The production plan must include proven farming practices which are locally practised and those to which the learner has been exposed. This activity includes research and home work.

The assessment tool used for this activity may be a checklist, rubric or memorandum.

## 2.2 Practical Activities

This part of the PAT focuses on the assessment of an individual learner while performing practical activities in **either** an animal or plant production enterprise.

The activities must be completed under controlled conditions in an operation or practical situation. If the school does not have the proper facilities, facilities nearby should be identified and used to complete the activities.

Two practical activities must be completed in real-life settings, both relating to either animal production or plant production. The two activities must relate to **different** aspects of the chosen production. Examples of activities include milking cows, artificial insemination, inoculation, crop-care practices (spraying of crops, grafting, monitoring of diseases and pests, planting, germination percentage, fertiliser application, mechanisation planning), care of animals (dehorning, castration, feeding, branding, marking, disease control, rearing of calves, etc.) and value-adding activities, harvesting, classing, etc.

The assessment of these activities must include a comprehensive checklist or rubric and could be supported with a questionnaire or interview which is completed at the time the activity is performed. The questionnaire or interview could assess the context and application of the learner who is assessed and could be marked with a memorandum. The evidence provided should include photographs and/or video clips. The use of external assessors/supervisors, e.g. in a shearing course, AI course or wool- classing course, must be approved by the teacher who should conduct on-site verification.

## 2.3 Management Test

This component must be completed under controlled conditions. The test must provide examples of applications from the annual production plan and practical activities such as case studies and scenarios. The questions must be linked to the application of the knowledge. The test must be set to a cognitive weighting of 60% lower order thinking and 40% higher order thinking and marked with a memorandum and rubric (where relevant).

## 2.4 Logbook

Learners must spend at least 30 hours in a practical situation or at an active production enterprise. This includes time spent while doing tasks, gathering information, observing, evaluating or demonstrating skills while in a practical situation. The activities and the related time periods must be recorded.

The register must be signed by the supervisor/mentor and the learner and verified by the teacher.

The assessment tool for this component should be a checklist.

## 3. SCHOOL-BASED ASSESSMENT

### 3.1 Preliminary Examination/Trial Paper (25 marks out of 100)

This component must come from the last major Summative Assessment to have taken place before the Final NSC Examination period. The examination should mimic the external examination in its design, rigour and format. Whilst all of the content may not have been covered by the date of the Preliminary Examination, the paper must be set to the time and rigour of the Final Examination.

### 3.2 Controlled Tests (two tests: each to count 10 out of 100)

Controlled tests are written by the entire grade (preferably at the same time). These should count at least 50 marks each and must assess deeply within one Topic or across Topics. 60% of the marks should relate to lower order thinking skills (knowledge, comprehension and application) and 40% to higher order thinking skills (analysis, synthesis and evaluation).

### 3.3 Tasks

**The three tasks must be set on different topics and must be done individually.**

#### 3.3.1 Compulsory Task: Management Assignment

This is based on a case study of an agricultural enterprise which addresses management issues. Learners must identify and analyse the issues and make recommendations for improved management.

#### 3.3.2 Two of the following options:

##### Option 1 - Oral Presentation

This task involves the gathering, processing and verbal presentation of information around a current topic. The presentation should have an introduction, body and conclusion. Visual aids such as Power Point®, a poster or a chart may be used to support the presentation. The content should count at least 80% of the mark. This means that the presentation should not count for more than 20% of the overall mark. Hard copy evidence of the presentation, for example photographs, cue cards or PowerPoint® slides, must be included in the Learner's File.

**Option 2 - Visual Task**

This task should be a product that communicates information visually, for example a brochure, booklet or poster. The product should be based on a current issue in agricultural management. The assessment of the content should supersede attractiveness. The content should count at least 80% of the mark. This means that the presentation should not count for more than 20% of the overall mark. Hard copy evidence of the task, for example photographs of the brochure, booklet or poster must be included in the Learner's File

**Option 3 - Practical Task**

**This task must relate to agricultural management. Written evidence must be provided, such as a report; photographs and videos can be included.**

**Moderation at School Level**

It is expected that moderation of the assessment process has taken place at school level to ensure that assessment is valid, fair and reliable. This includes moderation of assessments before they are done by learners, moderation of the marking of the learner evidence by the teacher/assessor and checking of the calculations of learners' results. Evidence of this having taken place must be included in both the Teacher's and Learner's Files.

## AGRICULTURAL MANAGEMENT PRACTICES: ASSESSMENT SYLLABUS

### Grade 10

TOPIC	CONTENT	ELABORATION
<b>Crop Production and Crop Management</b>	Investigate agricultural crops with regard to the following: <ul style="list-style-type: none"> <li>• production practices and an overview of the economic importance of crop production</li> <li>• potential role in industry</li> <li>• main production areas in the RSA</li> <li>• production systems</li> <li>• classification of these crops according to agronomic/horticultural characteristics of their seed and plant</li> <li>• main cultivars available for each crop</li> </ul>	At least four crop production enterprises should be selected: <ul style="list-style-type: none"> <li>• General crop production practices and factors</li> <li>• Overview of economic importance of these crops</li> <li>• General overview and comparison of crop production in South Africa:               <ul style="list-style-type: none"> <li>- potential role and importance of industry</li> <li>- main production areas for different crops</li> </ul> </li> <li>• Requirements for successful crop production, with reference to:               <ul style="list-style-type: none"> <li>- land (soil, water, climate, other natural resources)</li> <li>- labour</li> <li>- capital management.</li> </ul> </li> <li>• Farming systems based on:               <ul style="list-style-type: none"> <li>- Outset:                   <ul style="list-style-type: none"> <li>• subsistence farming</li> <li>• cash farming</li> <li>• commercial farming</li> <li>• seed producers</li> </ul> </li> <li>- Inset:                   <ul style="list-style-type: none"> <li>• labour intensive farming</li> <li>• capital intensive farming</li> </ul> </li> <li>- Soil usage:                   <ul style="list-style-type: none"> <li>• intensive farming</li> <li>• extensive farming</li> </ul> </li> <li>- Components:                   <ul style="list-style-type: none"> <li>• crop farming</li> <li>• animal farming</li> <li>• mixed farming</li> <li>• specialized farming</li> </ul> </li> <li>- Technology and energy:                   <ul style="list-style-type: none"> <li>• hand driven</li> <li>• animal driven</li> <li>• mechanised.</li> </ul> </li> </ul> </li> </ul> Four crop production enterprises: <ul style="list-style-type: none"> <li>• Classification of crops according to agronomic/horticultural characteristics of seed and plant.</li> <li>• Main cultivars available in each crop:               <ul style="list-style-type: none"> <li>- type of cultivar</li> <li>- selection of a cultivar.</li> </ul> </li> </ul>

<p><b>Soil and Water Management in Crop Production</b></p>	<p>FOUR agricultural crops</p> <ul style="list-style-type: none"> <li>• general climatic requirements (temperature, rainfall, humidity, evaporation and radiation)</li> <li>• collection of weather data</li> <li>• basic soil aspects</li> <li>• soil cultivation methods and types of implements</li> <li>• irrigation; drainage (methods and types)</li> <li>• waste management</li> <li>• land care, land use and water resources used for agriculture</li> </ul>	<p>Four crop production enterprises:</p> <ul style="list-style-type: none"> <li>• General climatic requirements (temperature, rainfall, humidity, evaporation and radiation) for crop production.</li> <li>• Collection of weather data: <ul style="list-style-type: none"> <li>- temperature</li> <li>- rainfall</li> <li>- evaporation</li> <li>- wind speed</li> <li>- humidity</li> </ul> </li> <li>• Basic soil requirements for crop production: <ul style="list-style-type: none"> <li>- soil depth</li> <li>- soil structure</li> <li>- soil texture</li> <li>- water capacity</li> <li>- soil aeration</li> <li>- organic material</li> </ul> </li> </ul> <p>Four crop production enterprises</p> <ul style="list-style-type: none"> <li>• Soil cultivation methods: <ul style="list-style-type: none"> <li>- aim of soil cultivation</li> <li>- methods of cultivation;</li> <li>- minimum and no tillage.</li> </ul> </li> <li>• Types of implements based on cultivation method</li> <li>• Irrigation (methods and types): <ul style="list-style-type: none"> <li>- reason/aim of irrigation</li> <li>- flood/channel irrigation</li> <li>- sprinkler/pivot irrigation</li> <li>- micro/drip irrigation</li> <li>- bottle irrigation.</li> </ul> </li> <li>• Drainage (methods and types): <ul style="list-style-type: none"> <li>- reason/aim for drainage</li> <li>- open furrow</li> <li>- pipe drainage system</li> </ul> </li> <li>• Planning of a drainage system</li> </ul>
<p><b>Crop Management Aspects</b></p>	<p>Four agricultural crops</p> <ul style="list-style-type: none"> <li>• crop establishment practices: basic soil preparation practices, plant density, depth and methods (factors influencing each); weeds (types and methods of control)</li> <li>• main diseases (methods or types and control)</li> <li>• main pest (methods, types and control)</li> <li>• crop rotation, monoculture and inter-cropping</li> <li>• keeping records (financial, physical and production)</li> </ul>	<p>Four crop production enterprises:</p> <ul style="list-style-type: none"> <li>• Crop establishment practices <ul style="list-style-type: none"> <li>- plant density</li> <li>- depth</li> <li>- factors influencing each</li> </ul> </li> <li>• Planting methods <ul style="list-style-type: none"> <li>- seed</li> <li>- seedlings/replanting</li> <li>- tubers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>records)</li> <li>• crop protection programmes</li> <li>• awareness of relevant legislation.</li> </ul>	<ul style="list-style-type: none"> <li>- tree planting</li> <li>• Weeds (types, methods of distributing and methods of control) <ul style="list-style-type: none"> <li>- effect of weeds on production, profits, food security</li> </ul> </li> <li>• Disease (types, methods of distribution, and control) <ul style="list-style-type: none"> <li>- effect of diseases on production, profits, food security.</li> </ul> </li> <li>• Pests types, (methods of distribution and control) <ul style="list-style-type: none"> <li>- effect of pests on production, profits, food security.</li> </ul> </li> <li>• Monoculture</li> <li>• Crop rotation, and inter-cropping <ul style="list-style-type: none"> <li>- aim</li> <li>- type of crops</li> <li>- advantages</li> </ul> </li> <li>• Keeping records (financial, physical and production records): <ul style="list-style-type: none"> <li>- aim/reason for recording</li> <li>- basic introduction to different types of recording</li> <li>- methods of recording (basic introduction).</li> </ul> </li> <li>• Crop protection programmes; awareness of relevant legislation</li> </ul>
<b>Soil and Water Management in Animal Production</b>		<ul style="list-style-type: none"> <li>• Waste management: <ul style="list-style-type: none"> <li>- role of animals in the equilibrium of nature</li> <li>- use of animal waste products</li> </ul> </li> <li>• Land care and land use: <ul style="list-style-type: none"> <li>- dividing fields in camps (factors affecting requirements)</li> <li>- rotational grazing.</li> </ul> </li> <li>• Water resources: <ul style="list-style-type: none"> <li>- natural resources (river, valley, standing water, pans, lakes)</li> <li>- artificial resources (dams, borehole).</li> </ul> </li> </ul>
<b>Animal Production</b>	<p>Investigate types of farm animals (e.g. cattle, sheep, pigs and chickens) with regard to the following:</p> <ul style="list-style-type: none"> <li>• production practices and an overview of the economic importance of production</li> <li>• potential role in industry</li> <li>• main production areas in SA</li> <li>• farming systems</li> <li>• general classification of these farm animals</li> <li>• breeds and latest breeds available in each animal group.</li> </ul>	<p>Four types of farm animals (e.g. cattle, sheep, pigs and chickens):</p> <ul style="list-style-type: none"> <li>• General overview of animal production practices in South Africa: <ul style="list-style-type: none"> <li>- potential role and importance in industry.</li> </ul> </li> <li>• Requirements for successful animal production, with reference to: <ul style="list-style-type: none"> <li>- land (soil, water, climate, other natural resources)</li> <li>- labour</li> <li>- capital</li> <li>- management.</li> </ul> </li> <li>• Factors affecting animal production: <ul style="list-style-type: none"> <li>- climate</li> <li>- type of veld</li> <li>- management.</li> </ul> </li> <li>• Main production areas in the RSA: <ul style="list-style-type: none"> <li>- main production areas for these different animal production enterprises</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- ecological suitability for these different types of animals.</li> <li>• Farming systems: <ul style="list-style-type: none"> <li>- subsistence farming</li> <li>- commercial farming: <ul style="list-style-type: none"> <li>• extensive farming</li> <li>• intensive farming</li> <li>• semi intensive farming.</li> </ul> </li> <li>- stud farming.</li> </ul> </li> <li>• General classification of farm animals</li> <li>• Breeds available in each animal group</li> </ul>
<p><b>Animal Management Aspects</b></p>	<p>Four types of farm animals (e.g. cattle, sheep, pigs and chickens)</p> <ul style="list-style-type: none"> <li>• handling of farm animals</li> <li>• care of farm animals</li> <li>• behaviour of farm animals</li> <li>• housing and facilities</li> <li>• after-care of animals (dehorning, removal of extra teats, castration, etc.)</li> <li>• identification methods (earmarks, tattooing, ear tags, etc.)</li> <li>• basic concepts of feeding (classification and terminology)</li> <li>• diseases (identification, types and methods of control)</li> <li>• parasites: internal and external (identification, types and methods of control)</li> <li>• keeping records (financial, physical, production and health records)</li> <li>• management programmes</li> <li>• awareness of relevant legislation.</li> </ul>	<p>Four types of farm animals (e.g. cattle, sheep, pigs and chickens):</p> <ul style="list-style-type: none"> <li>• Handling of farm animals (more emphasis on production enterprise): <ul style="list-style-type: none"> <li>- principles on handling of animals</li> <li>- handling during activities on a farm</li> <li>- transport of animals</li> <li>- basic handling facilities (basic facilities)</li> </ul> </li> <li>• Agricultural exhibitions/Expos/shows</li> <li>• Care of farm animals: <ul style="list-style-type: none"> <li>- young animals</li> <li>- importance of colostrum</li> <li>- different age groups/class of animals.</li> </ul> </li> <li>• Behaviour of farm animals: <ul style="list-style-type: none"> <li>- behaviour of animals in production enterprise</li> <li>- distinguish between male and female behaviour</li> <li>- behaviour during different life cycles like oestrus, pregnancy, calving, etc.</li> </ul> </li> <li>• Housing: <ul style="list-style-type: none"> <li>- reasons, advantages, disadvantages</li> <li>- different types</li> <li>- controlled environment.</li> </ul> </li> <li>• Facilities: <ul style="list-style-type: none"> <li>- basic principles</li> <li>- type for different purposes</li> <li>- basic requirements.</li> </ul> </li> <li>• After-care of animal: <ul style="list-style-type: none"> <li>- dehorning: reason, different methods</li> <li>- removal of extra teats</li> <li>- castration: reason, different methods</li> <li>- crutching</li> <li>- clipping of beaks</li> <li>- cutting, filing hooves of horses.</li> </ul> </li> <li>• Identification methods (earmarks, tattooing, ear tags, branding, etc.):</li> </ul>

		<ul style="list-style-type: none"> <li>- legal requirements/reason</li> <li>- explain the different methods in general.</li> <li>• Basic concepts of feeding: <ul style="list-style-type: none"> <li>- classification</li> <li>- terminology</li> <li>- components.</li> </ul> </li> <li>• Diseases identification, types and methods of control: <ul style="list-style-type: none"> <li>- no specific disease</li> </ul> </li> <li>• Parasites: internal and external (identification, types and methods of control).</li> <li>• Keeping records: <ul style="list-style-type: none"> <li>- different types such as financial, physical, production and health records</li> <li>- different means of record keeping.</li> </ul> </li> <li>• Basic principles of management programmes.</li> <li>• Awareness of relevant legislation.</li> </ul>
<b>Management Principles, Farm Planning and Recording</b>	<ul style="list-style-type: none"> <li>• Definition of management</li> <li>• Principles such as: <ul style="list-style-type: none"> <li>- planning</li> <li>- control</li> <li>- co-ordination</li> <li>- motivation</li> <li>- communication.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Definition of management</li> <li>• Reasons for management</li> <li>• Advantages or benefits</li> <li>• Appropriate examples in animal and crop production</li> <li>• <i>Principle:</i> planning, examples in animal and crop production</li> <li>• <i>Principle:</i> control, examples in animal and crop production</li> <li>• <i>Principle:</i> co-ordination, examples in animal and crop production</li> <li>• <i>Principle:</i> motivation, examples in animal and crop production</li> <li>• <i>Principle:</i> communication, examples in animal and crop production</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Natural resource management</b></li> </ul>	<ul style="list-style-type: none"> <li>• Different types</li> <li>• Example</li> <li>• Climate management <ul style="list-style-type: none"> <li>- Climatic factors</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Soil potential and management</b></li> </ul>	<ul style="list-style-type: none"> <li>• Soil improvement: <ul style="list-style-type: none"> <li>- structure</li> <li>- organic content.</li> </ul> </li> <li>• Conservation practices in farming: <ul style="list-style-type: none"> <li>- rotational cropping</li> <li>- erosion prevention.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Waste management</b></li> </ul>	<ul style="list-style-type: none"> <li>• Different types of waste</li> </ul>

## Grade 11

TOPIC	CONTENT	ELABORATION
<b>Crop Production and Crop Management</b>	Investigate at least ONE specific agricultural crop with regard to the following: <ul style="list-style-type: none"> <li>• the main production areas and potential role in industry</li> <li>• overview of economic importance of this crop</li> <li>• classification of this crop with regard to agronomic/ horticultural characteristics</li> <li>• growth curve and critical period during its growth</li> <li>• most important cultivars available for this selected crop, reasons for use.</li> </ul>	Investigate at least one specific agricultural crop with regard to the following: <ul style="list-style-type: none"> <li>• main production areas in the RSA and their potential role in industry</li> <li>• overview of economic importance of the crop production.</li> <li>• classification of the crop according to agronomic characteristics of seed and plant.</li> <li>• growth curve and critical period during growth.</li> <li>• important cultivars available in selected crop</li> <li>• reasons for the use of each cultivar.</li> </ul>
<b>Soil and Water Management in Crop Production</b>	One specific agricultural crop: <ul style="list-style-type: none"> <li>• method of soil sampling and basic soil profile</li> <li>• basic soil characteristics and properties</li> <li>• soil cultivation and tillage practices (methods and aims)</li> <li>• irrigation (methods and types)</li> <li>• basic principles in water scheduling</li> <li>• climatic requirements (precipitation, temperature, evaporation, radiation and humidity)</li> <li>• the use of weather information.</li> </ul>	One specific agricultural crop: <ul style="list-style-type: none"> <li>• soil sampling and profile studies.</li> <li>• soil characteristics and properties.</li> <li>• soil cultivation and tillage practices (methods and aims).</li> <li>• irrigation (methods and types)               <ul style="list-style-type: none"> <li>- water scheduling where applicable.</li> </ul> </li> <li>• climatic requirements:               <ul style="list-style-type: none"> <li>- precipitation</li> <li>- temperature</li> <li>- evaporation</li> <li>- radiation</li> <li>- humidity</li> </ul> </li> <li>• use of weather information</li> </ul>
<b>Crop Management Aspects</b>	One specific agricultural crop: <ul style="list-style-type: none"> <li>• soil and plant analysis, fertilization according to soil analysis and fertilization methods and programme</li> <li>• crop establishment practices</li> <li>• basic principles and terminology (e.g. plant density, depth, planting time, treatment of seed, methods and factors influencing each)</li> <li>• weeds: types, identification, prevention and methods of control</li> <li>• diseases: types, identification, prevention and methods of control</li> <li>• pests: types, identification, prevention and methods of control</li> <li>• principles of crop rotation, monoculture and inter-cropping</li> <li>• calibration and setting of different farm implements</li> <li>• methods of crop protection</li> <li>• precision farming</li> <li>• manipulation of plant growth (pruning, trellising, green housing, etc.)</li> <li>• record keeping (financial, physical and production records)</li> <li>• crop protection programme</li> <li>• production-related legislation, farmer health issues and risk management</li> </ul>	One specific agricultural crop: <ul style="list-style-type: none"> <li>• fertilising methods and programme</li> <li>• crop establishment practices</li> <li>• basic principles and terminology (e.g. plant density, depth, planting time, treatment of seed, methods and factors influencing each).</li> <li>• weeds: types, identification, prevention and methods of control</li> <li>• diseases: types, identification, prevention and methods of control.</li> <li>• pests: types, identification, prevention and methods of control.</li> <li>• principles of crop rotation, monoculture and inter-cropping; and methods of crop protection.</li> <li>• calibration and setting of different farm implements</li> <li>• precision farming.</li> <li>• crop protection programme</li> <li>• production-related legislation, farmer health issues and risk management.</li> </ul>

<p><b>Animal Production</b></p>	<p>Investigate at least one specific farm animal with regard to the following:</p> <ul style="list-style-type: none"> <li>• the economic importance</li> <li>• potential role in industry</li> <li>• main areas of production</li> <li>• breed standards (evaluating and judging a breed), including <ul style="list-style-type: none"> <li>- selection of breeding stock (progeny testing, general appearance and selection procedures)</li> <li>- breeding systems (e.g. cross breeding and inbreeding)</li> <li>- breeding aids (e.g. stud book registers and production records)</li> </ul> </li> </ul>	<p>One specific farm animal:</p> <ul style="list-style-type: none"> <li>• economic importance</li> <li>• potential role in industry</li> <li>• main areas of production</li> <li>• breed standards (evaluating and judging a breed), including: <ul style="list-style-type: none"> <li>- selection of breeding stock (progeny testing, general appearance and selection procedures)</li> <li>- breeding systems (e.g. cross breeding and inbreeding)</li> <li>- breeding aids (e.g. stud book registers and production records).</li> </ul> </li> </ul>
<p><b>Animal Management Aspects</b></p>	<p>One specific farm animal:</p> <ul style="list-style-type: none"> <li>• <i>Reproduction</i>: aspects of production unit (oestrus, mating, artificial insemination, embryo transplantation, cloning, gestation period and service register)</li> <li>• <i>Housing and facilities</i>: types and functions</li> <li>• <i>After-care</i>: dehorning, castration, identification, etc.</li> <li>• <i>Diseases</i>: types, identification of symptoms, prevention and methods of control</li> <li>• Animal handling and facilities</li> <li>• <i>Basic veterinary practices</i>: diagnostic procedure, blood smear, blood sample and tissue sample</li> <li>• <i>Immunology</i>: active and non-active</li> <li>• <i>Parasitology</i>: internal and external types, identification, prevention and methods of control.</li> <li>• Feeding aspects according to physiology status</li> <li>• Requirements, rations, procedures and methods</li> <li>• Keeping records (physical, production, financial and animal health programmes)</li> <li>• Production-related legislation</li> <li>• Farmer health issues; Risk management</li> <li>• If a ruminant is chosen as the farm animal <ul style="list-style-type: none"> <li>- objectives of veld management;</li> <li>- <i>grazing systems</i>: extensive and intensive principles (selective grazing, non-selective grazing, rotational grazing, etc.)</li> <li>- use (fodder flow planning)</li> <li>- carrying capacity and relevant terminology</li> <li>- veld composition and determining carrying capacity</li> </ul> </li> </ul>	<p>One specific farm animal:</p> <ul style="list-style-type: none"> <li>• <i>reproduction</i>: aspects of the production unit (oestrus cycle, mating, artificial insemination, embryo transplant, cloning, gestation period and service register).</li> <li>• <i>housing and facilities</i>: types and functions</li> <li>• <i>after-care</i>: dehorning, castration, identification, etc.</li> <li>• <i>diseases</i>: types, identification of symptoms, prevention and methods of control.</li> <li>• animal handling and facilities.</li> <li>• <i>immunology</i>: active and non-active.</li> <li>• <i>parasitology</i>: internal and external types, identification, prevention and methods of control.</li> <li>• feeding aspects according to physiology status requirements, rations, procedures and methods.</li> <li>• keeping records (physical, production, financial and animal health programmes).</li> <li>• production-related legislation</li> <li>• farmer health issue risk management.</li> </ul>

## Grade 12

TOPIC	CONTENT	ELABORATION
<b>Farm Planning</b>	Physical farm planning: <ul style="list-style-type: none"> <li>• soil;</li> <li>• camps;</li> <li>• contours;</li> <li>• resource use;</li> <li>• precision farming;</li> <li>• mechanisation;</li> <li>• economic planning (budgets, trial balance, cash flow, and income and expenses statement);</li> <li>• labour planning;</li> <li>• planning regarding implements;</li> <li>• recording (aim, advantages and types of records);</li> <li>• methods of recording (diary, database and palm computer); and</li> <li>• recording financial data (invoice, cheques, depreciation, deposit books and petty cash).</li> </ul>	<b>Soil</b> <ul style="list-style-type: none"> <li>• <i>depth</i>: crop specific; discuss the role of soil depth on crop production, drainage and moisture conservation</li> <li>• <i>texture</i>: definition; characteristics of different texture types</li> <li>• <i>pH</i>: definition; pH scale; correction of pH</li> <li>• <i>temperature</i>: suitable soil temperature and its influence on plant growth.</li> </ul> <b>Camps</b> <ul style="list-style-type: none"> <li>• reasons for camps</li> <li>• principles of laying out camps</li> <li>• <i>advantages</i>: discuss the advantages of camps. Contours</li> <li>• topography:               <ul style="list-style-type: none"> <li>- criteria for making contours</li> <li>- reasons</li> <li>- methods</li> <li>- advantages.</li> </ul> </li> </ul> <b>Resource use (regarding enterprise)</b> <ul style="list-style-type: none"> <li>• <i>soil</i>: functions of soil; the production ability of soil and influences on soil; soil data (collection, interpretation and application)</li> <li>• <i>rainfall</i>: effects (influenced by wind, temperature and rate)</li> <li>• <i>pastures</i>: different types - planted pastures; carrying capacity</li> <li>• <i>climate</i>: influence of light, wind, temperature and rain on climate</li> <li>• <i>labour</i>: labour as a resource; labour laws; influence of diseases on production and farm management</li> <li>• <i>information</i>: collection, use and relevance of information</li> <li>• <i>capital</i>: definition; different types of capital</li> <li>• <i>pesticides and herbicides</i>: correct use of; pollution.</li> </ul> <b>Precision farming:</b> <ul style="list-style-type: none"> <li>• definition</li> <li>• practical application</li> <li>• resources available; agronomic, technical and economic applications</li> <li>• advantages</li> </ul> <b>Mechanisation:</b> <ul style="list-style-type: none"> <li>• examples in specific production enterprises, e.g. planters and herbicide sprayers</li> <li>• calibration calculations: description of general principles</li> <li>• advantages and disadvantages of equipment</li> <li>• rules and regulations for safe use: Occupational Health and Safety Act; general safety principles.</li> </ul> <b>Economic planning</b> <ul style="list-style-type: none"> <li>• Budgets:</li> </ul>

		<ul style="list-style-type: none"> <li>- definition</li> <li>- aim</li> <li>- types</li> <li>- basic elements of budget</li> <li>- steps in setting up a budget</li> <li>- examples of budgets</li> <li>- distinguish between whole-farm and enterprise budgets.</li> </ul> <p><b>Trial balance:</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• setting a trial balance: use of a basic practical example in management.</li> </ul> <p><b>Cash flow:</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• setting a cash flow budget: use a basic example.</li> </ul> <p><b>Income and expenses statement:</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• drawing up statements: <ul style="list-style-type: none"> <li>- use of a basic example</li> <li>- profit or loss calculations of a specific enterprise.</li> </ul> </li> </ul> <p><b>Labour planning:</b></p> <ul style="list-style-type: none"> <li>• types of labour;</li> <li>• labour legislation: influence of labour legislation on labour</li> <li>• functions of labour in a specific enterprise: drawing up a job description</li> <li>• staff management: steps in the management process;</li> <li>• labour problems</li> <li>• Improvement of production: methods of improvement.</li> </ul> <p><b>Planning regarding implements:</b></p> <ul style="list-style-type: none"> <li>• types and uses of implements</li> <li>• characteristics of ideal implements for a specific task</li> <li>• decision-making steps to acquire certain implements.</li> </ul> <p><b>Recording:</b></p> <ul style="list-style-type: none"> <li>• Aim</li> <li>• Advantages</li> <li>• Types of records: reasons to keep certain records: <ul style="list-style-type: none"> <li>- climatological (how it influences decision making)</li> <li>- financial (profit or loss)</li> <li>- labour (contracts, working hours, leave, etc.)</li> <li>- physical inventory</li> <li>- mechanical maintenance and logbook</li> <li>- marketing prices and movement in the market</li> <li>- complete records.</li> </ul> </li> <li>• The role and aim of the following methods:</li> </ul>
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		<ul style="list-style-type: none"> <li>- diary;</li> <li>- database (computer)</li> <li>- palm computer.</li> <li>• Factors that influence the type of record system.</li> <li>• Practical factors that influence the system.</li> <li>• Records such as dairy and harvest records.</li> <li>• <i>Invoice</i>: examples of basic knowledge.</li> <li>• <i>Cheques</i>: examples of basic knowledge.</li> <li>• <i>Depreciation</i>: basic concept and calculations.</li> <li>• <i>Deposit books</i>: concept and application.</li> <li>• <i>Petty cash</i>: concept and application.</li> </ul>
<b>Product Harvesting and Quality Control</b>	<ul style="list-style-type: none"> <li>• Product harvesting: <ul style="list-style-type: none"> <li>- regulations and legal aspects;</li> <li>- handling products; and</li> <li>- storing products.</li> </ul> </li> <li>• Quality control measures</li> <li>• Sorting and grading products</li> <li>• Distribution</li> </ul>	<p><b>Principles and practices:</b></p> <ul style="list-style-type: none"> <li>• Regulations and legal aspects (Acts) regarding products: grading requirements for the delivery of certain products.</li> <li>• Handling products: basic principles; collection and transport.</li> <li>• Storing products: methods of storing; advantages of storing.</li> <li>• Sorting and grading products.</li> <li>• Distribution</li> </ul>
<b>Marketing, Producer Organisations, Value adding and Processing</b>	<ul style="list-style-type: none"> <li>• Marketing of products: <ul style="list-style-type: none"> <li>- Marketing methods and channels</li> <li>- Marketing Acts</li> <li>- Marketing functions</li> </ul> </li> <li>• Advertising.</li> <li>• Role of producer organisations: <ul style="list-style-type: none"> <li>- types of organisations</li> <li>- advantages and disadvantages of organisations</li> <li>- role of the product organisation in the marketing of products.</li> </ul> </li> <li>• Value adding: <ul style="list-style-type: none"> <li>- value-adding methods</li> <li>- types of products</li> <li>- advantages.</li> </ul> </li> <li>• Processing: <ul style="list-style-type: none"> <li>- principles of processing</li> <li>- advantages</li> <li>- factors indicating the viability of value.</li> </ul> </li> <li>• Packing and distribution</li> <li>• Marketing and control: <ul style="list-style-type: none"> <li>- Labelling Acts and value adding</li> <li>- Registration Acts.</li> </ul> </li> </ul>	<p><b>Marketing:</b></p> <ul style="list-style-type: none"> <li>• methods and channels: free marketing/co-operative marketing/ marketing agents.</li> <li>• marketing Acts: marketing of Agricultural Products Act.</li> <li>• importance of marketing: the selling of products.</li> <li>• marketing functions: planning / transport / processing / standardisation and grading / storing.</li> </ul> <p><b>Advertising:</b></p> <ul style="list-style-type: none"> <li>• aim of advertising in marketing</li> <li>• advertising methods.</li> </ul> <p><b>Producer Organisations:</b></p> <ul style="list-style-type: none"> <li>• type of organisation <ul style="list-style-type: none"> <li>- name</li> <li>- co-operation</li> <li>- multinational organisations, e.g. Cape mohair &amp; Wool and Sambia.</li> </ul> </li> <li>• advantages and disadvantages of organisations.</li> <li>• role of the product organisations in the marketing of products <ul style="list-style-type: none"> <li>- marketing</li> <li>- advertising</li> <li>- quality control</li> <li>- standardisation.</li> </ul> </li> </ul> <p><b>Value-adding:</b></p> <ul style="list-style-type: none"> <li>• methods.</li> <li>• types of products: types and methods of packaging.</li> <li>• advantages: higher income, job creation and longer shelf life.</li> </ul> <p><b>Processing:</b></p>

		<ul style="list-style-type: none"> <li>• principles of processing: <ul style="list-style-type: none"> <li>- heating</li> <li>- destruction of micro-organisms</li> <li>- freezing.</li> </ul> </li> <li>• advantages: longer shelf life, food security and better quality products.</li> <li>• factors indicating the viability of value adding: equipment, facilities and demand.</li> </ul> <p><b>Packing and distribution</b></p> <ul style="list-style-type: none"> <li>- types of packing methods and materials: packing facilities; packaging store; wrapper.</li> <li>- distribution channels.</li> <li>- transport requirements: rules and regulations regarding transporting animals.</li> </ul> <p><b>Marketing and control:</b></p> <ul style="list-style-type: none"> <li>- labelling and value-adding acts; interpretation and application of the law</li> <li>- registration acts; interpretation and application of the law</li> </ul>
<p><b>Agro-tourism, Business Planning and Entrepreneurship</b></p>	<p>Agro-tourism: definition and description</p> <ul style="list-style-type: none"> <li>• types</li> <li>• advantages and disadvantages</li> <li>• requirements.</li> <li>• the farmer's role:</li> </ul> <p>Business planning:</p> <ul style="list-style-type: none"> <li>• description and explanation of a business plan</li> <li>• a simple business plan</li> <li>• methods of setting prices</li> </ul> <p>Entrepreneurship:</p> <ul style="list-style-type: none"> <li>• definition</li> <li>• qualities of an entrepreneur</li> <li>• managing skills:</li> <li>• different types of business</li> <li>• business creation in agriculture</li> <li>• business survival strategies</li> <li>• the occupation of niche markets.</li> </ul>	<p><b>Agro-tourism</b></p> <ul style="list-style-type: none"> <li>• Definition and description</li> <li>• Types: <ul style="list-style-type: none"> <li>- product routes</li> <li>- guest farms</li> </ul> </li> <li>• Advantages and disadvantages</li> <li>• Requirements: <ul style="list-style-type: none"> <li>- infrastructure</li> <li>- marketing</li> </ul> </li> <li>• The farmer's role in agritourism – entrepreneur</li> </ul> <p><b>Business Planning</b></p> <ul style="list-style-type: none"> <li>• Description and explanation of a business plan</li> <li>• A simple business plan with reference to the following aspects: <ul style="list-style-type: none"> <li>- general overview of the business</li> <li>- planning, including SWOT analysis</li> <li>- vision and mission</li> <li>- financial details</li> <li>- marketing plan.</li> </ul> </li> <li>• Methods of setting prices: <ul style="list-style-type: none"> <li>- the marketing chain and its costs (include calculations) - farmer to consumer; value adding.</li> <li>- market research - reasons for market research: where, why, what and how?</li> <li>- customer and competitor information (examples to illustrate the equilibrium position in the market); direct and indirect competition.</li> <li>- effect of supply and demand on price - demand and supply curve.</li> <li>- break-even point involving cost and profit.</li> </ul> </li> </ul> <p><b>Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Definition</li> </ul>

		<ul style="list-style-type: none"> <li>• Qualities of an entrepreneur</li> <li>• Managing skills</li> <li>• Different types of business with reference to: <ul style="list-style-type: none"> <li>- manufacturing</li> <li>- primary, e.g. agriculture</li> <li>- secondary, e.g. manufacturing</li> <li>- tertiary, e.g. services.</li> </ul> </li> <li>• Business creation in agriculture (business opportunities).</li> <li>• Business survival strategies with reference to: <ul style="list-style-type: none"> <li>- diversification</li> <li>- production of a unique product</li> <li>- value-adding marketing, e.g. milk to cheese</li> <li>- specialisation</li> <li>- occupation of niche markets.</li> </ul> </li> </ul>
<p><b>Farm valuation and planning</b></p>	<p>Farm valuation:</p> <ul style="list-style-type: none"> <li>• inter-reliance of different enterprises</li> <li>• profitability of enterprises</li> <li>• viability of enterprises</li> <li>• suitability of the farm in terms of the business plan.</li> </ul> <p>Management:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• organising</li> <li>• motivation</li> <li>• control</li> <li>• coordination</li> <li>• evaluation.</li> </ul>	<p>Farm Valuation</p> <ul style="list-style-type: none"> <li>• inter-reliance of different enterprises.</li> <li>• profitability of enterprises - basic profit and loss calculations.</li> <li>• viability of enterprises - basic calculations.</li> <li>• suitability of the farm in terms of the business plan - choices regarding enterprise.</li> </ul> <p>Management</p> <ul style="list-style-type: none"> <li>• Planning: <ul style="list-style-type: none"> <li>- reasons for planning</li> <li>- steps in the decision-making process.</li> </ul> </li> <li>• Organising: organising an enterprise - use of labour and other resources: <ul style="list-style-type: none"> <li>- organogram;</li> <li>- plan own enterprise/farm organogram</li> <li>- advantages of good planning - profit and productivity.</li> </ul> </li> <li>• motivation/leadership: <ul style="list-style-type: none"> <li>- human resources (training)</li> <li>- motivation (incentives)</li> <li>- delegating (creating responsibility)</li> <li>- communication (address issues).</li> </ul> </li> <li>• Control: <ul style="list-style-type: none"> <li>- development of standards-steps in the development of standards</li> <li>- corrective measures-changes to standards and methods</li> <li>- advantages of good control-economically and productivity.</li> </ul> </li> <li>• Co-ordination and evaluation: <ul style="list-style-type: none"> <li>- co-ordination between steps in the process</li> <li>- advantages of co-ordination</li> <li>- co-ordination of labour, tasks and machinery.</li> </ul> </li> </ul>

**D. ADMINISTRATIVE DOCUMENTS AND APPENDICES****1. ADMINISTRATIVE DOCUMENTATION FOR SBA**

- 1.1 Cover Sheet for Teacher's File
- 1.2 Cover Sheet for Learner's File
- 1.3 Teacher's Record of SBA Marks
- 1.4 Rank Order List for SBA
- 1.5 National Moderation Tool
- 1.6 Final Moderation Feedback form to IEB
- 1.7 Example of Letter of Authenticity
- 1.8 Example of Declaration of Omissions

**2. ADMINISTRATIVE DOCUMENTATION FOR PAT**

- 2.1 Cover sheet for Teacher's PAT File
- 2.2 Cover sheet for Learner's PAT File
- 2.3 Teacher's Record of PAT Marks
- 2.4 Rank Order List for PAT
- 2.5 Example of Letter of Authenticity
- 2.6 National Moderation Tool
- 2.7 Final Moderation Feedback form to IEB

**3. APPENDICES**

- 3.1 Appendix A: Example of Design Grid

## 1.1 TEACHER'S SBA COVER SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
AGRICULTURAL MANAGEMENT PRACTICES  
COVER SHEET FOR TEACHER'S SBA FILE**

School:
Teacher's Name:

<b>SUPPORTING DOCUMENTATION</b>		Evidence provided
1	IEB Moderation Selection List (where Learner Files have been requested)	
2	Teacher's Record of SBA Marks	
3	Rank Order List for ALL Learners in the grade	
4	Evidence of School (or External if one person department) Moderation	

**EVIDENCE OF SBA ITEMS**

This Section must contain:

- All assessments done by learners. If learners have been allowed to select their best evidence, the full range of assessments done by all learners must be provided.
- Design grids for exams and tests
- Marking Guidelines for each assessment (Memoranda, Rubrics, etc.)

Preliminary Examination	
Controlled Test 1	
Controlled Test 2	
Compulsory Task: Management Assignment	
Option 1: Oral Task	
Option 2: Visual Task	
Option 3: Practical Task	

## 1.2 CANDIDATE'S SBA COVER SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
AGRICULTURAL MANAGEMENT PRACTICES  
COVER SHEET FOR LEARNER'S SBA FILE**

(To be filled in by the candidate and controlled by the teacher)

Centre Number

Candidate's Examination number

		Topic/Heading	Date	Raw Score	Weighted Mark
<b>Preliminary Examination</b>		Paper I			
		<b>Total</b>		/200	/30
<b>Controlled Test 1</b>					/15
<b>Controlled Test 2</b>					/15
Management Assignment					/20
Oral Task					/10
Visual Task					/10
Practical Task					/10
				<b>TOTAL out of 100</b>	



1.4 SBA RANK ORDER SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
AGRICULTURAL MANAGEMENT PRACTICES  
SBA RANK ORDER LIST**

**CENTRE NO**

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**CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)**

	<b>EXAMINATION NUMBER</b>											<b>MARK – 100</b>
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
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24												
25												



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
AGRICULTURAL MANAGEMENT PRACTICES  
NATIONAL MODERATION TOOL FOR SBA**



<b>SCHOOL</b>	<b>DATE</b>
<b>TEACHER'S NAME</b>	<b>CENTRE NO:</b>
<b>MODERATOR</b>	

<b>Compliance</b>	<b>Completed Teacher's SBA Cover Sheet included</b>	<b>IEB Selection List included (if applicable)</b>	<b>Mark Schedule completed correctly and signed by the Principal</b>	<b>Completed Rank Order List included</b>	<b>Proof of School/External Moderation provided (Purple Pen)</b>	<b>Irregularities clearly documented</b>
	<b>This row applies to Learner's SBA only</b>	<b>Suitable file used</b>	<b>Completed and correct Learner's SBA Cover Sheet included</b>	<b>Declaration of Authenticity provided</b>	<b>Declaration of Omissions provided</b>	

**General Comments**

<b>Rating Scale</b>								
1. Does not meet the requirements at all.      2. Some important omissions.      3. Some minor omissions.      4. Meets the requirements fully.								
<b>Quality</b>	<b>Evidence of ...</b>	Clear instructions/ question papers provided	Task of required rigour	Completed Grid to justify design	Appropriate and clear Marking Guidelines	Consistent assessment against marking guidelines	Constructive feedback to learners	<b>Comments with regards to compliance with SAGs</b>
	Preliminary Examination							
	Controlled Test 1							
	Controlled Test 2							
	Management Assignment							
	Oral Task							
	Visual Task							
	Practical Task							

**Moderator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1.6 FINAL MODERATION FEEDBACK FORM TO IEB



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
 AGRICULTURAL MANAGEMENT PRACTICES  
 FINAL MODERATION FEEDBACK FORM FOR SBA  
 To be completed and retained by the IEB**

**Examination Centre Number:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*The candidates required to submit Learner Files for moderation (candidates supplied by IEB)*

Examination number	School Mark (%)	Moderated Mark (%)

**Comments:**

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**Recommendations:**

SBA MARKS SHOULD BE ACCEPTED WITHOUT ALTERATION	<b>Yes</b>	<b>No</b>
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Change recommended by moderator:

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Change to be implemented:

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SBA Moderator's signature \_\_\_\_\_ Date: \_\_\_\_\_

## 1.7 LETTER OF AUTHENTICITY



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
AGRICULTURAL MANAGEMENT PRACTICES  
LETTER OF AUTHENTICITY FOR SBA**

School Letterhead

**DECLARATION BY THE CANDIDATE**

I hereby declare that all the work contained in this SBA is my own, original work and that if I have made use of any source, I have acknowledged this.

\_\_\_\_\_  
LEARNER NAME

\_\_\_\_\_  
DATE

I agree that, if it is determined by the competent authorities that I have engaged in any fraudulent activities whatsoever in connection with the contents of my SBA, I shall forfeit completely the marks gained for this assessment.

\_\_\_\_\_  
LEARNER NAME

\_\_\_\_\_  
DATE

**DECLARATION BY THE CANDIDATE'S TEACHER**

As far as I know, the above statement by the candidate is true and I accept that the work offered is his/hers.

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE

## 1.8 DECLARATION OF OMISSIONS



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
AGRICULTURAL MANAGEMENT PRACTICES  
DECLARATION OF OMISSIONS FOR SBA**

**To be included in place of a missing SBA piece**

**SCHOOL LETTERHEAD**

**AGRICULTURAL MANAGEMENT PRACTICES  
SBA OMISSIONS**

**Learner Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**SBA Task:** \_\_\_\_\_

The learner has failed to include the set SBA task for the following reason:

	Illness. <i>Doctor's note attached.</i>
	The completed task is lost, but a mark is recorded.
	Absenteeism. <i>I hereby acknowledge the fact that I have failed to report on an alternate date to complete my Agricultural Management Practices SBA Task. This means I will receive 0% for the task. I am completely to blame for my own failure to complete the task on time or not at all.</i>
	Failed to hand in the task. <i>I hereby acknowledge the fact that I have failed to hand in an Agricultural Management Practices SBA Task. This means I will receive 0% for the task. I am completely to blame for my own failure to hand in the task on time or not at all.</i>
	Other:

The learner will have the following assessment reflected on the mark sheet for the task

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
DATE

## 2.1 COVER SHEET FOR TEACHER'S PAT FILE



**NATIONAL SENIOR CERTIFICATE  
AGRICULTURAL MANAGEMENT PRACTICES  
COVERSHEET FOR TEACHER'S PAT FILE**

Centre Number

	Management Overview	Weighting	Practical Task 1	Practical Task 2	Weighting	Management Test	Weighting	Work experience	Weighting	TOTAL
		<b>20</b>			<b>50</b>		<b>25</b>		<b>5</b>	<b>100</b>

---

 TEACHER'S NAME AND SIGNATURE

---

 DATE

## 2.2 COVER SHEET FOR LEARNER'S PAT FILE



**NATIONAL SENIOR CERTIFICATE  
AGRICULTURAL MANAGEMENT PRACTICES  
COVERSHEET FOR LEARNER'S PAT FILE**

(To be filled in by the Learner, controlled by the Teacher and included as the first page of the Learner's File)

Centre Number

Candidate's Exam No.

	<b>Management Overview</b>	<b>Weighting</b>	<b>Practical Task 1</b>	<b>Practical Task 2</b>	<b>Weighting</b>	<b>Management Test</b>	<b>Weighting</b>	<b>Work experience</b>	<b>Weighting</b>	<b>TOTAL</b>
		<b>20</b>			<b>50</b>		<b>25</b>		<b>5</b>	<b>100</b>
<b>Marks</b>										

**LEARNER'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TEACHER'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_





## 2.5 LETTER OF AUTHENTICITY



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
AGRICULTURAL MANAGEMENT PRACTICES  
LETTER OF AUTHENTICITY FOR PAT**

School Letterhead

**DECLARATION BY THE CANDIDATE**

I hereby declare that all the work contained in this SBA is my own, original work and that if I have made use of any source, I have acknowledged this.

\_\_\_\_\_  
LEARNER NAME

\_\_\_\_\_  
DATE

I agree that, if it is determined by the competent authorities that I have engaged in any fraudulent activities whatsoever in connection with the contents of my SBA, I shall forfeit completely the marks gained for this assessment.

\_\_\_\_\_  
LEARNER NAME

\_\_\_\_\_  
DATE

**DECLARATION BY THE CANDIDATE'S TEACHER**

As far as I know, the above statement by the candidate is true and I accept that the work offered is his/hers.

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE

2.6 NATIONAL MODERATION TOOL

IEB Copyright ©

2.7 FINAL MODERATION FEEDBACK FORM TO IEB



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
 AGRICULTURAL MANAGEMENT PRACTICES  
 FINAL MODERATION FEEDBACK FORM FOR PAT  
 To be completed and retained by the IEB**

**Examination Centre Number:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*The candidates required to submit Learner Files for moderation (candidates supplied by IEB)*

Examination number	School Mark (%)	Moderated Mark (%)

**Comments:**

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**Recommendations:**

PAT MARKS SHOULD BE ACCEPTED WITHOUT ALTERATION	<b>Yes</b>	<b>No</b>
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Change recommended by moderator:

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Change to be implemented:

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PAT Moderator's signature \_\_\_\_\_ Date \_\_\_\_\_

3.1 APPENDIX A: EXAMPLES OF DESIGN GRIDS



NATIONAL SENIOR CERTIFICATE EXAMINATION  
EXAMPLE OF DESIGN GRID



AGRICULTURAL MANAGEMENT PRACTICES DESIGN GRID											
Question Number	Topics (insert ✓ in appropriate column)					Cognitive Levels (insert marks)					
						1	2	3	4	5	6
						30%	20%	10%	10%	15%	15%
<b>TOTALS</b>											
<b>TARGET WEIGHTING</b>						<b>60%</b>			<b>40%</b>		
<b>ACTUAL WEIGHTING</b>											