



# **basic education**

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

## **AGRICULTURAL MANAGEMENT PRACTICES**

### **GUIDELINES FOR PRACTICAL ASSESSMENT TASKS**

**2016**

**These guidelines consist of 29 pages.**

**TABLE OF CONTENTS**

	<b>Page</b>
<b>1. INTRODUCTION</b>	<b>3</b>
<b>2. TEACHER GUIDELINES</b>	<b>3</b>
2.1 How to administer practical assessment tasks	3
2.2 Components of the PATs	5
2.2.1 Management overview	5
2.2.2 Practical tasks(activities)	7
2.2.3 Management test	9
2.2.4 Logbook	9
2.3 PAT component summary and weightings	10
2.4 Layout of a PAT composition for animal and plant production (Examples)	
2.4.1 Animal production	11
2.4.2 Crop production	12
2.5 Moderation of PATs	13
<b>3. LEARNER GUIDELINES</b>	
3.1 Instructions to the learner	13
3.2 Tasks	13
3.2.1 Example of the management overview	14
3.2.2 Example of a practical activity	18
3.2.3 Example of a management test	21
3.3 Assessment tools	22
3.4 Absence/Non-submission of tasks	22
3.5 Requirements for presentation	22
3.6 Timeframes	22
3.7 Declaration of authenticity	23
<b>4. CONCLUSION</b>	<b>24</b>
<b>ANNEXURES</b>	<b>24</b>
Moderation tool (ANNEXURE A)	25
Learner involvement (ANNEXURE B)	28
PAT mark list (ANNEXURE C)	29

## 1. INTRODUCTION

The 16 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year examination mark. The PAT is implemented across the first three terms of the school year. This is broken down into different phases or a series of smaller activities that make up the PAT. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differs from subject to subject.

## 2. TEACHER GUIDELINES

### 2.1 How to administer the practical assessment task (PAT) for Agricultural Management Practices

The PAT contributes 25% of the total promotion mark (400) in Grades 10–12. The practical assessment task contributes 100 marks and consists of a management overview (20 marks), practical activities (50 marks), management test (25 marks) and time register (5 marks).

The design portfolio and final project must be available for monitoring and moderation, and be evaluated, checked and authenticated by the teacher before being presented as the learner's final evidence of performance.

The teacher file of the practical assessment task must contain evidence of ...

- (a) The PAT task
- (b) A complete record of all assessment

and must always be available for monitoring and moderation purposes.

Failure by the teacher to maintain a file of assessment tasks constitutes an act of misconduct and will be dealt with in terms of paragraph 5(3) of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), or other appropriate measures.*

- 2.1.1 The aim of the practical assessment task (PAT) for Agricultural Management Practices (AMP) is to assess management, entrepreneurial, research, marketing, operational and technical skills of learners in the production enterprises which they are exposed to.
- 2.1.2 In Grades 10–12 a total of at least THREE production enterprises must be utilised that would consist of at least ONE animal production enterprise or at least ONE plant production enterprise.
- 2.1.3 The context in which the subject is offered is subject to a wide range of different production systems, production enterprises, management approaches and ecological differences between the different regions in the country. The PAT has to allow for this wide range of possible approaches and applications.
- 2.1.4 These PAT guidelines will provide criteria to assist with the standardisation of the wide variety of possibilities that exists in Agricultural Management Practices (AMP).
- 2.1.5 The PAT should show progression in complexity, content and context from Grade 10 to Grade 12.
- 2.1.6 The PAT activities should link with the content of the relevant grades and practices as applied in the primary and secondary agricultural industry.
- 2.1.7 The PAT for Grades 10 and 11 is internally set, marked/assessed and moderated whereas the PAT for Grade 12 is internally set and marked/assessed and externally moderated.
- 2.1.8 The components of the PAT are completed under controlled conditions and evidence of each activity or task is combined in the learner portfolio.
- 2.1.9 The PAT must include evidence of how the production-related processes in the different enterprises are managed over a period of a year.
- 2.1.10 Learners should know the assessment criteria before they start with each activity.
- 2.1.11 The use of external assessors (e.g. wool-classing course, AI course and shearing course) for the practical section of the PAT will support the assessment done by the teacher.

## 2.2 Components of the PATs

The PAT in Grades 10–12 consists of the following components:

- **The management overview** is based on the development of annual production plans for the management of the relevant enterprises
- **Practical tasks (activities)** which are comprehensively assessed
- **The management test** which consists of application questions, like case studies and scenarios based on activities in the above management plans and practical for production enterprises
- **The logbook (time register)** of time and task performed that the learner spent in a practical situation or production enterprise

### 2.2.1 Management overview

This activity requires the learner to create/complete a production plan of the chosen production enterprise which includes the most important practices within that production enterprise. It should be presented in calendar form or as a monthly report. This provides an overall impression of production processes as they are implemented over a period of a year or production cycle within the specific production system.

This activity must include proven farming practices which are locally practised and those which the learners would be exposed to. The activity could be a group, pairs or individual activity and would include research and home work. The management overview should be within the learners' field of interest.

#### Grade 10

The basic production activities that would be included in an annual production plan for a plant production enterprise or an animal production enterprise must be listed. These activities could be described and an indication of a possible timeframe for each activity should be included. The following are examples of some practices that are part of a production enterprise:

Crop Production	Animal Production
<ul style="list-style-type: none"> <li>• Planning for the planting season</li> <li>• Order of production inputs</li> <li>• Basic soil preparation/ Mechanisation</li> <li>• Planting</li> <li>• Crop care/Pest and disease control</li> <li>• Control of weeds</li> <li>• Fertilisation/Irrigation</li> </ul>	<ul style="list-style-type: none"> <li>• Feed mixing/rations provided</li> <li>• Reproduction/Pregnancy/Mating season</li> <li>• Order production inputs</li> <li>• Care – castration/dehorning/ immunisation/dosing/dipping</li> <li>• Production/Milk/Meat/Fibres/Eggs</li> <li>• Basic management of animals</li> <li>• Recordkeeping/Tagging</li> </ul>

**Grade 11**

An **extensive production plan** for the relevant plant or animal production enterprise for a period of 12 months must be presented. This production plan should clearly indicate the enterprise-specific management activities which are implemented to get the optimum production outputs for that enterprise. This would, for example, include the following practices:

<b>Specific Crop Production Enterprise</b>	<b>Specific Animal Production Enterprise</b>
<ul style="list-style-type: none"> <li>• Planning for the planting season</li> <li>• Order production inputs</li> <li>• Soil preparation/Mechanisation</li> <li>• Planting</li> <li>• Crop care/Pest and disease control</li> <li>• Control of weeds</li> <li>• Fertilisation/Irrigation</li> </ul>	<ul style="list-style-type: none"> <li>• Feed (fodder) flow programme</li> <li>• Mating season/Reproduction/Pregnancy</li> <li>• Order production inputs</li> <li>• Health care/Immunisation/Dosage/Dipping/Medication</li> <li>• Manipulation of reproduction/Al/castration</li> <li>• Production/Milk/Meat/Fibres/Eggs</li> <li>• Management and handling of animals</li> <li>• Recordkeeping/Tagging</li> </ul>

**Grade 12**

An extensive production plan for a plant- or animal production enterprise that will include the following content issues covered in Grade 12:

- 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

**General remarks about the management overview**

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 Grade 11 the management overview will include all the processes to produce a weaner and in Grade 12 the finishing of the weaner in the feedlot, slaughtering and marketing of meat.)

Challenges and successes must be listed, e.g. code of best practices as prescribed by each relevant industry.

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

### 2.2.2 Practical tasks (activities)

This section of the PAT for AMP 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 planned for at the beginning of the year. This part of the PAT focuses on the assessment of an individual learner while performing practical activities in both animal and plant production enterprises.

At least THREE practical activities/tasks in the relevant production enterprises should be comprehensively assessed for Grade 10 and 11 learners and TWO practical activities/tasks for Grade 12. This part of the PAT assessment will assess the performance of learners while they are doing the activities/practical. Tasks should be set in real-life settings, for example 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. These activities should be spread over the entire range of the enterprise and should not only focus on one aspect.

The practical activities are assessed and on-site moderation should be completed where possible. Evidence to support the assessment of the activities should be gathered for the final moderation. This could include photographs, pictures and/or video clips of these activities and assessment of the activities.

Practical activities are related to the psychomotor domain which focuses on the physical and kinaesthetic skills that learners need to develop and demonstrate. These skills should be gradually developed by following the various levels as set out below. The development of the skills should be in the relevant production enterprises offered at the school. The **affective domain** which includes aspects such as feelings, values, appreciation, enthusiasm, motivation and attitude is also covered in this part of the PAT.

#### **The psychomotor domain**

This domain is characterised by progressive levels of behaviour from observation to mastery of required skills before final assessment of the relevant skills.

Level	Definition	Level Description
<b>1. Observing</b>	Active mental attending of a physical event.	The learner observes a more experienced person in his/her performance of the skill. Asked to observe sequences and relationships and to pay particular attention to the finished product. Direct observation may be supplemented by reading or watching a video. Thus, the learner may read about the topic and then watch a performance.
<b>2. Imitating</b>	Attempted copying of a physical behaviour.	The learner begins to acquire the rudiments of the skill. The learner follows directions and sequences under close supervision. The total act is not important, nor is timing or coordination emphasised. The learner is conscious of deliberate effort to imitate the model.
<b>3. Practising</b>	Trying a specific physical activity over and over again.	The entire sequence is performed repeatedly. All aspects of the act are performed in sequence. Conscious effort fades as the performance becomes more or less habitual. Timing and coordination are emphasised. Here the person has acquired the skill but is not an expert.
<b>4. Adapting</b>	Fine tuning. Making minor adjustments in the physical activity in order to perfect it.	Perfection of the skill. Minor adjustments are made that influence the total performance. Coaching is often very valuable here.

### Key Verbs

Below are some examples of key verbs associated with the cognitive domain. Using such verbs is beneficial to writing effective learning objectives when worksheets for the practicals are developed.

- Collect, inject, calculate, mix, classify
- Handle, operate
- Distinguish (by sight, observation, touch, cognitive knowledge)
- Perform (skilfully)

Using external assessors (e.g. wool-classing course, AI course and shearing course) for this section of the PAT will support the assessment done by the teacher.

The assessment of these activities would include a comprehensive checklist or rubric and could be supported with a questionnaire or interview which is completed while performing this activity. The questionnaire and interview could assess the context and application of the learner who is assessed and could be marked with a memorandum.



### 2.2.3 Management test

The learners are exposed to various case studies or scenarios based on the annual production plan to which they have been exposed. The management test will represent examples of applications from the annual production plan and practical activities. These questions will be linked to the application of the knowledge.

This activity or task will be completed under controlled conditions as an individual activity. The assessment tool for this activity could include a marking guideline (memorandum), checklist and rubric or a combination of these.

Assessment of management test	
<b>Grade 10</b>	Management test based on general issues in the production processes of animals and plants to which the learners have been exposed
<b>Grade 11</b>	Management test based on specific issues in the production processes of animals and plants to which the learners have been exposed
<b>Grade 12</b>	Management test based on specific issues in the agribusiness production processes and processing of relevant animal and plant production enterprises to which the learners have been exposed

### 2.2.4 Logbook (Recording of time spent)

The time that learners spend in a practical situation or at an active production enterprise should be recorded. These records should include time spent while doing tasks, gathering information, observing, evaluating or demonstrating skills while in a practical situation.

A list of the processes or activities to which the learners had been exposed should be included to indicate evidence of exposure to the major production activities that the available enterprises have to offer.

Learners must spend at least 10 hours per term in such a practical situation. The learners must be exposed to the THREE production enterprises that form part of PAT. Learners should be assessed on the time spent in these practical situations and on the complexity of their exposure. A checklist must be used for this purpose and the marks adjusted proportionally.

These guidelines assist to provide the minimum standard for the PAT in AMP. More informal and more complex activities will be to the advantage of learners.

### 2.3 PAT component summary and weightings

PAT component	Number of activities			Weighting	Focus
	Grade 10	Grade 11	Grade 12		
<b>Management overview</b>	1	1	1	20%	Planning
<b>Practical tasks (activities)</b>	3	3	2	50%	Operational skills
<b>Management test</b>	1	1	1	25%	Application
<b>Logbook (Time register)</b>	Record sheet of learners' attendance and duties carried out			5%	Experience

The practical assessment task (PAT) contributes 25% of the total promotion mark and should take the form of developing and applying agricultural management skills, processing skills and responsibility. The total mark allocation should add up to 100 marks. The PAT therefore focuses on the management skills as well as the development and application of various skills in the production process and processing of products in a production-related context.

#### Final mark

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

<b>Management overview and test (Cognitive domain)</b>	<b>45</b>
<b>Practical activities and time allocation (Psychomotor and affective domain)</b>	<b>55</b>
<b>TOTAL</b>	<b>100</b>

2.4 **Layout of the PAT**2.4.1 **Example for Animal Production Enterprises**

CONTENT OVERVIEW		PRACTICAL ACTIVITIES			MANAGEMENT TEST
Planning		Operational Skills (Practical and management)			Application
Progression in complexity, content and context					
20%		50%			25%
	<b>Grade 10</b> Basic principles and background of enterprises (4 crops and 4 animal)	<b>Grade 11</b> Production driven (3 production enterprises)	<b>Grade 12</b> Financial-, marketing-, product processing orientated	<b>Grades 10–12</b>	
Identify the enterprise to take the risk	<ul style="list-style-type: none"><li>• Classification of breeds</li><li>• Determine adaptability</li></ul>	<ul style="list-style-type: none"><li>• Breed characteristics (judging and selection)</li><li>• Performance testing</li></ul>	<ul style="list-style-type: none"><li>• Analysing of resources</li><li>• Production systems</li><li>• Herd composition</li><li>• SWOT analysis</li></ul>	Test about aspects covered/done in practicals and management overview. Grades 10–12	
Develop a management programme of the enterprise	<ul style="list-style-type: none"><li>• Basic management of at least 1 enterprise</li></ul>	<ul style="list-style-type: none"><li>• Complete management programme</li></ul>	<ul style="list-style-type: none"><li>• Marketing plan</li><li>• Financial, budgeting, income and expense statements</li></ul>		
Implementing/Execution	<b>Basic management</b> <ul style="list-style-type: none"><li>• Processes involved</li><li>• Identify natural resources, e.g. veld types</li><li>• Camp rotation</li></ul>	<b>Execution of planning</b> Disease management <ul style="list-style-type: none"><li>• Dosing, vaccination, dipping, etc.</li></ul> Management activities <ul style="list-style-type: none"><li>• Care after birth, marking, castration, dehorning</li></ul> Reproductive management <ul style="list-style-type: none"><li>• Pregnancy testing, bull fertility, ICP, AI, etc.</li><li>• Feed requirements</li></ul>	<b>Product specific</b> <ul style="list-style-type: none"><li>• Harvesting</li><li>• Classification of products</li><li>• Processing</li><li>• Marketing</li><li>• Feed-flow programme/ Determine grazing capacity</li><li>• Daily management</li></ul>		
Check and evaluate successes and failures	<ul style="list-style-type: none"><li>• Daily routine</li><li>• Inspection record-keeping</li></ul>	<ul style="list-style-type: none"><li>• Pasture condition determination</li><li>• Feeding trials</li><li>• Production records</li></ul>	<ul style="list-style-type: none"><li>• Analyse planning process</li><li>• Management skills</li><li>• Financial records</li></ul>		

## 2.4.2 Example for Crop Production Enterprises

MANAGEMENT OVERVIEW	PRACTICAL ACTIVITIES		
Production planning	Operational Skills (Practical and management)		
Progression in complexity, content and context			
20%	50%		
Grades 10–12	Grade 10 Basic principles and background of enterprises. (4 crops and 4 animal)	Grade 11 Production driven (3 production enterprises)	Grade 12 Financial-, marketing-, production processing orientated
<b>Goal setting</b> • Where are we going with the enterprise	• Classification of crops • Determine adaptability	• Crop characteristics • Crop/Yield performance	• Analysis of resources • Production systems • SWOT analysis
<b>Planning</b> (Production programme) • Management programme of enterprise	• Basic management of at least 1 enterprise	• Complete management programme	• Marketing plan, financial planning, budgeting, income and expense statements
<b>Organising/Implementing/Execution</b>	<b>Basic management</b> • Soil samples and types • Composition of soils • Seed germination tests • Identification: pests, diseases, weeds. • Cultivation methods • Cultivar evaluation • Irrigation system comparison	<b>Execution of planning</b> • Calibration practicals, spraying, pruning • Utilise soil sample analysis for fertiliser application, fertilisation trials • Identification of pests, diseases, weeds • Different types of herbicides and usage • Soil aspects for particular crop and preparation • Different implements • Irrigation scheduling	<b>Product specific</b> • Harvesting, classification • Grading, processing • Packaging, marketing • Management skills • Marketing plan • Fertiliser plan, calibration calculations • Human resource planning • Soil management
<b>Control and checking</b> • Challenges and successes	• Daily routine inspection • Daily management	• Crop rotation • Plant density trial	• Yield determination • Analyse the farm planning process and evaluation

## 2.5 Moderation of PATs

### **Internal moderation**

The teacher and learner's portfolios of evidence (PoE) and PATs must be moderated by the HOD or senior teacher of the subject at the school.

### **External moderation (subject specialist/subject advisor)**

This moderation should preferably be done once a term. The availability of a calendar sent to the subject specialist reflecting the planned dates of assessment activities (PAT programme of assessment) will assist the moderator to plan ahead for such moderation sessions. The external moderator can identify certain learners to complete certain tasks during the final moderation process.

### **External moderation (national panel)**

A panel of moderators appointed by the national Department of Basic Education will moderate the PATs and observe facilities and resources at the school. (See ANNEXURE A for moderation tool)

## 3. LEARNER GUIDELINES

### 3.1 Instructions to the learner

Learners should know the assessment criteria before they start with each assessment.

### 3.2 Tasks in the various components of the PAT:

- 3.2.1 Example of the management plan/overview of the PAT
- 3.2.2 Example of a practical activity
- 3.2.3 Example of a management test

**3.2.1 Example of the management plan/overview of the PAT**

**PAT: MANAGEMENT OVERVIEW EXAMPLE**  
**ANIMAL PRODUCTION: Broiler production**  
**TOPIC: Management overview of a broiler unit**

**Work sheet No.: 1.1****GRADE: 11****NAME:** \_\_\_\_\_**DATE:** \_\_\_\_\_**OVERVIEW:**

The overall broiler performance is dependent on several management practices. Brooder management is one of the important aspects of broiler rearing and management. The early developmental stage becomes critical for the overall result and growth of the bird. Hence, care should be taken right from day 1. Effective brooding management includes providing the chicks with the right temperature, relative humidity, air quality, good quality feed and water.

**LEARNING OBJECTIVES:**

Better management results in better productivity! You could be an experienced farmer or newly venturing into the poultry industry, but effective management is essential for the overall development and health of any animal production system. Hence, care should be taken from day 1 to achieve the following outcomes:

- Clean, disinfect and fumigate the shed and equipment.
- Check for the right temperature and humidity levels.
- Ensure chicks have immediate access to fresh water and feed.
- Use chick behaviour as an indicator of satisfactory temperature and air quality.
- Replenish feed constantly during the brooding period.
- Monitor and ensure chick feeding by crop fill scores.

**PRE-VIEWING ACTIVITIES:**

The environment in which the birds are reared is critical for their performance. In addition it would help if the farm is located closer to the production and marketing centres. A farm that has access to good roads and easy transportation has an added advantage.

**POST-VIEWING ACTIVITIES:**

Learners should be exposed to a real-life situation in managing a broiler house for a production cycle. During this activity learners should keep records of various processes (like growth and food consumption etc.) to determine the efficiency and the application of their knowledge.

**INTERESTING FACTS:**

Throughout the cycle observe the batch for sick birds and conditions conducive to disease. Early diagnosis with prompt and adequate treatment will reduce death and production losses.

**Scenario:**

The school was given 1 500 day-old broiler chicks to rear. Evaluate the farm's resources and determine the requirements for a broiler house that the school should build/erect to rear the 1 500 birds.

1. State NINE requirements of suitable housing to accommodate the 1 500 broiler chicks in the scenario above.  

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(9)
2. Discuss the importance of the following equipment needed in the broiler house:
  - (a) Floor litter 

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  - (b) Side curtains 

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(2)  
(2)
3. Name THREE different types of litter material that could be used in the broiler house.
  - (a) 

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  - (b) 

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  - (c) 

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(3)
4. From the information given under 'working procedure' on the managing calendar, calculate the floor area needed to accommodate 1 500 birds at the following ages:
  - (a) Day old 

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  - (b) 45-day-old 

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  - (c) In metres, give TWO options to illustrate the dimensions of your building:
    - i. 

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    - ii. 

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(4)  
(4)
5. List how much of the following equipment is needed to ensure adequate water and feed space for the number of birds mentioned in the scenario above:
  - (a) Water troughs 

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  - (b) Feed hoppers 

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(2)  
(2)
6. For how many days should a unit be vacated before a new batch of chickens can be placed in the building?  

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(1)
7. List FIVE daily management tasks that you should execute in the broiler house to ensure good quality broilers for slaughter.  

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(5)

## Enterprise Management Calendar

### How to use the enterprise management calendar:

This management overview can be used for Grade 11. Grade 10 will reflect fewer activities that should be removed by the teacher. For Grade 12 the list should be more expanded to include the slaughtering, cleaning and marketing aspects of the enterprise.

No dates are given on this calendar. Preparation before and after each cycle is the start and finish of a management process. The column on the left (Production Cycle) is blank for you to insert the information required during that week or production stage.

The procedures listed to the right of the week column indicate the production cycle. The third column gives a list of procedures/tasks that should be undertaken at specific intervals during the production cycle. Learners should arrange these working procedures/required tasks in the production cycle. This is not a complete list and may be added to or deleted from the programme based on your specific needs.

## MANAGEMENT CALENDAR FOR A BROILER PRODUCTION SYSTEM

Week (Days)	Production Cycle	Working Procedure/Required Tasks	Other Management Practices								
1 (1–7)		<b>Chick arrival – farm preparation</b> <ul style="list-style-type: none"><li>• Provide chicks with bio-secure, clean housing.</li><li>• Control spread of disease by using single-age, (i.e. all-in/all-out) housing.</li><li>• Spread litter evenly.</li></ul> <b>Chick placement</b> <ul style="list-style-type: none"><li>• Preheat the house and stabilise temperature and humidity prior to chick arrival.</li><li>• Unload and place chicks quickly.</li></ul>									
2 (8–14)		<ul style="list-style-type: none"><li>• Make feed and water available to the chicks immediately.</li><li>• Arrange equipment so that chicks can reach feed and water easily.</li><li>• Position supplementary feeders and drinkers near the main feeding and drinking systems.</li><li>• Leave chicks to settle for 2 hours with access to feed and water.</li><li>• Check feed, water, temperature and humidity after 1 to 2 hours and adjust where necessary</li></ul> <b>Feeding management</b> <table><tr><th>Age</th><th>Feed Form and Size</th></tr><tr><td>0–10 days</td><td>Starter: sieved crumbs or mini-pellets</td></tr><tr><td>11–24 days</td><td>Grower: 2–3,5 mm (0,08–0,125 inch) diameter pellets or coarse grinded mash</td></tr><tr><td>25 days to processing</td><td>Finisher: 3,5 mm (0,125 inch) diameter pellets or coarse grinded mash</td></tr></table>		Age	Feed Form and Size	0–10 days	Starter: sieved crumbs or mini-pellets	11–24 days	Grower: 2–3,5 mm (0,08–0,125 inch) diameter pellets or coarse grinded mash	25 days to processing	Finisher: 3,5 mm (0,125 inch) diameter pellets or coarse grinded mash
Age	Feed Form and Size										
0–10 days	Starter: sieved crumbs or mini-pellets										
11–24 days	Grower: 2–3,5 mm (0,08–0,125 inch) diameter pellets or coarse grinded mash										
25 days to processing	Finisher: 3,5 mm (0,125 inch) diameter pellets or coarse grinded mash										
3 (15–21)											
4 (22–28)		<b>Preparation for catching</b> <ul style="list-style-type: none"><li>• Allow 3 days on full light (23 hours light and 1 hour dark) to avoid problems during catching.</li><li>• Appropriate feed removal from the birds will ensure that the digestive systems are empty before processing commences, limiting faecal contamination during transport.</li><li>• Delay the removal of drinkers for as long as possible</li></ul>									



5 (29–35)		<p><b>General management</b></p> <ul style="list-style-type: none"> <li>• Clean out coop and disinfect properly using common laundry bleach.</li> <li>• Allow a 10–14-day rest period between each batch.</li> <li>• Use new litter for each batch.</li> <li>• Allow sufficient space for the day-old chicks, 50 chicks to a square metre or (1,5 metres x 0,7 metres).</li> <li>• Provide water fonts, 1 to every 40 chicks.</li> <li>• Provide adequate feeders, 1 to every 40 chicks.</li> <li>• Provide fresh feed and clean water in cleaned water and feeders daily.</li> <li>• Provide initial brooding temperature of 33–39 °C at chick level decreasing by 1 °C each day until the heat is no longer needed (14 days).</li> <li>• Increase floor space as chicks grow older to advance their growth. The chicks should triple their birth weight by the 7th day and double that weight by the 14th day. It should be 0,09 m<sup>2</sup> per bird at 49 days (7 weeks).</li> <li>• Continuously remove damp or caked litter from the house and replace with new, dry litter.</li> <li>• Remove all dead birds from the house and burn or bury them.</li> </ul> <p><b>Special procedures</b></p> <p>The environment in which the birds are reared is critical for their performance. In addition, it would help if the farm is located closer to production and marketing centres. A farm that has access to good roads and easy transportation has an added advantage. When setting up a farm there is a set of must-have requirements to be adhered to:</p> <ul style="list-style-type: none"> <li>• Water availability throughout the year. Water quality: Hardness below 750 ppm, pH 6,0 to 8,5.</li> <li>• Ventilated shed and water proof.</li> <li>• Lighting, tube light @ 1 for every 35 m<sup>2</sup> is essential.</li> <li>• Foot bath/Dip with disinfectant for better bio-security.</li> <li>• Separate feed room near the shed with stacking arrangement for feed bags.</li> <li>• Water tank – 2 (1 for medication and 1 for drinking water) with capacity of 500 litres for every 90 m<sup>2</sup>.</li> <li>• Side curtain for the entire length of the shed for both sides, inside and outside.</li> <li>• Provision of death pit for disposal of dead birds.</li> <li>• Provision for placing weighing scales 0,90 m x 0,90 m.</li> </ul>
6 (36–42)		
7 (43–49)		
8 (50–56)		
9 (57–63)		
10(64–70)		

**3.2.2 Example of a practical activity of the PAT****PRACTICAL ACTIVITY**  
**ENTERPRISE: Broiler production**  
**TOPIC: Record keeping in a broiler unit****Work sheet No.: 2.1****Grade: 10–11****Name** \_\_\_\_\_**Date** \_\_\_\_\_**Overview:**

The overall broiler performance is dependent on several management practices. Brooder management is one of the important aspects of broiler rearing and management. The early developmental stage becomes critical for the overall result and growth of the bird. Hence, care should be taken from day 1.

**Pre-activities:**

Divide group into three subgroups. Each group will be responsible for the duties required to feed, clean and take care of the birds for the relevant period.

Follow the daily routine for pen feeding strictly because that may influence your final mark. Remember you are responsible for the chickens as long as the task card is being completed.

All feed needed should be weighed and recorded. All other tasks required in the section must also be performed.

**Daily and routine tasks:**

1. Inspect the broiler house every day at the times allocated by the teacher. You may work out a timetable with two people in your group to be on duty at any time. That includes weekends and sport afternoons.
2. Place as much feed as is necessary in the trough, there should always be enough feed, but not so that there is wastage and spoilage.
3. Record the amount of food eaten. The easiest method is to record when a full bag is opened, record the days used to fill feed hoppers and divide it into the mass of the full bag. That gives the amount of food used/day. Record all data gathered on the given record sheet.
4. Remove wet bedding in the broiler house daily and the water trough as soon as it becomes soiled.
5. Weigh the birds every 3<sup>rd</sup> day and record data on your record sheet. Plot the data on a graph, calculate the daily gain, e.g. mass gain/feed period (days) = grams/day and feed conversion rate, e.g. feed given/mass gained = 1 kg feed used : kg meat gained.
6. Calculate the margin of cost of feed over the value of mass gain. Also calculate the slaughtering % of the birds once slaughtered.
7. Report any problems or sickness to the teacher in charge and indicate it on the record card.

**BROILER UNIT ..... RECORD**

Number of birds ..... Description .....

Feed cost/kg .....

Ave. mass at beginning .....

Date	Day	Mass (20 chicks)	Mass change	Ave. mass	kg conct.	A.D.G	F.C.R	Mortality
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							
	14							
	15							
	16							
	17							
	18							
	19							
	20							
	21							
	22							
	23							
	24							
	25							

Date	Day	Mass (20 chicks)	Mass change	Ave. mass	kg conct.	A.D.G	F.C.R	Mortality
	26							
	27							
	28							
	29							
	30							
	31							
	32							
	33							
	34							
	35							
	36							
	37							
	38							
	39							
	40							
	41							
	42							
	43							
	44							

**3.2.3 Example of a management test as part of PAT****Management Test:** Grade 11

Examiner:

Time: 30 minutes

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

Moderator:

Marks: 20

This test contains all aspects done in the management overview, practical activities and experience gained when routine tasks were done. Answer all the questions.

**SECTION A**

1. Write a brief answer next to the question number.
    - 1.1 One tube light is sufficient for ... m<sup>2</sup>. (1)
    - 1.2 The pH level of water that will be suitable for the chickens ... (1)
    - 1.3 How much water is needed for every 90 m<sup>2</sup>? ... (1)
    - 1.4 Indicate the initial temperature range for day-old chickens ... (2)
- [5]**

**SECTION B**

2. Discuss the importance of floor litter in a broiler house. (2)
  3. State FIVE tasks that must be executed in the chicken house the moment that the chicks arrive. (5)
  4. You are planning to house 2 000 chicks in your chicken house. Calculate the amount of space needed when the chicks reach the age of 7 weeks (29 days). (3)
  5. A footbath is essential for biosecurity.
    - 5.1 Define *biosecurity*. (2)
    - 5.2 State the importance of a footbath to accomplish biosecurity. (1)
    - 5.3 Where will such a footbath be placed to be effective? (1)
  6. Indicate the time (in days) that a broiler house must be vacated. (1)
- [15]**

### 3.3 Assessment tools

See ANNEXURE B.

### 3.4 Absence and non-submission of tasks and participation in practical activities

The PAT forms 25% of the total promotion mark for the learner. Learners should complete all assessment activities that form part of the final PAT. Any failure to adhere to this will result in a mark that is calculated pro rata from the assessment sections and pieces available.

The absence of marks for the practical assessment task in Grades 10–12, without a valid reason, will result in the candidate registered for that particular subject receiving an incomplete result. The candidate will be given three weeks before the commencement of the final end-of-year examination of the relevant grade to submit the outstanding practical assessment task. Should the candidate fail to present the practical assessment task the candidate will be informed that he/she did not meet the minimum requirements and that he/she must repeat the subject the next year.

### 3.5 Requirements for presentation

All proof of assessment should be presented in the learner's subject portfolio under its own division for PAT. The management overview for Grades 11 and 12 should be presented in the Grade 12 portfolio to show continuity.

### 3.6 Timeframes

Each school is unique regarding resources available and management. Each learner should receive a planned activity calendar at the beginning of the year informing them when certain activities should be executed/completed.

PAT COMPONENT	INITIATED	COMPLETED
<b>Management overview</b>	1 <sup>st</sup> term	3 <sup>rd</sup> term
<b>Practical</b>	Grades 10–11/2 per term Grade 12/2 per term	3 <sup>rd</sup> term 2 <sup>nd</sup> term
<b>Management test</b>	Development of skills throughout practicals and management plan	4 <sup>th</sup> term: Grades 10–11 3 <sup>rd</sup> term: Grade 12
<b>Time</b>	Continuous	4 <sup>th</sup> term: Grades 10–11 3 <sup>rd</sup> term: Grade 12

3.7 **Declaration of authenticity**

<b>Declaration of Authenticity</b>		
<p>All proof of assessment should be presented in the learner's subject portfolio under its own division for PAT.</p> <p><b>The following pieces of assessment for the PAT are included in the learner's portfolio of evidence (PoE):</b></p> <ol style="list-style-type: none"> <li><b>1. Management overview/task</b></li> <li><b>2. Practical activities</b></li> <li><b>3. Management test</b></li> <li><b>4. Date register of practicals and courses attended</b></li> </ol> <p>At least 60% of the PAT was done under the supervision of the teacher and without the help of anybody else. This is to certify that all work submitted is the learner's original and own work. Processes not performed by the learner have not been assessed as part of the learner's work.</p>		
<b>Learner</b>		
<b>Teacher</b>		
<b>District</b>		
	<b>Signature</b>	<b>Date</b>
<b>Learner</b>		
<b>Teacher</b>		
<b>Principal</b>		

School Stamp

#### **4. CONCLUSION**

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.

#### **ANNEXURES**

- Moderation tool (ANNEXURE A)
- Learner involvement (ANNEXURE B)
- PAT mark list (ANNEXURE C)



**ANNEXURE A****MODERATION TOOL: AGRICULTURAL MANAGEMENT PRACTICES**

SCHOOL: \_\_\_\_\_

EMIS No. \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE: \_\_\_\_\_

SUBJECT SPECIALIST: \_\_\_\_\_

DATE: \_\_\_\_\_

No. of learners in grade: \_\_\_\_\_

No. of learners taking AMP Grades 10–12: \_\_\_\_\_

Resources Available	Good <input checked="" type="checkbox"/>	Acceptable <input checked="" type="checkbox"/>	Poor <input checked="" type="checkbox"/>	Comments
Functioning farm				
Relevant production enterprises				
Available human resources				
Farm manager				
Labourers				
Recent funding				
Fully equipped production units				

  

Teacher	YES <input checked="" type="checkbox"/>	NO <input checked="" type="checkbox"/>
Subject file/Preparation file:		
👉 PAT guideline document		
👉 Working mark sheet		
👉 Proof of assessment		
👉 Reference material (Additional information and resources given to learners by the teacher)		
Safety and equipment:		
👉 First aid kit		
👉 Safety signs		
👉 Applicable OHS Acts implemented on the farm		
👉 Is the number of learners in workshop per session not more than 15 as stipulated by the OHS act?		
👉 Basic tools and equipment, implements		
👉 Damaged and broken equipment, implements		
Farm atmosphere and layout:		
👉 Safe layout		
👉 Is the farm layout properly planned?		
Cleanliness of surroundings and sheds:		
👉 Sheds well-organised and clean		
👉 Farm area and enterprises clean		

	<b>Learner PAT project files</b>	<b>YES <input checked="" type="checkbox"/></b> <b>NO <input type="checkbox"/></b>
	Is there a record of proof of planning by the teacher for the PAT?	
	Did the learners follow the prescribed format of the PAT?	
	If not, is the PAT of the same standard or higher than the prescribed PAT?	
	Do all learners have PAT portfolio files?	
	Do all learners have a completed Learner Summary Record Sheet in their portfolios?	
	Do all learners have a document that indicates planning for practical activities as done by the teacher?	
	Did all learners complete the Declaration of Authenticity?	
	Did the learners complete all sections of the PAT sufficiently?	
	Does evidence exist that all tasks were assessed by the teacher?	
	Are all assessment tools completed and totals carried over to the mark sheet correctly?	
	Does the assessment conducted by the teacher appear to be fair and reliable?	
	Is the mark allocation and level of achievement in line with the rest of the province?	
	Will an adjustment of that average be needed?	
	<b>Overall quality of the project</b>	<b>YES <input checked="" type="checkbox"/></b> <b>NO <input type="checkbox"/></b>
	Have all learners completed the PAT and has it been moderated?	
	Do the marks allocated by the teacher in the rubrics match the available evidence in the learner's file?	
	<b>Internal/External moderation</b>	<b>YES <input checked="" type="checkbox"/></b> <b>NO <input type="checkbox"/></b>
	Is there evidence of internal moderation by the HOD?	
	Is there evidence of external moderation by the subject specialist/advisor?	
	<b>Internal/External monitoring</b>	<b>YES <input checked="" type="checkbox"/></b> <b>NO <input type="checkbox"/></b>
	Is there evidence of internal monitoring by the HOD?	
	Is there evidence of internal monitoring by the deputy principal?	
	Is there evidence of external monitoring by the subject specialist/advisor?	
	<b>Additional information. Add typed lists of the following information:</b>	
	Add List of Equipment <b>needed</b> for AMP	
	Add List of Equipment <b>in excess</b> for AMP	
	Add List of Equipment that is broken beyond repair and that must be <b>written off</b>	

<b>Conclusive Observations:</b>

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Signature: Teacher

---

Date

---

Signature: HOD

---

Date

---

Signature: FET Subject  
Facilitator

---

Date

---

Signature: Principal

---

Date

School Stamp

**ANNEXURE B****LEARNER INVOLVEMENT**

<b>Criteria/Requirements</b>	<b>1</b>	<b>3</b>	<b>5</b>
<b>Responsibility (Leadership)</b>  <b>1</b>	Follows prescribed or verbal instructions with a lot of assistance. Indicates no sense for safety procedures even with instructions. Shows no or little responsibility towards the work.	Follows written and verbal instructions with limited assistance. Aware of the need for safety procedures, but has difficulty to identify them without guidance. Shows responsibility towards the work.	Follows written and verbal instructions without assistance. Follows proper safety procedures. Accepts responsibility easily and takes leadership during group work.
<b>Initiative (Planning and goal-setting)</b>  <b>2</b>	Uncertain about how to proceed. Needs a lot of assistance. Recognises only noticeable errors in experimental methodology with a lot of assistance.	Offers solutions or explanations for unexpected problems with guidance. Recognises errors in experimental methodology with assistance.	Offers solutions or explanations for unexpected problems. Ability to recognise problems or to anticipate problems and solve them without assistance. Indicates errors in experimental method and results.
<b>Technique (Execution and organising)</b>  <b>3</b>	Clumsy and awkward handling of implements, tools, apparatus. Executes practical activities with difficulty.	Handles implements, tools, and apparatus effectively. Adequate execution of practical procedures.	Method and systematic approach to tasks. Handles implements, tools and apparatus with self-confidence. Skilled execution of practical procedures.
<b>Endurance (Leadership and motivation)</b>  <b>4</b>	Practical tasks and written work incomplete. Somehow not interested in and impatient about the execution of the tasks. Inclined not to repeat procedures.	Required practical tasks and written work completed with motivation. Shows some interest in execution of tasks. Willingness to execute repeating procedures with motivation.	Required tasks and written work are complete. Positive attitude, good motivation. Willingness to execute repeating procedures.
<b>Quality (Evaluating, control and coordinating)</b>  <b>5</b>	Hastens through practical tasks. Superficial with less attention to complete product. Written work inaccurate and poor.	Proper practical work with satisfactory to good results. Written work mostly accurate and clearly.	Proper practical work. Evidence of detail to acquire good results. Written work is neat, accurate and clear.

## ANNEXURE C

## AGRICULTURAL MANAGEMENT PRACTICES – PAT MARK SCHEDULE

[illegible]

TEACHER: \_\_\_\_\_

SIGNATURE OF TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

PRINCIPAL:

SIGNATURE OF PRINCIPAL: \_\_\_\_\_

DATE: \_\_\_\_\_

MODERATOR:

SIGNATURE OF MODERATOR:

DATE: \_\_\_\_\_