basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

AGRICULTURAL MANAGEMENT PRACTICES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2026

These guidelines consist of 40 pages.

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1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statements 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
- TECHNICAL: Technical Mathematics, Technical Sciences

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-the-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)

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 (20 marks) and a diary/journal (10 marks).

Proof of the above must be submitted for monitoring and moderation, to be evaluated, checked, and authenticated by the teacher before being presented as the learner's final evidence of performance.

The teacher file for the practical assessment task must contain evidence of:

(a) The PAT task and all its components
(b) A complete record of all assessment and it 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.

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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 to which they are exposed.

2.1.2 In Grades 10–12 a total of at least TWO 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 must 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 variety of possible enterprises that exist in Agricultural Management Practices (AMP).

2.1.5 The PAT should show progression in complexity, content and context from Grades 10 to 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 should be in the learner's 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 one year (production cycle).

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, artificial insemination (AI) and sheep-shearing courses) for the practical section of the PAT will support the assessment done by the teacher.

2.2 Components of the PAT

The PATs in Grades 10–12 consist 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, such as case studies and scenarios based on activities in the above management plans and practical for production enterprises.
- The **diary/journal** is a record of tasks performed and time spent by the learner 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 and management aspects 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.

It must include proven farming practices which are locally practised and those which the learners would be exposed to. The activity could be in pairs, groups or individually and could include research that should consist of the grade content expectations, as indicated in the rubrics in ANNEXURE A. The management overview should preferably 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 time frame for each activity should be included.

TABLE 1: Examples of practices that form part of a production enterprise in Grade 10

CROP PRODUCTION	ANIMAL PRODUCTION
• Planning for the planting season • Ordering of production inputs • Basic soil preparation/ Mechanisation • Planting (direct planting or transplanting) • Integrated pest and disease and weed management • Crop fertilisation programme • Irrigation programme	• Feed mixing/rations provided • Reproduction/Mating season • Ordering of production inputs • Animal husbandry: care/castration/dehorning • Production of milk/meat/fibre/ eggs, etc. • Basic management of animals (animal health management) • Record-keeping/Animal identification (tagging, ear marking, tattooing, branding – hot iron and freeze branding – dry-ice method, etc.)

Grade 11

A **comprehensive 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.

TABLE 2: Examples of practices that form part of a production enterprise in Grade 11

SPECIFIC CROP PRODUCTION ENTERPRISE	SPECIFIC ANIMAL PRODUCTION ENTERPRISE
• Planning for the planting season • Ordering of production inputs • Soil preparation/ Mechanisation • Planting • Integrated pest, disease and weed management • Crop fertilisation programme • Crop irrigation program	• Feed (fodder) flow programme • Application of various grazing systems • Mating season planning (reproduction/pregnancy testing) • Manipulation of reproduction/AI • Ordering of production inputs • Health care (immunisation/dosage/ dipping/medication) • Production of milk/meat/fibre/eggs • Management and handling of animals (animal health management) • Record-keeping/Animal identification (tagging, ear marking, tattooing, branding – hot iron and freeze – dry-ice method, etc.)

Grade 12

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

- Physical and natural resource management
- Holistic planning/Whole enterprise production planning/Strategic enterprise production planning (from beginning to end)
- Financial aspects/Implementation and control of enterprise budget
- Labour management
- Record-keeping (physical and financial records)
- Harvesting and post-harvesting procedures (handling, transportation, storage)
- Grading/Product differentiation/Sorting
- Value adding/Product processing
- Product marketing/Distribution
- Agritourism and niche market opportunities

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General remarks about the management overview

The issues mentioned on the previous pages must be presented for a complete production cycle and should include all appropriate practices for the specific enterprise, e.g. beef cattle production for Grade 10, the management overview will include a general overview of management aspects required, for Grade 11 it will include all the processes needed to produce a weaner and for Grade 12 it will include the finishing of the weaner in the feedlot, slaughtering, processing and marketing of beef and financial aspects. The scenario could be compiled to show a timeline for the production processes that occur in the production cycle.

Challenges and successes must be listed, e.g. Guidelines of Good Agricultural Practices (GAP), as prescribed by each relevant industry.

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

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, appropriate production enterprise 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 TWO practical activities/tasks in the relevant production enterprises per term should be comprehensively assessed for Grade 10 and 11 learners (terms 1–3) and Grade 12 (terms 1–2). This part of the PAT assesses the performance of learners while they are involved in the activities/practical. Tasks should be set in real-life settings, e.g. milking cows, artificial insemination, inoculation, crop-care practices (spraying of crops, grafting, budding, monitoring of diseases and pests [scouting], planting, transplanting of seedlings, germination percentage, fertiliser application, mechanisation planning), care of animals (dehorning, castration, feeding, branding, marking, disease control, rearing of calves, etc.) and value-adding activities (tomato paste, yoghurt making, etc.), harvesting, classing, etc.

These activities should be spread over the entire range of the enterprises and should not only focus on one aspect or enterprise. 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 should 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 kinesthetics 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 psychomotor domain for practical activity development

This domain is characterised by progressive levels of behaviour from observation to mastery of required skills. Assessment can only be done once learners have been given the opportunity to practise the required skills.

LEVEL	DEFINITION	LEVEL DESCRIPTION
1. Observing	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.
2. Imitating	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 the timing or coordination emphasised. The learner is conscious of the deliberate effort to imitate the model/action.
3. Practising	Trying a specific physical activity repeatedly	The entire sequence is performed repeatedly. All aspects of the act are performed in sequence. Conscious effort fades as the performance becomes habitual. Timing and coordination are emphasised. Here the person has acquired the skill, but is not an expert.
4. Adapting	Fine tuning. Making minor adjustments in the physical activity to perfect it	Perfection of the skill. Minor adjustments are made that influence the total performance. Coaching and mentoring are often valuable here.

Key verbs

Using key verbs associated with the **cognitive domain** is beneficial for 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)

Where possible, the time should be equally distributed between the production enterprises. Learners should not be assessed on the time spent in these practical situations, but on the complexity of the task they are exposed to.

The assessment of these activities could include a comprehensive checklist or rubric as well as a questionnaire, worksheet or an interview schedule, which is completed while performing the activity. The questionnaire and interview could assess the context and application of the learner who is assessed, and could be marked with a memorandum (marking guidelines).

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The use of external assessors (e.g. wool-classing, AI and sheep-shearing courses, animal-judging courses) for this section of the PAT will support the assessment done by the teacher.

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	
Grade 10	Management test is based on general issues in the production processes of animals and plants to which the learners have been exposed.
Grade 11	Management test is based on specific issues in the production processes of animals and plants to which the learners have been exposed.
Grade 12	Management test is 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 Diary/Journal

The **affective domain,** which includes aspects such as feelings, values, appreciation, enthusiasm, motivation, responsibility and attitude, is important in Agricultural Management Practices. Farming is about all these aspects mentioned above and it should therefore be incorporated in the learner's assessment. **Learners must spend at least 10 hours per term to experience the above-mentioned aspects.**

This section of the PAT should contain an indication of the time spent on responsibilities, tasks and expectation of time spent in a practical situation, simulating the management aspects of an enterprise, and should be recorded in the form of a diary/journal at a production enterprise. For best practices, these records should include daily responsibilities and tasks, while gathering information, observing, evaluating, or demonstrating skills while busy at the production enterprise.

A list of the processes or activities to which the learners have been exposed should be included to indicate evidence of exposure to the major production activities that the available enterprises have to offer. This time should then be converted to a mark or percentage for recording purposes.

The above guidelines should assist teachers and guide them to develop appropriate activities for administering the PAT in AMP. It also provides the minimum standard for the PAT in AMP. More informal and more complex activities will be to the advantage of learners.

2.3 PAT components and weighting

PAT COMPONENT	NUMBER OF ACTIVITIES			WEIGHTING	FOCUS
	Grade 10	Grade 11	Grade 12		
Management overview	1	1	1	20%	Planning
Practical tasks (activities)	6	6	4	50%	Operational skills
Management test	1	1	1	20%	Application
Diary/Journal	Diary/Journal – notes on daily activities and tasks executed while performing daily responsibilities and tasks			10%	Experience

The practical assessment task (PAT) contributes 25% of the total promotion mark and should develop and apply agricultural management skills, processing skills and responsibility. The total mark allocation should add up to 100 marks. The PAT therefore focuses on 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:

Management overview and test (Cognitive domain)	**40**
Practical activities and time allocation (Psychomotor and affective domain)	**60**
TOTAL	**100**

2.4 Layout of the PAT (Examples)

2.4.1 Guidelines for compiling a PAT in livestock production

ASSESSMENT TYPE	TOPIC	GRADE 10 BASIC PRINCIPLES AND BACKGROUND OF ENTERPRISES (THREE CROPS AND THREE ANIMALS)	GRADE 11 PRODUCTION-DRIVEN (THREE PRODUCTION ENTERPRISES)	GRADE 12 PRODUCTION-DRIVEN (TWO PRODUCTION ENTERPRISES)
Management overview - Content expectation (20%)	**Production cycle: one enterprise**	Determined by scenario	Determined by scenario	Determined by scenario
	List of equipment needed/Inventory	List of the equipment and facilities	Type and quantity	Cost calculations
	Housing: housing preparation; handling facilities	Types of housing and handling facilities. What needs to be controlled?	Detailed information about housing	Costing and management aspects that must be implemented
	Handling and management	Reasons for proper housing and handling	Detailed information about handling	Costing and management aspects
	Period of growth	List of factors and management aspects	Detailed information about the management aspects	Calculations, costing and management aspects
	Gestation period	List of factors and management aspects.	Detailed information about the management aspects	Calculations, costing and management aspects
	Lactation period	List of factors and management aspects	Detailed information about the management aspects	Calculations, costing and management aspects
	Feeding	Types of feeding	Growth stages and quantities/numbers	Costing and calculations
	Biosecurity, vaccination, veterinary procedures, medication and sanitation	List actions to implement biosecurity	Detailed information about medication: which medication, when to administer (stages), volumes, methods. Detailed information about the use of relevant chemicals, stages and volumes	Biosecurity prices, costing and calculations
	Farrowing, calving, lambing, kidding	Signs of farrowing, calving, kidding, and lambing	Detailed information about management	Management aspects to implement
	Record-keeping	Records to be kept	Actual record-keeping	Data capturing and interpretation
	Financial statements			Financial statements
	Harvesting; processing; marketing			Product harvesting, processing, value adding, packaging, marketing and sales
	Agritourism			Investigate possible opportunities in your enterprise

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	GRADE 10 BASIC PRINCIPLES AND BACKGROUND OF ENTERPRISES (THREE CROPS AND THREE ANIMALS)	GRADE 11 PRODUCTION-DRIVEN (THREE PRODUCTION ENTERPRISES)	GRADE 12 PRODUCTION-DRIVEN (TWO PRODUCTION ENTERPRISES)
Examples of topics for practical activities **(50%)**	**Handling course** Pest and disease management Management activities: dosing, vaccination, dipping, etc. Care: new-born calves/piglets/lambs etc., marking, castration, dehorning. Basic records: production, health, feeding, breeding and mating, etc. Classification of plant cultivars and animal breeds (determine adaptability)	**Management and care** Dehorning, castration, marking, tail docking, teeth clipping, iron injection, etc. Animal judging course and body condition scoring (BCS) Reproduction/AI course Reproduction management Pregnancy testing, bull/ram/boar fertility, ICP, AI, etc. Feed requirements Daily management Breed characteristics (judging and selection) Performance testing	Harvesting: shearing, wool-classing, milking, slaughtering, etc. Processing: wool, meat, milk, leather, etc. Price determination Financial planning Marketing Identify natural resources, e.g. veld types Determine grazing capacity and veld condition assessment Grazing systems Execution of planning Feed flow programme Analysing of resources Production Systems Herd/Flock composition SWOT analysis
Management Test **(20%)**	Related to all the above enterprises	Related to all the above enterprises	Related to all the above enterprises
Diary/Journal (40 hours/year) **(10%)** **Tasks completed, time spent and work done during practical activities on the production enterprise.** **(Register signed by learners and instructor/supervisor/mentor on the site)**	Routine tasks and visits for practical activities	Routine tasks and visits for practical activities	Routine tasks and visits for practical activities

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2.4.2 Guidelines for compiling a PAT in poultry production (broilers or layers)

ASSESSMENT TYPE	TOPIC	GRADE 10 BASIC PRINCIPLES AND BACKGROUND OF ENTERPRISES (THREE CROPS AND THREE ANIMALS)	GRADE 11 PRODUCTION-DRIVEN (THREE PRODUCTION ENTERPRISES)	GRADE 12 PRODUCTION-DRIVEN (TWO PRODUCTION ENTERPRISES)
Management overview – Content expectation (20%)	**Production cycle – one enterprise**	Determined by scenario	Determined by scenario	Determined by Grade 11 scenario
	List of equipment needed in housing	List of equipment	Number needed as indicated by scenario	Cost calculations
	Preparation of housing before intake	Actions that must take place: material, chemicals, equipment, etc.	Detailed information about actions, e.g. what, when and amount/number (stocking density)	Cost calculations based on numbers and volume Management aspects that are required
	Before-placement-of-chicks checklist	What must be controlled?	What must be taken into consideration?	Actual costs, prices, cost calculations and the influence of management
	Placement of chicks	Actions that must take place during the process	Detailed information about actions, e.g. what, when and volume/number	Cost calculations Management aspects that must take place in the process
	Period of growth (phase)	List of factors and management aspects that must be taken into consideration during the period of growth	Detailed information about all management aspects named in Grade 10	Calculations and cost calculations and the influence management has on each of the aspects
	Feeding and stages of changes	Types	Dates and numbers/amounts	Prices and cost calculations
	Biosecurity, inoculations, medication and sanitation	List of actions that must take place and at what age	Detailed information about medication: which medication, when to administer (stages), amounts/volumes, methods to administer Detailed information about the use of relevant chemicals, stages, and volumes	Actual costs, prices, cost calculations and the influence of management
	Catching of broiler chicks/collection of eggs	List of actions that must take place beforehand	Methods, preparation, and details about actions that take place during the period	Implications or influence management aspects

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ASSESSMENT TYPE	TOPIC	GRADE 10 BASIC PRINCIPLES AND BACKGROUND OF ENTERPRISES (THREE CROPS AND THREE ANIMALS)	GRADE 11 PRODUCTION-DRIVEN (THREE PRODUCTION ENTERPRISES)	GRADE 12 PRODUCTION-DRIVEN (TWO PRODUCTION ENTERPRISES)
Management overview – Content expectation *(continued)* **(20%)**	**Sanitation**	List of actions that must take place	Detailed information about chemicals, volumes, actions and dates	Actual cost calculations of chemical substances
	Daily records	Types of records to be kept	Actual production records	
	Financial aspects			Calculations of profit/loss based on actual expenditure and income as indicated in records
	Harvesting	List of actions	Methods, preparations and detail about the actions that must take place during the period	Handling, sorting, grading and packaging, storage
	Processing, value adding and marketing			Methods and examples of processing of the specific product and the marketing
	Agritourism			Investigate possible agritourist opportunities in your enterprise
Examples of topics for practical activities **(50%)**		Daily routines and responsibilities Handling – inoculation Basic management skills Identification and scouting – pests, diseases	Daily routines and responsibilities Growth recording Disease – inoculation (control/ management) Execution of planning Pest and disease control and prevention	Slaughtering process Manufacturing, processing and value adding to products. Marketing Collecting eggs, sorting and grading and packaging
Management Test **(20%)**		Related to all the above enterprises	Related to all the above enterprises	Related to all the above enterprises
Diary/Journal (40 hours/year) **(10%)** **Tasks completed, time spent and work done during practical activities on the production enterprise.** **(Register signed by learners and instructor/supervisor/mentor on the site)**		Routine tasks and visits for practical activities	Routine tasks and visits for practical activities	Routine tasks and visits for practical activities

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2.4.3 Guidelines for compiling the PAT for crop/vegetable/fruit production

ASSESSMENT TYPE	TOPIC	GRADE 10 BASIC PRINCIPLES AND BACKGROUND OF ENTERPRISES (THREE CROPS AND THREE ANIMALS)	GRADE 11 PRODUCTION-DRIVEN (THREE PRODUCTION ENTERPRISES)	GRADE 12 PRODUCTION-DRIVEN (TWO PRODUCTION ENTERPRISES)
Management overview – Content expectation (20%)	**Production cycle – one enterprise**	Determined by scenario	Determined by scenario	Determined by scenario
	Equipment needed to carry out production task	List the equipment	Type and quantity	Production cost calculations
	Soil analysis	Study of soil profile and type of soil available	Soil sampling and analysis	Application of precision farming practices
	Soil preparation	Tasks to take place, material/ tools/equipment needed	Detailed information regarding tasks, when, what should be done	Calculation of costs, management aspects to take place
	Pre-planning control	What should be controlled?	What is important for a specific crop?	
	Crop protection programme	List of actions	Detailed information regarding when, how, types and volumes	Costing, general management and calibration
	Planting/Sowing	Planting methods, actions involved in the process	Detailed information regarding the actions, for instance when, how much and what must be done	Costing and management principles
	Plant growth period	List of factors and management principles that should be implemented during this period	Detailed information regarding the management factors and principles. Plant growth graphs	Yield predictions/determinations
	Fertilisation practices	Types and methods	Stages and quantities	Costing and price determination
	Harvesting and post-harvesting practices	List of actions	Methods, preparations and detail about the actions	Handling, sorting, grading and storage
	Record-keeping	Types of records to be kept	Actual recordkeeping	Data capturing and interpretation.
	Financial statements			Financial statements – budgets, etc.
	Processing, value adding and marketing			Processing, value adding, packaging, and sales and SAFEX
	Agritourism			Investigate possible agritourist opportunities in your enterprise

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	GRADE 10 BASIC PRINCIPLES AND BACKGROUND OF ENTERPRISES (THREE CROPS AND THREE ANIMALS)	GRADE 11 PRODUCTION-DRIVEN (THREE PRODUCTION ENTERPRISES)	GRADE 12 PRODUCTION-DRIVEN (TWO PRODUCTION ENTERPRISES)
Examples of topics for practical activities **(50%)**	**Basic management** Soil preparation Planting/seedling transplanting process. Care taking/responsibility. Weeds identification Taking soil samples and types Composition of soils Seed germination tests Identification and scouting of pests, diseases Cultivation methods Irrigation system comparison	**Execution of planning** Calibration of spraying equipment Planter/seedling planter calibration Disease, weed and insect pest control and prevention. Pruning and trellising (plant manipulation techniques) Utilise soil sample analysis for fertiliser application (interpretation of soil sample), conduct soil fertilisation trials, Types of herbicides/weedicides and usage Soil aspects for crops and preparation Different implements Irrigation scheduling. Cultivar evaluation	**Product specific** Harvesting and classification Manufacturing, processing and value adding to products. Yield determination SAFEX course Grading, processing Marketing plan, packaging, marketing Management skills Fertiliser plan, calibration calculations Human resource planning and management Sustainable soil/land management
Management Test **(20%)**	Related to all the above enterprises	Related to all the above enterprises	Related to all the above enterprises
Diary/Journal (40 hours/year) **(10%)** **Tasks completed, time spent and work done during practical activities on the production enterprise.** **(Register signed by learners and instructor/supervisor/mentor on the site)**	Routine tasks and visits for practical's activities	Routine tasks and visits for practical activities	Routine tasks and visits for practical activities

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2.5 Moderation of the PAT

Internal moderation
The teacher and learners' portfolios of evidence (PoE) and PATs must be moderated once a term by the head of department (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.)* Proof of PATs completed should be presented if required.

3. LEARNER GUIDELINES

3.1 Instructions to the learner

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

- The learners' tasks should be presented in the back of their portfolios under each required section, neatly divided by a partition.
- If the learner starts with the subject in Grade 11 or 12, the learner should complete all the required tasks as for the previous year(s).
- There must be a correlation between the work for Grades 10 to 12. Consecutive years' work needs to be kept and filed under separate sections.

3.2 Example of tasks in the various components of the PAT:

3.2.1 Management overview/plan
3.2.2 Practical activity
3.2.3 Management test
3.2.4 Diary/Journal

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3.2.1 Example of the management overview

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 chicks. Hence, care should be taken right from day one. Effective brooding management includes providing the chicks with the right temperature, relative humidity, air quality, high-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 one to achieve the following outcomes:

- Clean, disinfect and fumigate the broiler house 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/growing period.
- Monitor and ensure chick feeding by crop fill scores.

PRE-VIEWING ACTIVITIES:
The environment in which the broilers 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 (growth and food consumption rates, etc.) to determine the efficiency and the application of their knowledge.

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

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

1. State NINE requirements of suitable housing to accommodate the above scenario.

_____
_____
_____
_____
_____
_____ (9)

2. Discuss the importance of the following equipment needed in the broiler house:

(a) Floor litter _____ (2)
(b) Side curtains _____ (2)

3. Name THREE different types of litter material that could be used in the broiler house.

(a) _____
(b) _____
(c) _____ (3)

4. From the information given under 'working procedure' on the managing calendar, calculate the floor area needed to accommodate 1 500 broiler chicks at the following ages:

(a) Day old _____ (2)
(b) 45-day-old _____ (2)
(c) In metres, give TWO options to illustrate the dimensions of your building:

(i) _____
(ii) _____ (4)

5. List how much of the following equipment is needed to ensure adequate water and feed space for the number of broiler chicks stated in the scenario above:

(a) Water troughs _____ (2)
(b) Feed hoppers_____ (2)

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

_____ (1)

7. List FIVE daily management tasks that you should execute in the broiler house to ensure high-quality broilers for slaughter.

_____
_____
_____
_____
_____
_____ (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 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 second column on the left **(Production Cycle)** is blank for you to insert (fill in) the information required during that week or production stage. 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

<table>
<tr><th>WEEK (DAYS)</th><th>PRODUCTION CYCLE</th><th>WORKING PROCEDURE/REQUIRED TASKS</th><th>OTHER MANAGEMENT PRACTICES</th></tr>
<tr><td>1 (1–7)</td><td></td><td rowspan="4">Chick arrival – farm preparation
• Provide chicks with bio-secure, clean housing.
• Control spread of disease by using single age (i.e. all-in/all-out) housing.
• Spread litter evenly.
Chick placement
• Preheat the house and stabilise temperature and humidity prior to chick arrival.
• Unload and place chicks quickly.
• Make feed and water available to the chicks immediately.
• Arrange equipment so that chicks can reach feed and water easily.
• Position supplementary feeders and drinkers near the main feeding and drinking systems.
• Leave chicks to settle for 2 hours with access to feed and water.
• Check feed, water, temperature, and humidity after 1 to 2 hours and adjust where necessary.
Feeding management
<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 slaughter/processing</td><td>Finisher: 3,5 mm (0,125 inch) diameter pellets or coarse grinded mash</td></tr></table>Preparation for catching.
• Allow 3 days on full light (23 hours light and 1 hour dark) to avoid problems during catching.
• Appropriate feed removal from the chickens will ensure that the digestive systems are empty before processing commences, limiting faecal contamination during transportation
• Delay the removal of drinkers for as long as possible</td><td rowspan="4"></td></tr>
<tr><td>2 (8–14)</td><td></td></tr>
<tr><td>3 (15–21)</td><td></td></tr>
<tr><td>4 (22–28)</td><td></td></tr>
</table>

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5 (29–35)		**General management** • Clean out broiler house and disinfect effectively using common laundry bleach. • Allow a 10–14-day rest period between each batch. • Use new litter for each batch. • Allow sufficient space for the day-old chicks, 50 chicks to a square metre or (1,5 metres x 0,7 metres). • Provide water fonts, 1 for every 40 chicks. • Provide adequate feeders, 1 for every 40 chicks. • Provide fresh feed and clean water in cleaned containers daily. • Provide initial brooding temperature of 33–39 °C, at level of chick decreasing by 1 °C each day until the heat is no longer needed (14 days). • 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^2 per bird at 49 days (7 weeks). • Continuously remove damp or caked litter from the house and replace with new, dry litter. • Remove all dead birds from the chick house and burn or bury them. • Seek professional advice when symptoms of sickness and trouble appear. • In hot months water consumption will increase so be prepared to fill non-automatic water fonts/drinkers regularly. • Keep accurate records of the number of chicks, mortality (death), culls, amount of feed given and final weight. **Special procedures** 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: • Water availability throughout the year. Water quality: Hardness below 750 ppm, pH 6,0 to 8,5. • Ventilated shed and waterproof. • Lighting, tube light @ 1 for every 35 m^2 is essential. • Foot bath/Dip with disinfectant for better biosecurity. • Separate feed room near the shed with stacking arrangement for feed bags. • Water tank – 2 (1 for medication and 1 for drinking water) with capacity of 500 litres for every 90 m^2. • Side curtain for the entire length of the shed for both sides, inside and outside. • Provision of death pit for disposal of dead birds. • Provision for placing weighing scales 0,90 m x 0,90 m.	
6 (36–42)			
7 (43–49)			
8 (50–56)			
9 (57–63)			
10 (64–70)			

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3.2.2 Example of a practical activity

PRACTICAL ACTIVITY

ENTERPRISE: Broiler production
TOPIC: Record-keeping in a broiler unit

Work sheet No.: 2.1 **Grades: 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 broiler chicks. Hence, care should be taken from day 1.

Pre-activities:
Divide learners into THREE groups. Each group will be responsible for the duties required to feed, clean, and take care of the broiler chicks for the relevant period.

Follow the daily routine for basic care strictly because that may influence your final mark. Remember you are responsible for the chickens until 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 feeding trough, there should always be enough feed, but not so much 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 per day. Record all data gathered on the given record sheet.

4. Remove wet bedding/litter in the broiler house daily as soon as it becomes soiled.

5. Weigh the broilers every 3rd day and record data on your record sheet. Plot the data on a graph and calculate the daily gain, e.g. mass gain/feed period (days) = grams/day and feed conversion rate (FCR), e.g. feed given per 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 broilers once slaughtered.

7. Report any problems or sickness to the teacher in charge and indicate it on the record card.

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BROILER UNIT ... RECORD

Number of broiler chicks: …… Description ……..…… Feed cost/kg …
Ave. mass at beginning: .....

Date	Day	Mass (20 chicks)	Mass change	Ave. mass	kg feed	A.D.G (Average Daily Gain)	F.C.R (Feed Conversion Ratio)	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							

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Date	Day	Mass (20 chicks)	Mass change	Ave. mass	kg feed	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							

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3.2.3 Example of a management test

NOTE: This test should contain all aspects done in the management overview, practical activities and experience gained when routine tasks were done.

Management Test: Grade 11 **Date: _____**
Examiner: _____ **Moderator: _____**
Time: 30 minutes **Marks: 20**

Answer ALL the questions.

SECTION A: POULTRY PRODUCTION: BROILERS

1. Write a brief answer next to the question number.

   1.1 One tube light is sufficient for … m^2. (1)

   1.2 The pH level of water that will be suitable for the chickens is … (1)

   1.3 How much water is needed for every 90 m^2? … (1)

   1.4 Indicate the initial temperature range for day-old chickens … (2)

2. Discuss the importance of floor litter in a broiler house. (2)

3. State FIVE tasks that must be performed in the chicken house the moment that the chicks arrive. (5)

4. You are planning to house 2 000 chicks in your broiler 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 the term *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)

TOTAL SECTION A: 20

SECTION B: ENTERPRISE/ENTERPRISE 2

TOTAL SECTION B:

SECTION C: ENTERPRISE/ENTERPRISE 3

TOTAL SECTION C:

GRAND TOTAL:

3.2.4 **Example of a Diary/Journal**

Learner Name ……..

Date	Observations made in enterprise/ Activities carried out	Time from	Time to	Number of hours	Signature

Teacher/Mentor
Name: _____ Signature: _____

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3.3 Absence, non-submission of tasks and non-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 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 following year.

3.4 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. Proof in the form of photographs showing the learner's involvement during the activities will support the final PAT mark.

3.5 Time frames

Each school is unique regarding resources available and management. All learners in each school 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
Management overview	1st term	End 2nd term
Practical activities	Development of skills throughout practical work Grades 10–11: 2 per term Grade 12: 2 per term	 3rd term 2nd term
Management test	Test knowledge gained by doing practical and knowledge acquired through compiling management overview	4th term: Grades 10–11 3rd term: Grade 12
Diary/Journal (10 hours/term)	Continuous	1st-4th term: Grades 10–11 1st -3rd term: Grade 12

3.6 Declaration of authenticity

Declaration of Authenticity
All proof of assessment should be presented in the learner's subject portfolio under its own division for PAT. **The following pieces of assessment for the PAT are included in the learner's portfolio of evidence (PoE):** **1. Management overview/task** **2. Practical activities: Date register of practicals and courses attended** **3. Management test** **4. Diary/Journal** 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.

Learner		
Teacher		
District		
	Signature	**Date**
Learner		
Teacher		
Principal		

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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 the learners' life skills and provides opportunities for learners to engage in their own learning.

5. LIST OF RESOURCES

5.1 Moderation Tool (ANNEXURE A)
5.2 Marking Rubrics (ANNEXURE B)
5.3 PAT mark schedule (ANNEXURE C)

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ANNEXURE A

INTERNAL/EXTERNAL 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 ☑**	**Acceptable ☑**	**Poor ☑**	**Comments**
	Functioning farm				
	Relevant production enterprises				
	Available human resources				
	Farm manager				
	Labourers				
	Recent funding				
	Fully equipped production units				

	Teacher	**YES☑ NO☒**
	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 the workshop per session not more than 15, as stipulated by the OHS Act?	
	👍 Basic tools and equipment, implements	
	👍 Damaged and broken equipment, implements	
	Farm layout:	
	👍 Safe layout	
	👍 Is the farm layout planned?	
	Cleanliness of surroundings and sheds:	
	👍 Sheds (storage houses) organised and clean	
	👍 Farm area and enterprises clean	

ANNEXURE A *(continued)*

	Learner PAT project files	**YES☑ NO☒**
	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?	
	Is the assessment conducted by the teacher fair, valid, 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?	
	Overall quality of the project	**YES☑ NO☒**
	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?	
	Internal/External moderation	**YES☑ NO☒**
	Is there evidence of internal moderation by the DH/HOD?	
	Is there evidence of external moderation by the subject specialist/advisor?	
	Internal/External monitoring	**YES☑ NO☒**
	Is there evidence of internal monitoring by the DH/HOD?	
	Is there evidence of internal monitoring by the deputy principal?	
	Is there evidence of external monitoring by the subject specialist/advisor?	
	Additional information. Add typed lists of the following information:	
	Add List of Equipment **needed** for AMP	
	Add List of Equipment **in excess** for AMP	
	Add List of Equipment that is broken beyond repair and that must be **written off**	

Conclusive Observations:

ANNEXURE A *(continued)*

Signature: Teacher	**Date**	**Signature: DH/HOD**	**Date**
Signature: FET Subject Facilitator/Specialist	**Date**	**Signature: Principal**	**Date**

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ANNEXURE B

MARKING OF THE PAT USING A RUBRIC

The following rubrics may be useful to determine the mark allocation for the learners.

NOTE: When using rubrics and ratings, the following should be taken into consideration:

For example, in this 4-level rating:

- Level 4 is the **Standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a 'Wow!'.
- Level 3 is the **Approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a 'YES' achieved!
- Level 2 is the **Meets acceptable standard**. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing, but there are some errors and mastery is not thorough. This is a 'On the right track, but ...'.
- Level 1 is the **Does not meet acceptable standard yet**. This level indicates what is not adequate for grade level expectations and indicates that the learner has serious errors, omissions or misconceptions. This is a 'No, but …'. The teacher needs to make decisions about appropriate intervention to help the learner improve.

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MANAGEMENT OVERVIEW: RUBRIC (The same rubrics can be adapted for the marking of other production enterprises *(see GRADE 10 – CROP/VEGETABLE/FRUIT PRODUCTION MANAGEMENT OVERVIEW)*

MANAGEMENT OVERVIEW	GRADE 10	LEVEL ACHIEVED			
Layout of production cycle – as determined by the available scenario	Determined by scenario (what do you want the learner to do under each aspect)	**1** Few of the required elements are offered. The required information is not clear. The information is not organised.	**2** Some of the required elements are offered. The required information is moderately clear. The information is moderately organised.	**3** Most of the required elements are offered. The required information is mainly clear. Organisation of information is good.	**4** All the required elements are offered. The required information is very clear. The information is highly organised.
Aspects	**Content expectation**				
Tools needed to implement/ realise production task	Equipment needed to achieve the expectation in the scenario • List of equipment (inventory)				
Soil analysis	Study of soil profile and type of soil available				
Soil preparation	Tasks that need to be done				
Management before planting	What must be checked/done? • Cultivars selected and reasons • Optimal plant date according to rainfall distribution				
Planting/Sowing	Plant methods, actions involved in the process Production method followed				
Fertilisation practices	Types and methods • Fertilisation needs according to soil analysis				
Crop protection programme	List of actions				
Growth period	List of planning and management actions to be implemented over the period (growth curve)				
Harvesting	List of actions				
Recordkeeping	Which records should be kept: • Physical records • Tools • Rainfall, etc.				
Financial aspects	Basic cost calculation				
Processing, value adding and marketing	Basic harvesting and packing				
MARK					

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GRADE 11 RUBRIC – CROP/VEGETABLE/FRUIT PRODUCTION MANAGEMENT OVERVIEW

MANAGEMENT OVERVIEW	LEVEL ACHIEVED				
Layout of production cycle – as determined by the available scenario	Determined by scenario (what do you want the learner to do under each aspect)	**1** Few of the required elements are offered. The required information is not clear. The information is not organised.	**2** Some of the required elements are offered. The required information is moderately clear. The information is moderately organised.	**3** Most of the required elements are offered. The required information is mainly clear. Organisation of information is good.	**4** All the required elements are offered. The required information is very clear. The information is highly organised.
Aspects	**Content expectation**				
Tools needed to implement/ realise production task	• Type and amount • Tools required to operate hectares as in scenario				
Soil analysis	Soil sampling and analysis				
Soil preparation	Detailed information about tasks, when to do what				
Management before planting	What is important for a particular crop • Cultivars and reasons • Optimal plant date according to rainfall distribution and why • Optimal plant condition (inter/intra row)				
Planting/Sowing	Detailed information about actions, like when, how and how much and what to do				
Fertilisation practices	Detailed information about when, how, types and volumes Fertilisation needs according to soil analysis and according to planned yield				
Crop protection programme	Detailed information on planning and management actions to be implemented over the period (growth curve)				
Growth period	Detailed information on planning and management aspects that must be implemented over time (growth curve)				
Harvest	Yield estimations				
Record-keeping	• Purchases and use of current assets • Labour • Physical records about your enterprise, etc.				
Financial aspects	Basic costing: seed, fertilisation and protection (health)				
Processing, value adding and marketing	Harvesting and packing				
MARK					

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GRADE 12: RUBRIC – CROP/VEGETABLE/FRUIT PRODUCTION MANAGEMENT OVERVIEW

MANAGEMENT OVERVIEW	LEVEL ACHIEVED				
Layout of production cycle – as determined by the available scenario	Determined by scenario (what do you want the learner to do under each aspect)	**1** Few of the required elements are offered. The required information is not clear. The information is not organised.	**2** Some of the required elements are offered. The required information is moderately clear. The information is moderately organised.	**3** Most of the required elements are offered. The required information is mainly clear. Organisation of information is good.	**4** All the required elements are offered. The required information is very clear. The information is highly organised.
Aspects	**Content expectation**				.
Resources required and implements needed to realise production task	• Type and amount • Costing for tools required to operate hectares as in scenario				
SWOT analysis and business plan to obtain funding	• Basic analysis and business plan and marketing plan				
Soil analysis	Soil sampling and analysis • Application of practices in farming system				
Soil preparation	Detailed information about tasks, when to do what. • Costing, management aspects that must take place				
Management before planting	What is important for a particular crop: • Cultivars and reasons • Optimal plant date according to rainfall distribution and why • Optimal plant condition (inter/intra row) (Combine with partial budget to make comparisons)				
Planting/Sowing	Detailed information about actions like when, how and how much and what to do.				
Fertilisation practices	Detailed information about when, how, types and volumes • Costing and pricing and planned yield • Combine with to compare				

GRADE 12 RUBRIC – CROP/VEGETABLE/FRUIT PRODUCTION MANAGEMENT OVERVIEW *(continued)*

Crop protection programme	Detailed information on planning and management actions to be implemented over the period (growth curve). • Cost and management principles • Calibration				
Growth period	Stage and quantities • Cost calculation and pricing soil analysis and planned returns (Combine with partial budget to make comparisons)				
Harvest Methods, precautions and details of the required actions	Harvesting • Pre-harvest analysis • Crop forecasts/Prediction • Planning • Handling, sorting, grading and storing				
Record-keeping	Data handling and interpretation • Purchases and use of current assets • Labour • Physical records				
Financial aspects	Financial statements/budgets, etc. • Budgets, etc. • Keeping examples of the different statements				
Processing, value adding and marketing	Value adding, processing, packaging and sales/SAFEX				
Agritourism	Investigate the possibilities of agritourism in your enterprise				
MARK ALLOCATION					

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RUBRIC FOR LEARNER INVOLVEMENT (can be used in collaboration with diary/journal)
The content can be changed to accommodate the task.

Criteria/Requirements	1	3	5
Responsibility (Leadership) **1**	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.
Initiative (Planning and goal-setting) **2**	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.
Technique (Execution and organising) **3**	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.
Endurance (Leadership and motivation) **4**	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.
Quality (Evaluating, control and coordinating) **5**	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 clear.	Proper practical work. Evidence of detail to acquire good results. Written work is neat, accurate and clear.

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RUBRIC FOR DIARY/JOURNAL

This rubric is designed to assess learners' practical diaries or journals used in Agricultural Management Practices. It evaluates learners' completeness, accuracy, reflection, and understanding of practical activities according to four performance levels.

Assessment Criteria	Level 4 – Standard of Excellence ('Wow!')	Level 3 – Approaching Standard ('YES!')	Level 2 – Meets Acceptable Standard ('On the right track, but ...')	Level 1 – Does Not Yet Meet Standard ('No, but ...')
Completeness and consistency of entries	All entries are complete, dated, and recorded consistently. Shows exceptional commitment and organization.	Most entries are complete and recorded regularly. Minor inconsistencies.	Some entries missing or incomplete. Records made irregularly.	Few or no entries; significant gaps or missing information.
Accuracy of information and observations	All data, observations, and descriptions are highly accurate and detailed. Reflects deep understanding of agricultural tasks.	Information mostly accurate with minor errors. Shows solid understanding of tasks.	Some inaccuracies or vague descriptions. Basic understanding evident.	Information inaccurate or confusing. Shows lack of understanding of practical tasks.
Reflection and critical thinking	Deep reflection on what was learned. Insightful comments on successes, challenges, and improvements.	Reflection present with some thoughtful insights. Identifies strengths and areas for growth.	Limited reflection. Comments are brief or superficial.	No reflection or shows misunderstanding of purpose.
Presentation and neatness	Exceptionally neat, well-organized, and easy to read. Illustrations, tables, or diagrams enhance understanding.	Neat and organized with minimal errors. Presentation supports understanding.	Somewhat untidy or disorganized; legible but lacks structure.	Untidy, incomplete, or disorganized; difficult to read or follow.
Practical understanding demonstrated	Shows excellent connection between theory and practice. Describes tasks, tools, and processes clearly and accurately.	Shows good understanding of tasks and their purpose. Links theory to practice.	Shows partial understanding. Descriptions lack depth or clarity.	Shows little or no understanding of practical work. Entries are vague or incorrect.
Initiative and responsibility	Demonstrates high level of responsibility and independence in practical tasks. Goes beyond requirements.	Demonstrates responsibility and reliability in most tasks.	Occasionally shows responsibility but needs supervision.	Shows lack of effort or responsibility. Needs continuous support.

Teacher Comments: _____

Overall Level Achieved: _____ Mark: _____/100

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ANNEXURE C

AGRICULTURAL MANAGEMENT PRACTICES – PAT MARK SCHEDULE

SCHOOL: _____ **CENTRE NR:** _____ **EMIS NUMBER:** _____

CIRCUIT: _____ **DISTRICT:** _____ **YEAR:**_____

Agricultural Management Practices
PRACTICAL ASSESSMENT TASK (PAT) Grades 10–12

Name of Learner	Management overview		Practical aspects (Developing skills)												Management test			Diary/ Journal		Final PAT Mark
	1.1 Management Overview	Convert	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8			TOTAL	Convert	3.1	3.2	Convert		Convert	
		20												50			20		10	100
Total Marks																				
Class Average																				
% Learner's pass																				

TEACHER: _____ SIGNATURE OF TEACHER: _____ DATE: _____

PRINCIPAL: _____ SIGNATURE OF PRINCIPAL: _____ DATE: _____

MODERATOR: _____ SIGNATURE OF MODERATOR: _____ DATE: _____

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