



NQF Level: 2 US No: 8963

# Assessment Guide

## Primary Agriculture

# Effective communication skills



Assessor: .....

Workplace / Company: .....

Commodity: ..... Date: .....

## Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

**Title:** Effective communication skills: access and use information from texts.

**US No:** 8963

**NQF Level:** 2

**Credits:** 5

This unit standard is one of the building blocks in the qualification listed below. Please mark the qualification you are currently assessing, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

### Note to Assessor:

If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.

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SO 1

**Instructions to learner:**

Class activity

**Learner Workbook: Page 9    Facilitator Guide: Page 10**

Look at the picture on the next page.

Answer the following questions in your own words:

1. What is the story that the picture tells? Where is it happening, what is happening and who is the person in the picture?
2. Who do you think this message is intended for? (Who is the audience?)
3. How does the picture make you feel?
4. In your explanation, what is the main message and is there any secondary messages?

**Model Answer(s):**

The assignment has not specific right or wrong answer. The aim and objective of the exercise is to establish the awareness of the fact that communication does not exists only of written and spoken text but also exists in visual text that might be conveyed without specific language or words.

Expressive freedom is motivate and encouraged during his exercise – to assist with the transfer of the following knowledge:

- a) Communication takes place over and above the written and spoken word
- b) Communication in this instance relies on the decoding of the message by the recipient. This decoding is affected by the views, values and points of reference of the receiver.
- c) Emotion is evoked in the communication process
- d) In spite of no spoken or written words, a key or main idea is still pertinent in visual stimulation.

The second part of the exercise, where the learner is required to select a picture to depict a specific topic, takes this awareness to the next level. In this case:

- a) The specific ways in which decoding is assisted is investigated
- b) The use and application of this type of message is investigated
- c) Alternative interpretations on an individual level is investigated
- d) Emotional response and the fact that this may differ from individual to individual are investigated to enable clarification of the individual impact on the decoding of the message.

**My Notes ...**

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**2**

**SO 2**

**Instructions to learner:**

Class activity

**Learner Workbook: Page 16    Facilitator Guide: Page 12**

Do you know the meaning of the following words? To experience the impact when reading words that you may not be totally familiar with, read the following paragraph. Now look up all the words provided, and read the paragraph for a second time. Can you see how understanding of the vocabulary increases your understanding of the text?

Susan was overwhelmed with a feeling of **claustrophobia**. Fighting to remain calm she struggled desperately but **indefatigably** not to give in to the overwhelming feeling of **dread** whilst she **frantically** tried to **dislodge** the door. The panic was rising like a strong current and she realised that if she did not succeed soon it would be to the **detriment** of her sanity.

Write the meaning down and if you are not familiar with the words look up the meaning and increase your vocabulary:

- i. Claustrophobia
- ii. Dislodge
- iii. Detriment
- iv. Dread
- v. Indefatigably
- vi. Frantically

**Model Answer(s):**

- i. Claustrophobia - *The fear of being inside something or being trapped in small spaces*
- ii. Dislodge *To move or force something from its place*
- iii. Detriment *Damage or harmful*
- iv. Dread *To fear greatly*
- v. Indefatigably *Untiringly*
- vi. Frantically *Very agitated or wildly*

Note: The purpose of the activity is to demonstrate how unfamiliarity with text / vocabulary can have a negative impact on the understanding of a message. In addition the importance of understanding text is emphasized. It furthermore enables the transfer of dictionary skills should this be lacking.

**Instructions to learner:**

Class activity

**Learner Workbook: Page 18    Facilitator Guide: Page 12**

Read the provided text and answer the following questions:

1. What is the main idea of the text? (What is the text about?)
2. What alternative heading can you give to the text?
3. What other points or ideas can you identify from the text?
4. What is the purpose of the text? (Enjoyment, provision of information?)
5. What is the tone used in the text?
6. Who is the target audience of the text?

**The Story of an African Farm (Olive Schreiner -1883)****Background:**

Olive Schreiner's intense story of three children living in the African veldt was wildly controversial at publication (1883) because of its feminist sentiments. The story has remained a touching and often wickedly funny portrayal of life on a late Victorian farm in South Africa.

**EXTRACT**

At last came the year of the great drought, the year of eighteen-sixty-two. From end to end of the land the earth cried for water. Man and beast turned their eyes to the pitiless sky that like the roof of some brazen oven arched overhead. On the farm, day after day, month after month, the water in the dams fell lower and lower; the sheep died in the fields; the cattle, scarcely able to crawl, tottered as they moved from spot to spot in search of food. Week after week, month after month, the sun looked down from the cloudless sky, till the karoo-bushes were leafless sticks, broken into the earth, and the earth itself was naked and bare; and only the milk-bushes, like old hags, pointed their shrivelled fingers heavenward, praying for the rain that never came.

It was on an afternoon of a long day in that thirsty summer, that on the side of the kopje furthest from the homestead the two girls sat. They were somewhat grown since the days when they played hide-and-seek there, but they were mere children still. Their dress was of dark, coarse stuff; their common blue pinafores reached to their ankles, and on their feet they wore home-made velschoen.

They sat under a shelving rock, on the surface of which were still visible some old Bushman paintings, their red and black pigments having been preserved through long years from wind and rain by the overhanging ledge; grotesque oxen, elephants, rhinoceroses, and a one-horned beast, such as no man ever has seen or ever shall.

The girls sat with their backs to the paintings. In their laps were a few fern and ice-plant leaves, which by dint of much searching they had gathered under the rocks.

Em took off her big brown kapje and began vigorously to fan her red face with it; but her companion bent low over the leaves in her lap, and at last took up an ice-plant leaf and fastened it on to the front of her blue pinafore with a pin.

"Diamonds must look as these drops do," she said, carefully bending over the leaf, and crushing one crystal drop with her delicate little nail. "When I," she said, "am grown up, I shall wear real diamonds, exactly like these in my hair."

Her companion opened her eyes and wrinkled her low forehead.

"Where will you find them, Lyndall? The stones are only crystals that we picked up yesterday. Old Otto says so."

"And you think that I am going to stay here always?"

The lip trembled scornfully.

"Ah, no," said her companion. "I suppose some day we shall go somewhere; but now we are only twelve, and we cannot marry till we are seventeen. Four years, five—that is a long time to wait. And we might not have diamonds if we did marry."

"And you think that I am going to stay here till then?"

"Well, where are you going?" asked her companion.

The girl crushed an ice-plant leaf between her fingers.

"Tant Sannie is a miserable old woman," she said. "Your father married her when he was dying, because he thought she would take better care of the farm, and of us, than an English woman. He said we should be taught and sent to school. Now she saves every farthing for herself, buys us not even one old book.

She does not ill-use us—why? Because she is afraid of your father's ghost. Only this morning she told her Hottentot that she would have beaten you for breaking the plate, but that three nights ago she heard a rustling and a grunting behind the pantry door, and knew it was your father coming to spook her. She is a miserable old woman," said the girl, throwing the leaf from her; "but I intend to go to school."

**Model Answer(s):**

1. The text is about two girls living on a farm having a conversation.
2. The drought of 1862 Farm-life in the Karoo. Dreams of diamonds. Any heading with relevance to the provided extract.



3. There is a drought. Life on the farm is not terribly exciting for the girls. They are discussing plans for when they are grown up. They have a stepmother that is fairly conservative and only tolerating of their presence.
4. Enjoyment and entertainment as it is a novel
5. Informal, conversational.
6. The reader, possibly female within the context of the feminist focus.

**Additional learning material activities include:****Scanning:**

*At last came the year of the great drought, the year of eighteen-sixty-two. From end to end of the land the earth cried for water. Man and beast turned their eyes to the pitiless sky, that like the roof of some brazen oven arched overhead. On the farm, day after day, month after month, the water in the dams fell lower and lower; the sheep died in the fields; the cattle, scarcely able to crawl, tottered as they moved from spot to spot in search of food. Week after week, month after month, the sun looked down from the cloudless sky, till the **karoo-bushes** were leafless sticks, broken into the earth, and the earth itself was naked and bare; and only the milk-bushes, like old hags, pointed their shrivelled fingers heavenward, praying for the rain that never came.*

**Skimming:**

*It was on an afternoon of a long day in that thirsty summer, that on the side of the kopje furthest from the homestead the two girls sat. They were somewhat grown since the days when they played hide-and-seek there, but they were mere children still.*

***Their dress was of dark, coarse stuff; their common blue pinafores reached to their ankles, and on their feet they wore home-made velschoen.*** *They sat under a shelving rock, on the surface of which were still visible some old Bushman paintings, their red and black pigments having been preserved through long years from wind and rain by the overhanging ledge; grotesque oxen, elephants, rhinoceroses, and a one-horned beast, such as no man ever has seen or*



ever shall.

*The girls sat with their backs to the paintings. In their laps were a few fern and ice-plant leaves, which by dint of much searching they had gathered under the rocks.*

*Em took off her **big brown kapje** and began vigorously to fan her red face with it; but her companion bent low over the leaves in her lap, and at last took up an ice-plant leaf and fastened it on to the front of her **blue pinafore** with a pin.*

**Re-reading:**

- a) Tant Sannie – Not English therefore possibly Dutch,
- b) Em and Lyndall - Twelve
- c) Seventeen
- d) No, the one girl speaks out her wish to go to school

**Sifting**

**AFRICAN FARM OUTREACH PROGRAMME**

***You can help send an underprivileged child to see the movie.***

*Story of An African Farm opened to critical acclaim in Cannes 2004 and is a classic tale of children overcoming obstacles to not only survive the situations they find themselves in, but to reach their own dreams as well. It is a story of hope and perseverance and what this can achieve. It will show children the power of books and education, that dreams can come true if you don't give up and may inspire children to want to become film makers, inventors, readers. The film succeeds in illustrating this in beautiful detail and is a must-see for all young South Africans – a global message in a South African context.*

Main focus:

- a) The showing of the film in Cannes in 2004
- b) The positive message that the film leaves that dreams can come true
- c) The power of books and education
- d) An outreach programme to assist people living on African farms
- e) Asking support to assist underprivileged children to see the movie.

**Instructions to learner:**

Class activity

**Learner Workbook: Page 28    Facilitator Guide: Page 14**

In each of the following paragraphs, identify and underline the topic sentence:

**Paragraph 1:**

A business is any activity aimed at satisfying human needs and wants. By satisfying the needs of others, a businessman is able to make a profit from his business activities. But the business will only make a profit if there is a real need or desire for the goods or services that it provides.

**Paragraph 2:**

Goods are the products that satisfy our needs. Any things that we use or consume are called goods. Goods are tangible (they can be touched). Anyone who uses goods (products) is referred to as a consumer. Items such as an item of clothing, a plate of food, a carton of milk and a chair are all examples of goods that we consume.

**Paragraph 3:**

Over many years, we humans have taken nature's gifts and changed them into other useful products. For example, from wood we have made furniture and paper, from sand we have made glass; from wheat we have made bread. The conversion of primary products into other useful goods is called Secondary Industry.

**Paragraph 4:**

The informal sector is that part of South Africa's business activity that is not officially registered. This includes the hawkers, street vendors, spaza shops, home businesses, backyard manufacturers, taxi-owners, moonlighters and so on. The informal sector is spread over all population groups, but the black community is the major thrust behind the phenomenal growth of this sector over the past 5 years.

**Paragraph 5:**

We are blessed with an environment that is able to satisfy our need for survival. We are able to grow food in our soil, there is an abundance of water to quench our thirst, we have the wood and metals necessary to build our shelters We are surrounded by the oxygen that we need to breathe.

**Model Answer(s):****Paragraph 1:**

A business is any activity aimed at satisfying human needs and wants. By satisfying the needs of others, a businessman is able to make a profit from his business activities. But the business will only make a profit if there is a real need or desire for the goods or services that it provides.

**Paragraph 2:**

Goods are the products that satisfy our needs. Any things that we use or consume are called goods. Goods are tangible (they can be touched). Anyone who uses goods (products) is referred to as a consumer. Items such as an item of clothing, a plate of food, a carton of milk and a chair are all examples of goods that we consume.

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The informal sector is that part of South Africa's business activity that is not officially registered. This includes the hawkers, street vendors, spaza shops, home businesses, backyard manufacturers, taxi-owners, moonlighters and so on. The informal sector is spread over all population groups, but the black community is the major thrust behind the phenomenal growth of this sector over the past 5 years.

**Paragraph 5:**

We are blessed with an environment that is able to satisfy our need for survival. We are able to grow food in our soil, there is an abundance of water to quench our thirst, we have the wood and metals necessary to build our shelters We are surrounded by the oxygen that we need to breathe.

**5****SO 3****Instructions to learner:**

Class activity

**Learner Workbook: Page 29    Facilitator Guide: Page 14**

Write each of the following sentences in a shorter form. Determine the essence of each sentence and write down your answer.

1. On the way to visit his uncle on the farm, Lebogang took the wrong exit and drove around for hours before finding his way back.
2. The soccer match was played in the finest possible manner, and one minute before the final whistle, Celtic's centre forward slammed a goal passed Ranger's goalkeeper to win 1 - 0.
3. The examination results were disappointing in that only three out of the twenty candidates showed that they had done enough work to pass.
4. Recently, the trains have been arriving up to 15 minutes late and sometimes passengers have had to wait for as long as 30 minutes for a train at the station.
5. If you need to find a telephone number, remember that the telephone directory provides a list of household and business telephone numbers in alphabetical order.
6. I placed an order for 15 bags of fertilizer and only delivered 12 bags; that is a deficit of 3 bags on my order.
7. Mr Nkosi has been appointed as the project manager to replace Mr. Tshabalala who has left the company.
8. A computer is a remarkable machine that is capable of processing data extremely quickly and it can store vast quantities of information very efficiently.

**Model Answer(s):**

Your answers should be something like:

1. Lebogang got lost on his way to the farm.
2. Celtic beat rangers 1-0 in a soccer match.
3. Three out of twenty passed the examination.



**6****SO 3****Instructions to learner:**

Class activity

**Learner Workbook: Page 31    Facilitator Guide: Page 14**

Summarise the following passage using your own words. Underline the topic sentences and write the summary in your own words without losing the main content of the passage.

**PROVIDED TEXT**

In 1955, at the age of 65, Harland Sanders, a restaurant operator was bankrupt. However, he still had ambition. Living off social security cheques, and driving a 10-year old Ford, he tried to sell franchises of his newly created Kentucky Fried Chicken Corporation.

A franchise is a contract between the franchisor (Harland Sanders) and the franchisee (a businessman who will sell Kentucky Fried Chicken). In return for supplying the chicken recipe and business expertise, Sanders would get a small share of the franchisee's profits.

In two years, Harland Sanders sold five franchises. Eight years later, he had sold seven hundred franchises. In 1964, he gave up control of the corporation in exchange for two million dollars.

**Model Answer(s):**

Harland Sanders, an ex restaurant operator was bankrupt at the age of 65. He however persevered in supplying chicken recipe and business expertise on a franchise bases and eventually became a millionaire in 1964 after selling seven hundred Kentucky Fried Chicken Franchises and giving up control of the corporation for two million dollars.

7

SO 4

**Instructions to learner:**

Class activity

**Learner Workbook: Page 37    Facilitator Guide: Page 15**

Provide a synonym and an antonym for the following words:

1. Hot
2. Quick
3. Sick
4. Quiet
5. Clever
6. Big
7. Strong
8. Succeed
9. Correct
10. Good
11. Often

**Model Answer(s):**

WORD	SYNONYM	ANTONYM
Hot	Warm. Scorching, boiling etc	Cold
Quick	Fast, sudden, rapid	Slow
Sick	Unwell, Ill	Healthy
Quiet	Calm, Silent	Noisy, Loud
Clever	Smart, Brainy	Thick, stupid.
Big	Large, enormous	Small
Strong	Muscular, tough	Weak
Succeed	Achieve, accomplish	Fail
Correct	Right, accurate	Wrong
Good	Fine, Excellent	Poor
Often	Frequently, regularly	Seldom



**8****SO 4****Instructions to learner:**

Class activity

**Learner Workbook: Page 38    Facilitator Guide: Page 15**

1. What was used for tilling the soil in highly fertile areas before the development of the plough?

**Model Answer(s):**

Soil was tilled in highly fertile areas by the use of simple hand held digging sticks.

2. What was the first historical event that impacted on the development of the plough?

**Model Answer(s):**

The first historical event that impacted on the development of the plough was the domestication of oxen in Mesopotamia as it provided mankind with pulling power required to develop the plough.

3. The development of which type of plough enabled ploughing in wet soil?

**Model Answer(s):**

The development of the mouldboard plough enabled ploughing in wet soil.

4. Give another name for a share.

**Model Answer(s):**

A share is also called a ploughshare.

5. What device enables the control of the direction of ploughing?

**Model Answer(s):**

A runner extending from behind the share to the rear of the plough controls the direction.

6. When was steel ploughs developed?

**Model Answer(s):**

Steel ploughs was developed during the Industrial Revolution.

7. Who was responsible for the development of the cast-steel plough and in which way is this individual still associated with agricultural instruments today?

**Model Answer(s):**

John Deere, an American blacksmith was responsible for the cast-steel plough. He is still associated with tractors and other implements carrying his name that is used in farming today.

8. How does modern ploughs differ from old forms of ploughing instruments?

**Model Answer(s):**

Modern ploughs are reversible as it has two sets of mouldboards.

9. Which system on a tractor is used to lift and reverse ploughing instruments?

**Model Answer(s):**

Hydraulics systems are used to lift and reverse ploughing instruments.

10. Why do we plough land in order to prepare it for crops?

**Model Answer(s):**

We plough land in order to get soil loose, enrich soil with oxygen and get rid of unwanted plants and bacteria.

11. Provide synonyms for the following words:

- i. Millennium
- ii. Dragged
- iii. Behind
- iv. Steel
- v. Disc

**Model Answer(s):**

- i. Millennium - Century
- ii. Dragged -Pulled
- iii. Behind - Rear -end
- iv. Steel -Iron
- v. Disc -Circle

12. Provide antonyms for the following words:

- a. Fertile
- b. Horizontally
- c. Lifting
- d. Compose
- e. Automatically

**Model Answer(s):**

- a) Fertile Barren
- b) Horizontally Vertically
- c) Lifting Lowering
- d) Compose Decompose, break down
- e) Automatically -By hand, manually

## My Notes ...

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# Summative Test and Attitude & Attribute Evaluation

**B**efore the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

<b>Unit Standard:</b>	8963	<b>NQF Level:</b>	2
<b>Learner Name:</b>			

Questions	Model Answers
<p>Use the provided passage: <i>Problems with Mouldboard Ploughing</i> to complete the following exercises:</p> <p><b>PROBLEMS WITH MOULDBOARD PLOUGHING</b></p> <p>Mouldboard ploughing has become increasingly recognized as a highly destructive farming practice with the possibility of rapidly depleting soil resources. In the short term, however, it can be successful, hence the reason it was practised for such a long time. A field that is mouldboarded once will generally have an extraordinary one time yield as the larvae of pests and seed from weeds are buried too deeply to survive. After the first harvest, however, continued mouldboarding will diminish yields greatly. The diminishing returns of mouldboard ploughing can be attributed to a number of side effects of the practice:- Foremost is the formation of hardpan, or the calcification of the sub layer of soil. In some areas, hardpan could once be found so thick it could not be broken up with a pickaxe. The only effective means of removing hardpan is using a "ripper", or chisel plow, which is pulled through the hardpan by an extremely powerful and costly tractor.</p>	

Obviously, this layer eventually becomes impenetrable to the roots of plants and restricts growth and yields. This layer also becomes impenetrable to water, leading to flooding and the drowning of crops. Mouldboard ploughing rapidly depletes the organic matter content of soil and promotes erosion; these two problems go hand in hand. As soil is brought to the surface, the root structure of the previous harvest is broken up, and the natural adhesion of soil particles is also lost; though loose soil appears good for plant germination (and it is), this loose soil without cohesion is highly susceptible to erosion, multiplying the rate of erosion by several factors compared to a non-mouldboarded plot. This increased rate of erosion will not only outpace the rate of soil genesis but also the replacement rate for organics in the soil, thus depleting the soil more rapidly than normal. Mouldboard ploughing leads to increased soil compaction and loss of pore space within the soil. Soil is a bit like a bucket full of balls filled with sand. Each ball represents a cohesive particle of soil, and when stacked the balls leave a great deal of air space, required for healthy root growth and proper drainage. Mouldboarding so disturbs the soil that it breaks these balls and releases their contents. When this happens, the much smaller particles that are within the larger particles are released and pore space diminishes, leading to hard compacted soil that floods easily and restricts root growth.

1. After scanning and pre-reading the passage, answer the following questions:
  - i. What is the identified main idea of the text?
  - ii. What alternative heading can you give to the text?
  - iii. What other points or ideas can you identify from the text?
  - iv. What is the basic argument of the text?
  - v. What would the counter-argument be?

- i. Problems experienced with mouldboard ploughing
- ii. Problems with ploughing, Destructive farming practices, (For example)

Supporting ideas to the main / key idea in the text include:

- The formation of hardpan of the calcification of the sub-layer of soil.
  - The depletion of organic matter content of soil; which promotes erosion through the loss of adhesion.
  - Increased compaction and loss of pore space
- iii. That mouldboard ploughing is detrimental to the health of soil as it contributes to soil erosion.
  - iv. That if handled correctly, mouldboard ploughing can be very successful in the short term

2. Read the passage and summarise the passage in your own word. Identify Topic sentences. Your summary may not be more than 150 words.

**Note:** No absolute sample is possible, as learners are required to summarise in personal style. The following checklist is however provided in order to assess the competence level reached in applying summarising to a passage.

3. Explain in your own words, the three reasons why the author feels that Mouldboard ploughing is a destructive farming practice.

The following three main themes should be discussed in the learner's own words:

- Foremost is the formation of hardpan, or the calcification of the sub layer of soil. In some areas, hardpan could once be found so thick it could not be broken up with a pickaxe. The only effective means of removing hardpan is using a "ripper", or chisel plow, which is pulled through the hardpan by an extremely powerful and costly tractor. Obviously, this layer eventually becomes impenetrable to the roots of plants and restricts growth and yields. This layer also becomes impenetrable to water, leading to flooding and the drowning of crops.
- Mouldboard ploughing rapidly depletes the organic matter content of soil and promotes erosion; these two problems go hand in hand. As soil is brought to the surface, the root structure of the previous harvest is broken up, and the natural adhesion of soil particles is also lost; though loose soil appears good for plan germination (and it is),



this loose soil without cohesion is highly susceptible to erosion, multiplying the rate of erosion by several factors compared to a non-mouldboarded plot. This increased rate of erosion will not only outpace the rate of soil genesis but also the replacement rate for organics in the soil, thus depleting the soil more rapidly than normal.

- Mouldboard ploughing leads to increased soil compaction and loss of pore space within the soil. Soil is a bit like a bucket full of balls filled with sand. Each ball represents a cohesive particle of soil, and when stacked the balls leave a great deal of air space, required for healthy root growth and proper drainage. Mouldboarding so disturbs the soil that it breaks these balls and releases their contents. When this happens, the much smaller particles that are within the larger particles are released and pore space diminishes, leading to hard compacted soil that floods easily and restricts root growth

4. Describe in your own words what message you can derive from the following picture. How does it support our main passage?



**Note:** The purpose of the activity is to integrate once again the deriving of a message from visual stimuli without written text. Here the produce (bread) and yield (corn) is a product associated with farming and the tilling of soil in order to plant and harvest.

**My Notes ...**

A large rectangular area containing horizontal dotted lines for writing notes.

### Assessment Feedback Form

Comments / Remarks	
<p>Feedback to learner on assessment and / or overall recommendations and action plan for competence:</p>	
<p>Feedback from learner to assessor:</p>	
<p><b>Assessment Judgement</b> You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p>Actions to follow:</p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
<p><b>Learner's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Assessor's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Moderator's Signature:</b></p>	<p><b>Date:</b></p>