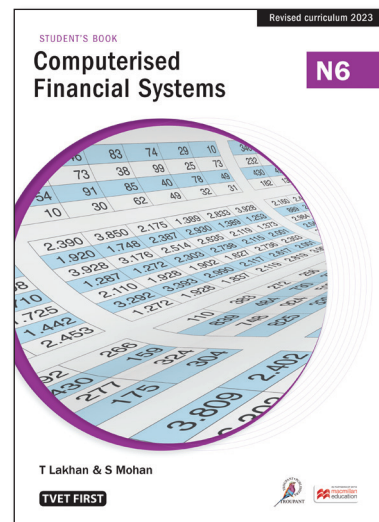
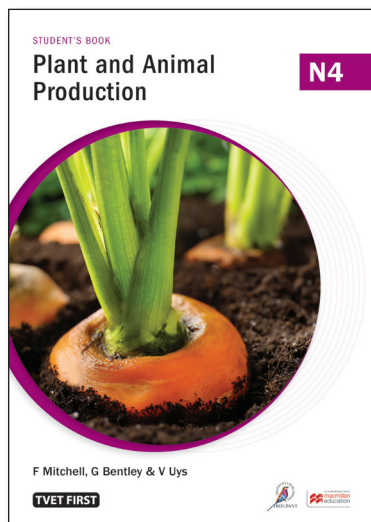
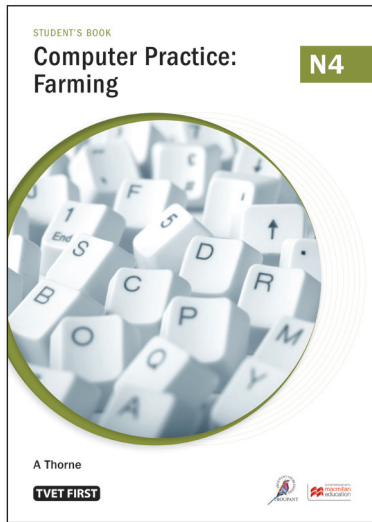




# Business



# Computer Practice: Farming N4

## (Previously called Data Management: Farming)

This document contains important information about the revised curriculum for Computer Practice: Farming N4 (previously called Data Management: Farming N4) for implementation in January 2023.

### Overview of main curriculum changes

- The subject name has changed from Data Management: Farming N4 to Computer Practice: Farming N4.
- The syllabus has been *thoroughly revised and updated to reflect* modern trends in computing.
- All the learning outcomes have been developed from scratch and re-numbered.
- All the module weightings have been changed. Together, **Word processing** and **Spreadsheets** now make up **70%** of the syllabus. In other words, 70% of the syllabus is now practical and 30% is theory.
- Eight periods (six hours) per week over one semester have been prescribed for this subject.
- A suggested time allocation is provided for lessons and practice/activities for each section.
- Outdated technologies have been removed from the syllabus (for example, MS-DOS, diskettes, joysticks, plotters) and new ones have been added (for example, WWW, search engines, social media, cloud computing).
- Two modules have been removed:
- The old Module 2: Keyboard/Mouse proficiency has been incorporated into Module 1: Introduction to computers. Proof reading and proof-reading symbols are no longer covered.
- The part of the old Module 3 on microcomputer software (operating systems (Windows)) has also been incorporated into Module 1. All references to MS-DOS and DOS commands have been removed from the syllabus.
- Two new modules have been added:
  - **Module 2: Networking concepts**, which introduces students to types of networks, network hardware, the internet, the WWW, social media, piracy and privacy, etc.
  - **Module 5: Cyber security, legal and ethical aspects**, which introduces students to the impact of ICT on the environment/green computing, cloud computing, search engines, other online activities, digital citizenship, cybercrime, copyright, plagiarism and content usage rights.
- The following changes have been made to **Module 1: Introduction to computers**:
  - All of the learning outcomes have been rewritten and modernised.
  - New learning outcomes on the concepts of ICTs, the digital world and digital citizenship have been added.
  - There are new learning outcomes on system technologies and the information processing cycle.
  - There are detailed, new learning outcomes on the role of the operating system and on using the Windows operating system (including file management and using utility software).

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

- The following changes have been made to **Module 3: Word processing**:
  - All of the learning outcomes have been rewritten and modernised.
  - one of the new outcomes requires students to describe the GIGO (garbage in, garbage out) principle using a word processor document.
  - New word processing skills have been added, including:
    - inserting objects into a document (e.g., picture, clip art, header/footer, word-art, SmartArt, shapes, chart, textbox, screenshot) and modifying their size, position, layout and appearance
    - modifying and formatting tables.
- The following changes have been made to **Module 4: Spreadsheets**:
  - All of the learning outcomes have been rewritten and modernised.
  - New skills have been added, including:
    - exporting/saving a spreadsheet in another format (e.g., .pdf or .txt)
    - identifying problems based on error indicators (e.g., #VALUE, #NAME, etc.)

### Changes to examination assessment

Written assessment must include various cognitive skills listed in Bloom's taxonomy. The following table sets out the skills and weighting that applied in the 1996 syllabus.

#### Old standards (1996)

Recall	Application	Synthesis	Analysis	Evaluation
30–40%	30–40%	5–10%	5–15%	5–15%

The table that follows lists the skills that apply in the 2023 syllabus, along with the weighting accorded to each – they are unchanged.

#### New standards (2023)

Recall	Application	Synthesis	Analysis	Evaluation
30–40%	30–40%	5–10%	5–15%	5–15%

### More guidance on evaluation

In the 2023 curriculum, the final mark consists of the following:

- Semester mark
- One 3-hour external examination paper (200 marks) at the end of the semester consisting of:
  - theory – 30 minutes
  - practical – 2 ½ hours

The mark distribution of the content of the question paper will be according to the weights of the modules.

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

- The composition of the final mark is as follows. (The practical component now makes up a much higher proportion of the total marks.):

Semester mark			Examination mark		
Theory	Practical	Total	Theory	Practical	Total
30	<b>70</b>	100	60	<b>140</b>	200

### Old and new modules and weightings

#### Old curriculum (1996)

<b>Module 1</b>	Introduction to computers	30%
<b>Module 2</b>	Keyboard/mouse proficiency	10%
<b>Module 3</b>	Microcomputer software	20%
<b>Module 4</b>	Word processing	10%
<b>Module 5</b>	Spreadsheet	30%
<b>Total</b>		<b>100%</b>

#### New curriculum (2023)

<b>Module 1</b>	Introduction to computers	10%
<b>Module 2</b>	Networking concepts	10%
<b>Module 3</b>	Word processing	30%
<b>Module 4</b>	Spreadsheet	40%
<b>Module 5</b>	Cyber security, legal and ethical aspects	10%
<b>Total</b>		<b>100%</b>

### Detailed comparison of changes to the wording of the syllabus

The table that follows sets out the changes made to the curriculum. All new/changed content has been colour-coded in red.

Previous curriculum (1996)	New curriculum (2023)
<p><b>Module 1: Introduction to computers</b></p> <p><i>Note that all struck-through text in this column indicates subject matter that has been removed completely when compiling the new curriculum.</i></p>	<p><b>Module 1: Introduction to computers</b></p> <p>1.1 Introduction to the concepts of ICTs, the digital world and digital citizenship:</p> <ul style="list-style-type: none"> <li>Introduction to ICT's</li> <li>The digital world and digital citizenship</li> </ul> <p>1.1.1 Explain the term ICT.</p> <p>1.1.2 Discuss the role computers play in modern society.</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>1.1 What is a computer?</p> <p>1 Define the concept computer and explain the input, processing, storing and output cycle.</p> <p>1.2 The importance and application of computers</p> <p>2 Name the field of application of computers. (Advantages and disadvantages)</p> <p>1.3 Classification and development of computers:</p> <ul style="list-style-type: none"> <li>● Micro-computers</li> <li>● Mini-computers</li> <li>● Mainframe</li> <li>● Super</li> <li>● Portable</li> <li>● Networks</li> </ul> <p>3 Explain the different classes of computer and compare the classes with regard to speed, sizes and uses</p> <p>Development of computer technology</p> <p>3.2 Describe development of computer technology.</p>	<p>1.1.3 Explain how mobile technologies affect the emerging world.</p> <p>1.1.4 Explain how ICT facilitate everyday business operations. Range: Specific farming operations, office practices and education, shopping and banking, healthcare and government, engineering, communication in the digital age, news transmission/delivery, video technology, forensics</p> <p>1.2 Explain what a personal computer is and how it is used:</p> <ul style="list-style-type: none"> <li>● Personal computers (PCs)</li> <li>● Model of a PC</li> </ul> <p>1.2.1 Describe the concept personal computer in terms of hardware, software, memory, storage.</p> <p>1.2.2 Differentiate between various types and forms of computers in terms of their use and purpose within an office environment.</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>1.4 Hardware</p> <p>4 Define hardware. Explain the functions of each component of the CPU.</p>	<p>1.2.3 Differentiate between hardware and software.</p> <p>1.2.4 Describe the basic purpose of hardware.</p> <p>1.2.5 Differentiate between different types of hardware with examples according to various categories (relating to use – input, output, storage).</p> <p>1.2.6 Describe the basic purpose of software.</p> <p>1.2.7 Differentiate between different types of software with examples according to various categories (relating to the use, including mobile technologies and apps).</p> <p>1.3.2 Introduction to system technologies and the information processing cycle:</p> <ul style="list-style-type: none"> <li>• Systems technologies</li> <li>• Information processing cycle</li> </ul> <p>1.3.1 Define the following terms:</p> <ul style="list-style-type: none"> <li>• Information processing</li> <li>• Information processing cycle</li> </ul> <p>1.3 Explain how the concepts of information processing and the information processing cycle are related.</p> <p>1.3.3 Draw a basic model of an information processing device.</p> <p>1.3.4 Define the terms input, output, and processing.</p> <p>1.3.5 Explain the purposes of storage.</p> <p>1.3.6 Name the various components required and utilised for I/O, storage and processing. Range:</p> <ul style="list-style-type: none"> <li>• RAM</li> <li>• ROM</li> <li>• Secondary and primary storage</li> <li>• CPU</li> <li>• Digital communication mediums</li> </ul>
<p>1.4.1 CPU and components:</p> <ul style="list-style-type: none"> <li>• Main memory with ROM and RAM</li> <li>• Control unit</li> <li>• ALU</li> </ul>	

**Computer Practice: Farming N4**  
**(Previously called Data Management: Farming)**

Previous curriculum (1996)	New curriculum (2023)
<p>4.1.2 <del>Distinguish between ROM and RAM</del></p> <p>4.1.3 <del>Name the units for measuring the memory capacity for the RAM memory.</del></p> <p>1.4.2 <del>Elementary knowledge of peripherals (input/output):</del></p> <ul style="list-style-type: none"> <li>● <del>Keyboards</del></li> <li>● <del>Disk drives</del></li> <li>● <del>Visual display units</del></li> <li>● <del>Printers</del></li> <li>● <del>Electronic pointing devices/mouse</del></li> <li>● <del>Switch appliances on/off</del></li> <li>● <del>Care and maintenance of appliances</del></li> </ul> <p>4.2 <del>Explain the concept peripherals.</del></p> <p>4.2.1 <del>Describe the basic peripherals attached to a microcomputer and their functions.</del></p> <p>4.2.2 <del>Classify printers according to impact and non-impact printers and give two examples of each.</del></p> <p>4.2.3 <del>Explain the sequence for switching appliances on/off</del></p> <p>4.2.4 <del>Describe the care and basic maintenance of appliances.</del></p> <p>1.4.3 <del>Elementary knowledge of other peripherals:</del></p> <ul style="list-style-type: none"> <li>● <del>Digitisers</del></li> <li>● <del>Light pen</del></li> <li>● <del>Joystick</del></li> <li>● <del>Scanner</del></li> <li>● <del>Touch screens</del></li> <li>● <del>Speech recognition</del></li> <li>● <del>Plotter</del></li> <li>● <del>Modems and voice/fax modems</del></li> <li>● <del>Compact disks</del></li> <li>● <del>CD-rom drives/multimedia</del></li> <li>● <del>Tape streamer</del></li> <li>● <del>Sound cards</del></li> <li>● <del>Tablet, writing, drawing</del></li> <li>● <del>Terminals</del></li> <li>● <del>UPS</del></li> </ul>	



**Computer Practice: Farming N4**  
**(Previously called Data Management: Farming)**

Previous curriculum (1996)	New curriculum (2023)
<p>4.3 Indicate the use of each peripheral and relate this to unput, output, data communication and storage.</p> <p>1.5 Software: <del>representation of data using the binary numbering system:</del></p> <ul style="list-style-type: none"> <li>● System software</li> <li>● Application software</li> <li>● <del>Programming languages</del></li> <li>● Program windows</li> <li>● Parts of a window</li> <li>● Window commands</li> <li>● Copyright</li> <li>● Computer viruses</li> <li>● <del>Program learning</del></li> <li>● <del>Program problems</del></li> </ul> <p>5.1 Explain the term software.</p> <p>5.2 Compare and contrast hardware and software.</p> <p>5.3 <del>Explain the basic structure of the binary system.</del></p> <p>5.4 Distinguish between system software and application software.</p> <p>5.5 Give two examples of operating systems, application software and programming languages.</p> <p>5.6 Describe and use the parts and commands of windows.</p>	<p>1.4 Basic concepts of systems and application software:</p> <ul style="list-style-type: none"> <li>● Systems and application software</li> <li>● Basic file operations</li> </ul> <p>1.4.1 Differentiate between systems and application software.</p> <p>1.4.2 List examples of different types of systems and application software.</p> <p>(Using Windows is covered in 1.5–1.6 below)</p> <p>1.4.3 Explain the role of the operating system (OS).</p> <p>1.4.4 Explain the role of the OS as an interface between the user and the computer.</p> <p>1.4.5 Explain the necessity of the various operations and functions that an OS provides a user.</p>

**Computer Practice: Farming N4**  
**(Previously called Data Management: Farming)**

Previous curriculum (1996)	New curriculum (2023)
<p>5.7 Name the purpose of copyright and when it is permitted to make backups.</p> <p>5.8 Describe what a computer virus is, how it is spread, how it can be traced and wiped out.</p> <p>5.9 <del>Describe the learning of a new program.</del></p> <p>5.10 <del>Describe the handling of program problems.</del></p> <p>1.6 <del>External memory (magnetic storage media):</del></p> <ul style="list-style-type: none"> <li>● <del>Diskettes</del></li> <li>● <del>Types</del></li> <li>● <del>Characteristics</del></li> <li>● <del>Handling and care</del></li> <li>● <del>Write protection</del></li> <li>● <del>Hard disks</del></li> <li>● <del>Optical disks</del></li> </ul> <p>6 <del>Name the different types of diskettes and compare them in terms of size, storage capacity and density.</del></p> <p>6.2 <del>Identify the different parts of a diskette by means of a drawing and describe the function of each part.</del></p> <p>6.3 <del>Explain the basic rules for the handling and care of diskettes and the purpose of write protection.</del></p> <p>6.4 <del>Explain the use of CD-ROM for different purposes.</del></p> <p>1.7 <del>Computer terminology</del></p> <p>7 <del>Explain each computer term shortly after mastering the content of the syllabus.</del></p> <p>1.8 <del>A practical computer workstation for a farm</del></p> <p>8 <del>Describe a practical computer workstation for a farm.</del></p>	<p>1.4.6 List examples of different utility software and their purpose (including anti-virus software).</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>1.9 Incorporating the computer into present business setup</p> <p>9 Describe how to incorporate a computer into the present farming setup.</p>	<p>1.5 Starting up and shutting down an operating system:</p> <ul style="list-style-type: none"> <li>● Start a computer system</li> <li>● Shut down a computer system</li> </ul> <p>1.5.1 Describe the concept of starting an operating system.</p> <p>1.5.2 Start an operating system and log on (also relates to the concept of why the necessity exist to log into an operating system).</p> <p><b>No 1.5.3 in Syllabus</b></p> <p>1.5.4 Describe the concept of logging off or placing a computer in sleep mode.</p> <p>1.5.5 Describe the concept of restarting a computer using an appropriate routine</p> <p>1.5.6 Shut down or restart a computer.</p> <p>1.5.7 Discuss the concepts of users and user profiles.</p> <p>1.6 Explore and use the operating system (OS):</p> <ul style="list-style-type: none"> <li>● Operating system use and functions</li> <li>● File management operations</li> </ul> <p>1.6.1 Identify and name components of the OS.</p> <p>1.6.2 Outline the purpose of the desktop and the task bar.</p> <p>1.6.3 Use the start button on the taskbar to gain access to other functions of the OS.</p> <p>1.6.4 Identify common icons and discuss their meaning, such as file icons, folder icons, drive icons, peripheral device icons, shortcuts, recycle bin, applications.</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
	<p>1.6.5 Use two programs simultaneously in Windows and switch between the two.</p> <p>1.6.6 Identify the content of disks and folders in the content panel of Windows Explorer.</p> <p>1.6.7 Identify the file types correctly according to their extensions.</p> <p>1.6.8 Discuss the concept and purpose of file organisation/management.</p> <p>1.6.9 Perform basic file management operations. Range:</p> <ul style="list-style-type: none"> <li>● Create/delete and manage folders and files</li> <li>● Move files and folders</li> <li>● Copy a folder and a file</li> <li>● Select multiple or single files</li> <li>● Name and rename files and folders (including rules and conventions)</li> <li>● Sort files</li> <li>● Perform basic search functions</li> <li>● Digital communication files (video, music, magazine, photographs, etc.)</li> </ul> <p>1.6.10 Use the Help function to solve problems.</p> <p>1.6.11 Use available utility software. Range:</p> <ul style="list-style-type: none"> <li>● Calculator</li> <li>● Paint</li> <li>● Snipping tool/Print screen (crop) depending on version of operation system</li> </ul>
<p><b>Module 2: Keyboard/mouse proficiency</b></p> <p>2.1.1 Special characters:</p> <ul style="list-style-type: none"> <li>● ASCII codes for special characters</li> <li>● ASCII codes for frames</li> </ul>	<p>(Old M2 incorporated into new Module 1)</p> <p>1.7 Using input and pointing devices:</p> <ul style="list-style-type: none"> <li>● Use an input device (keyboard)</li> <li>● Use a mouse</li> </ul> <p>1.7.1 Differentiate between a keyboard and a mouse and input devices.</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>1.1 Describe and use the QWERTY keyboard.</p> <p>1.2 Identify and use the functions of the different keys.</p> <p>2.1.2 Finger technique</p> <p>2.2 Sitting posture and measurements</p> <p>2 Use the correct sitting posture, sitting height, fingers on the keys and the principle of touch typing.</p>	<p>1.7.2 Demonstrate proficiency in using a keyboard. Range:</p> <ul style="list-style-type: none"> <li>● Introduction to the keyboard and the various frequently used keys.</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>● Top row</li> <li>● Bottom row</li> <li>● Combination</li> <li>● Introduction to other keys; Shift, Caps Lock, Insert, Delete, Backspace, page up, page down, home, end, Tab, undo, redo, Print screen</li> <li>● Speed and accuracy drills</li> <li>● Random, basic common short cuts</li> <li>● Speed and accuracy drills</li> </ul> <p>1.7.3 Demonstrate the correct typing posture and positioning of fingers, wrists, fore-arms and back to facilitate touch typing.</p> <p>1.7.4 Identify the different sections on a keyboard (alphabetical, numerical, function keys). Range:</p> <ul style="list-style-type: none"> <li>● Able to type home row (asdfgh;lkj)</li> <li>● Able to save a document</li> <li>● Understand the correct use of the &lt;Enter&gt; key (word wrap)</li> <li>● Able to type top row (qwertyuiop) and home row</li> <li>● Able to type bottom row (zxcvbnm,./) and home row</li> <li>● Able to type a combination of short words and sentences</li> </ul>

**Computer Practice: Farming N4**  
 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p><del>2.3 Characteristics of a good computer user</del>  <del>3 Describe the characteristics of a good computer user.</del></p> <p><del>2.4 Aspects of proofreading</del>  <del>4 Explain the aspects of proofreading.</del></p> <p><del>2.5 Basic proofreading signs</del>  <del>5 Use the basic proofreading signs.</del></p> <p><del>2.6 Basic shortcut keys</del>  <del>6 Describe and use the basic shortcut keys for the most programs, e.g., &lt;CTRL&gt;+P is for PRINT, &lt;CTRL&gt;+V is for insert, etc</del></p> <p><del>2.7 Pull-down menus and icons</del>  <del>7 Use Pull down menus as a change over to the icons of graphical user interface of advanced operating systems. Basic Pull-down menus and corresponding icons must be used, e.g., open, save, print, etc.</del></p> <p><del>2.8 Keyboard templates</del>  <del>8 Use keyboard templates</del></p> <p><del>2.9 Mouse as a pointing device</del>  <del>9 Use the mouse as a pointing device.</del></p>	<p><b>1.7.5 Demonstrate proficiency in using a pointing device (mouse).</b>                      Range:</p> <ul style="list-style-type: none"> <li>• Understand the different functions of a mouse (right click, left click, scroll).</li> <li>• Learn how to drag the cursor, double click, click to select.</li> <li>• Develop fine motor skills to better control the mouse.                      (Common Sense Education, 2019)</li> </ul>
<p>(Not covered in the old syllabus)</p>	<p><b>Module 2: Networking concepts</b></p> <p><b>2.1 Networking concepts:</b></p> <ul style="list-style-type: none"> <li>• Networks and its domains</li> </ul> <p><b>2.1.1 Define the term network.</b></p> <p><b>2.1.2 List and briefly describe common examples of everyday networks.</b></p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
	<p>2.1.3 Discuss the advantages and disadvantages of using networks.</p> <p>2.1.4 Describe the basic components and hardware required for network communications.</p> <p>2.1.5 Differentiate between the use, purpose and preparation of different types of networking hardware. (Basic overview)</p> <p>2.2 Introduction to the internet and WWW:</p> <ul style="list-style-type: none"> <li>● Internet</li> <li>● Connectivity</li> <li>● Overview of the WWW</li> <li>● Websites</li> </ul> <p>2.2.1 Define the term <i>internet</i>.</p> <p>2.2.2 Describe the term <i>connectivity</i>.</p> <p>2.2.3 Describe the term <i>WWW</i>.</p> <p>2.2.4 Define the terms <i>web address/uniform resource locator</i> (URL) and describe their purpose.</p> <p>2.2.5 Differentiate between a web page and website.</p> <p>2.2.6 Explain the purpose of a browser, search engine and other online tools and networks.</p> <p>2.2.7 Identify the different web browsers: Internet Explorer, Chrome, Opera, Firefox and Safari.</p> <p>2.2.8 Work with a web browser.</p> <p>2.2.9 Type in a URL in the address bar.</p> <p>2.2.10 Illustrate an understanding of safe internet use: passwords, layered authentication, captcha.</p> <p>2.2.11 Explain the reason for Information piracy and privacy.</p> <p>2.2.12 Perform a search using a search engine. Range:</p> <ul style="list-style-type: none"> <li>● Writing search criteria</li> <li>● Evaluating the results</li> </ul>

**Computer Practice: Farming N4**  
 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p><b>Module 3: Microcomputer software</b></p> <p>3.1 The role and functions of the operating system</p> <p>1 Explain the role of the operating system in terms of its functions.</p> <p>3.2.1 Files:</p> <ul style="list-style-type: none"> <li>● Storage of information</li> <li>● Rules for file names</li> <li>● File types</li> <li>● <del>Wild card characters</del></li> <li>● <del>Switches</del></li> </ul> <p>2.1 Explain the storage of information with reference to the following concepts: characters, files, sectors and indexes.</p> <p>2.2 Name the rules for valid file names and distinguish between valid and nonvalid names.</p> <p>2.3 Differentiate between text files, command files and program files.</p> <p>2.4 <del>Apply and use wild card characters in DOS commands</del></p> <p>2.5 <del>Use switches in Dos commands</del></p> <p>3.2.2 Tree structure:</p> <ul style="list-style-type: none"> <li>● Directories (folders)</li> </ul> <p>2.6 Use a tree structure and to change from directory.</p> <p>3.2.3 Booting the computer/loading procedure:</p> <ul style="list-style-type: none"> <li>● When the computer is switched off (cold boot)</li> </ul>	<p>2.2.13 Describe how a website is accessed and information obtained. (How to access and browse a website)</p> <p>2.2.14 Explore and use social electronic media and networks for various communication purposes.                      Range:                      Facebook, Twitter, blogs, Skype, WhatsApp, YouTube, etc.</p> <p>(Relevant content incorporated in the new Module 1)</p>



## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>When the computer is switched on (warm boot)</li> </ul> <p>3 <del>Explain the procedures for activating the computer and correctly and confidently execute them on the computer in a practical situation.</del></p> <p>3.3 <del>DOS or other equivalent commands</del> <del>Apply the rules for keying in and editing DOS commands by correctly executing them on a computer.</del></p> <p>3.3.1 <del>Internal commands:</del></p> <ul style="list-style-type: none"> <li><del>Change of active drive</del></li> <li><del>Change of active directory (CD)</del></li> <li><del>File directory command with switches</del> <ul style="list-style-type: none"> <li><del>(DIR/W/P)</del></li> </ul> </li> <li><del>Copy files (COPY)</del></li> <li><del>Erase files (DEL/ERASE)</del></li> <li><del>Rename files (RENAME)</del></li> <li><del>Clear the screen (CLS)</del></li> <li><del>Date (DATE)</del></li> <li><del>Time (TIME)</del></li> <li><del>DOS version (VER)</del></li> <li><del>VOL</del></li> <li><del>CD</del></li> <li><del>Exit</del></li> </ul> <p><del>Formulate each named DOS command indicated correctly with the necessary reference to drives, files and switches.</del></p> <p><del>Differentiate between internal and external commands.</del></p> <p><del>Correctly execute each DOS command indicated on the computer.</del></p> <p><del>Compare the copy command (COPY) with the command to make an exact copy of a diskette (DISKCOPY)</del></p> <p><del>Indicate in writing the contents of the screen output of each command given.</del></p> <p>3.3.2 <del>External commands:</del></p> <ul style="list-style-type: none"> <li><del>Formatting (formats/disk capacity)</del></li> </ul>	

**Computer Practice: Farming N4**  
 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>● <del>Make an exact copy of a diskette (DISKCOPY)</del></li> <li>● <del>Check the hard drive/diskettes/files for errors (CHKDSK/SCANDISK)</del></li> <li>● <del>Electronic disk name (LABEL)</del></li> </ul> <p>3.4 <del>Help function</del>  <del>Use the DOS help function on the computer with ease</del></p> <p>3.5 <del>Error messages</del>  <del>Explain and interpret the error messages</del></p> <p>3 <del>Edit/Notepad/WordPad</del>  <del>Use one of the mentioned programs with confidence</del></p>	
<p><b>Module 4: Word processing</b></p> <p>4.1 General introduction/terminology                  Explain the concepts word processing, text manipulation and basic terminology.</p> <p>4.2 Advantages and <del>disadvantages</del> of word processing                  Name five advantages of word processing as well as <del>two disadvantages</del>.</p> <p>4.3 Elementary word processing</p> <ul style="list-style-type: none"> <li>● Loading and exiting tutor/help/wizard</li> <li>● Loading and exiting the program</li> <li>● <del>Returning to the DOS prompt</del></li> <li>● The document screen window</li> <li>● Pull-down menu/icons</li> <li>● Status line</li> <li>● Creating a new document</li> <li>● Input of text</li> </ul>	<p><b>Module 3: Word processing</b></p> <p>3.1 Introduction to word processing:</p> <ul style="list-style-type: none"> <li>● Word processing concepts</li> </ul> <p>3.1.1 Explain the purpose of word processing.</p> <p>3.1.2 List and describe different uses of word processing (types of documents created) to represent information to users.</p> <p>3.1.3 Describe the benefits of using a word processor.</p> <p>3.1.4 Describe the characteristics of a good document.</p> <p>3.2 Starting a word processing application:</p> <ul style="list-style-type: none"> <li>● Performing basic operations with a word processing application</li> <li>● Storing and retrieving files</li> <li>● Common file and document operations</li> </ul>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>● Saving a document</li> <li>● Print preview</li> <li>● Selecting paper size</li> <li>● Printout of text</li> </ul> <p><del>Load and exit the word processing program from a menu system and from the DOS prompt with confidence.</del></p> <p>Identify the parts of the document screen window and the status line.</p> <p><del>Key in text correctly at the required production speed.</del></p> <p>View the document before printing and print the document (whole document, one page and multiple pages) on standard size paper with default settings and headers.</p> <p>Save the document under an appropriate file name on the default drive.</p> <p>Load a document from any drive to a new document screen.</p>	<p>3.2.1 Open/start a word processor.</p> <p>3.2.2 Create a new blank document.</p> <p>3.2.3 Open an existing document.</p> <p>3.2.4 Export/save a document in another format. Range:</p> <ul style="list-style-type: none"> <li>● pdf</li> <li>● txt</li> </ul> <p>3.2.5 Switch between different documents.</p> <p>3.2.6 Explore common features of the ribbon, tabs, quick access toolbar, file tab, and menus.</p> <p>3.2.7 Use the help function provided.</p> <p>3.3 Keyboarding and keyboard proficiency in a document:</p> <ul style="list-style-type: none"> <li>● Use of the keyboard</li> <li>● Common keys and their function</li> </ul> <p>3.3.1 Identify and use a number of keys and explore their effects in a word document.</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>4.4 Cursor moves Use the quick movement keys to save keystrokes when moving the cursor through a document.</p> <p>4.5 Editing of text:</p> <ul style="list-style-type: none"> <li>● Retrieve a document</li> <li>● Insert/typeover</li> <li>● Delete/backspace</li> <li>● Text alignment (left, centre, right, full)</li> <li>● Superscript, subscript</li> <li>● Bold</li> <li>● Underline</li> <li>● Hyphens</li> <li>● Space</li> <li>● Formatting/reveal codes (where available)</li> </ul>	<p>Range: alphabetical keys, number keys/Num Lock, Caps Lock, Enter, Backspace, Delete, Spacebar, Shift, Tab, Ctrl + Alt, Delete, and F keys</p> <p>3.3.2 Practise using these keys to create and edit a text document, for example, using Tab key for indenting.</p> <p>3.3.3 Use basic features to edit a Word document. Range: Move around in it; type in it (INS); delete text; start a new paragraph; type in capital letters and use UNDO and REDO functions; select data using keyboard and/or mouse; entering, editing and deleting text; basic punctuation – one space after all punctuation, including periods; formatting marks.</p> <p>3.3.4 Describe the GIGO (garbage in, garbage out) principle using a word processor document.</p> <p>3.3.5 Use other keys and combinations thereof on the keyboard, such as Shift, Caps Lock, Insert, Delete, Backspace, page up, page down, home, end, Tab, undo, redo, Print screen.</p> <p>3.3.6 Revise alphabetical keys.</p> <p>3.3.7 Type special characters, symbols and punctuation marks available on the keyboard. (! @ # \$ % ^ &amp; * ? &lt; &gt;)</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>5 Use the functions stipulated under the learning contents with confidence to edit the document.</p> <p>5.1 Delete a word/character using the DELETE or BACKSPACE keys as well as by means of the type-over facility.</p> <p>5.2 Centre a heading or one line of text during input as well as centre an existing heading or one line of text.</p> <p>5.3 Indent a paragraph on the left as well as left and right.</p> <p>5.4 Insert formatting codes when editing text.</p>	<p>3.3.8 Demonstrate the use of common shortcuts for editing text, e.g., Ctrl + B, Ctrl + I, Ctrl + U, Ctrl + S, Ctrl + P, Ctrl + Z, Ctrl + C (copy), Ctrl + X (cut), Ctrl + V (paste).</p> <p>3.4 Use basic features to create and edit and format a document:</p> <ul style="list-style-type: none"> <li>● Edit a document</li> <li>● Format a document</li> </ul> <p>3.4.1 Differentiate between saving and saving as.</p> <p>3.4.2 Use basic features to format a Word processor document (font group, use of style group).</p> <p>3.4.3 Use editing functions and shortcuts such as cut, copy, paste, find and replace.</p> <p>3.4.4 Apply basic formatting to a document Range: Font type, style, size, colour, highlight and effects. Paragraph: spacing, justification, alignment, borders, shading and indents, using existing quick styles.</p> <p>3.4.5 Add or remove bullets or numbers in a single level list; switch between standard bullets, numbered lists.</p> <p>3.4.6 Insert pictures and shapes (insert, wrap, sizing).</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>5.5 Use the soft hyphen to reformat text lines.</p> <p>5.6 Use a hard space to prevent words belonging together from being split over two lines.</p> <p>5.7 Interpret, delete and copy formatting codes in application software supporting this facility.</p> <p>4.6 Other word processing functions:</p> <ul style="list-style-type: none"> <li>● Setting margins</li> <li>● Manipulating blocks of text</li> <li>● Mark/block of text</li> <li>● Move</li> <li>● Copy</li> <li>● Delete</li> <li>● Help function</li> <li>● Error messages</li> <li>● Pull-down menus</li> <li>● Basic line draw</li> <li>● Headers</li> <li>● Tables</li> <li>● Special characters/ASCII codes</li> <li>● Change text size, appearance and type</li> <li>● Undelete/undo/redo</li> </ul>	<p>3.4.7 Set margins of the document, page, or set of pages according to requirements.</p> <p>3.4.8 Select and use page orientation for different purposes.</p> <p>3.4.9 Use a variety of layout and formatting options.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>● Change line spacing (single, 1.5 and double)</li> <li>● Change paragraph spacing (before and after)</li> <li>● Apply paragraph alignment (left, centre, right, justify)</li> <li>● Increase and decrease indent feature</li> <li>● Inserting symbols (basic: caret (è), acute (é), dieresis (ë), plus-minus (±), etc.</li> </ul>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>6 Use the functions stipulated under the learning contents with confidence to enhance document layout.</p> <p>6.1 Use page break and page combine as well as conditional end of page to prevent a unit of text from being divided by a page break</p> <p>6.2 Set margins, line spacing and justification for the entire document or for specified text.</p> <p>6.3 Use a header on each page or suppress or edit headers.</p> <p>6.4.1 Set tabs (absolute and relative – where available) at the beginning of a document or at a specific point in the document.</p> <p>6.4.2 Use decimal, right, centre and left tab settings to create columns of text and figures with centred column headings.</p> <p>6.5 Insert page numbers for all pages and suppress the display of page numbers on specified pages.</p> <p>6.6 Mark text for manipulation.</p> <p>6.7 Use electronic spell check to proofread a document.</p> <p>6.8 Search for and search and replace text in a document.</p> <p>6.9 Use the line draw function.</p> <p>6.10 Use the help function to obtain help on the functions covered in the learning content.</p>	<ul style="list-style-type: none"> <li>Preference for numbers but exposure to Roman numerals (i, ii, iii) as well as alphabetical (a, b, c) numbering</li> </ul> <p>3.4.10 Apply spell/grammar checking and proofing.</p> <p>3.4.11 Create and edit text using the columns and column break functions.</p> <p>3.4.12 Insert page breaks and section breaks.</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>6.11 Interpret error messages displayed by the program and know how to deal with them.</p> <p>6.12 Use the pull-down menus in software where available as well as ASCII codes and the software templates</p> <p>4.7 Mouse/icons</p> <p>7 Use the mouse and icons with confidence</p> <p>4.8 Practical application on farming</p> <ul style="list-style-type: none"> <li>● Letters</li> <li>● Simple advertisements</li> <li>● Farm rules</li> <li>● Contracts</li> <li>● Forms</li> </ul> <p>8 After mastering the prescribed word processing functions, perform exercises on the business applications mentioned in the learning content accurately.</p>	<p>3.5 Use 'insert' functions to create and edit a document:</p> <ul style="list-style-type: none"> <li>● Edit a document</li> <li>● Use 'insert' functions and functionality</li> </ul> <p>3.5.1 Insert a picture or clip art, header and footer, WordArt, SmartArt, shapes, chart, textbox, screenshot, active window screenshot, page number, header and footer and page breaks in a text.</p> <p>3.5.2 Create/insert a table; edit, insert and modify data in a table.</p> <p>3.5.3 Modify the appearance of a table (inserting, moving, merging, deleting cells, rows and columns).</p> <p>3.5.4 Modify the size, position, layout and appearance of the inserted object. Range: Shape, table, SmartArt, chart, textbox, WordArt</p>



## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
	<p>3.5.5 Modify the position and the text wrapping options of an object.</p> <p>3.5.6 Select, copy and move an object in a document and between different documents.</p> <p>3.5.7 Use the 'send to front' and 'send to back' features of an object.</p> <p>3.5.8 Format a table using the borders and shading function.</p> <p>3.5.9 Format a picture or clip art using the resizing function.</p> <p>3.5.10 Preview and print the document using advanced printing functions.</p> <p>3.5.11 Add a symbol to a document (e.g., ∞, €).</p> <p>3.5.12 Perform a spell check on a document.</p>
<p><b>Module 5: Spreadsheet</b></p> <p>5.1 General introduction, applications, terminology</p> <p>1 Describe the term spreadsheet and relevant terminology. Name 5 advantages and 2 disadvantages</p> <p>5.2 Loading and exiting of program:</p> <ul style="list-style-type: none"> <li>• Loading and exiting the tutor/help/wizard</li> <li>• Loading and exiting a spreadsheet program</li> <li>• Characteristics of the worksheet and menus</li> </ul>	<p><b>Module 4: Spreadsheet</b></p> <p>4.1 Spreadsheet basics:</p> <ul style="list-style-type: none"> <li>• Use the spreadsheet application</li> <li>• Spreadsheet documents</li> </ul> <p>4.1.1 Define the term spreadsheet processing and state its purpose.</p> <p>4.2 List and describe different uses of spreadsheets (types of documents created) to represent information to users.</p> <p>4.3 Describe the benefits of using a spreadsheet application.</p> <p>4.4 Describe the characteristics of a good spreadsheet document.</p>

**Computer Practice: Farming N4**  
**(Previously called Data Management: Farming)**

Previous curriculum (1996)	New curriculum (2023)
<p>2 Confidently load and exit the spreadsheet program and identify the parts of the worksheet and the elements of the menus.</p> <p>5.3 Creating a spreadsheet:</p> <ul style="list-style-type: none"> <li>● Input and placement of text</li> <li>● Input of figures</li> <li>● Deleting of text and figures</li> <li>● Editing existing cell contents</li> <li>● Cursor movement</li> </ul> <p>3 Input, edit and delete the different types of cell contents economically and confidently</p> <p>5.4 Elementary spreadsheet functions:</p> <ul style="list-style-type: none"> <li>● File functions – retrieve, save, list and change default drive</li> <li>● Insert and delete rows and columns and spreadsheet</li> <li>● Changing column width</li> <li>● Clearing the screen</li> <li>● Copying and moving cell contents:               <ul style="list-style-type: none"> <li>– One cell to a range</li> <li>– Range to a range</li> <li>– One cell to one cell</li> </ul> </li> <li>● Horizontal and vertical lines (limited to a maximum of three vertical lines)</li> <li>● Changing of display format of figures:               <ul style="list-style-type: none"> <li>– Decimal places</li> <li>– Currency</li> <li>– Percentage</li> </ul> </li> <li>● Alignment of text – after input</li> </ul> <p>4.1 Execute the specified spreadsheet functions accurately and confidently in the creation of business documents.</p> <p>4.2 Use the software manual with confidence to determine the procedure followed for spreadsheet functions and their application.</p>	

**Computer Practice: Farming N4**  
**(Previously called Data Management: Farming)**

Previous curriculum (1996)	New curriculum (2023)
<p>4.3 Use the help function to identify spreadsheet functions and apply them in a practical spreadsheet.</p> <p>5.5 Spreadsheet functions:</p> <ul style="list-style-type: none"> <li>● Total</li> <li>● Average</li> <li>● Count figures in a range</li> <li>● Integers</li> <li>● Minimum</li> <li>● Maximum</li> </ul> <p>5. After mastering the prescribed spreadsheet functions, carry out exercises on the business applications mentioned in the learning content accurately.</p> <p>5.6 Formulas by using the following operand:</p> <ul style="list-style-type: none"> <li>● Plus</li> <li>● Minus</li> <li>● Divide</li> <li>● Multiply</li> <li>● Mixed</li> </ul>	<p>4.5 Open/Start the spreadsheet application.</p> <p>4.6 Create a new, blank spreadsheet/worksheet.</p> <p>4.7 Navigate a workbook.</p> <p>4.8 Create a new spreadsheet based on a template.</p> <p>4.9 Open an existing spreadsheet.</p> <p>4.10 Export/Save a spreadsheet in another format. Range: .pdf, .txt</p> <p>4.11 Switch between different spreadsheets and worksheets.</p> <p>4.12 Explore common features of the Ribbon tabs, Quick Access toolbar, Office button, Menus.</p> <p>4.13 Use the help function provided.</p> <p>4.14 Differentiate and move between a tab, sheet, row, column and cell.</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
<p>5.7 Printing of spreadsheets with results and also with formulas, with headers and changing margins</p> <p>7 After mastering the prescribed spreadsheet functions, carry out exercises on the business applications mentioned in the learning content accurately.</p> <p>5.8 Show horizontal and vertical headings.</p> <p>5.9 Practical application of spreadsheet functions on farming</p> <ul style="list-style-type: none"> <li>● Invoices with VAT calculations</li> <li>● Salaries</li> <li>● Farm shop</li> </ul>	<p>4.2 Use basic features to create and edit a spreadsheet:</p> <ul style="list-style-type: none"> <li>● Edit a spreadsheet</li> <li>● Apply basic formatting</li> </ul> <p>4.2.1 Add content to a cell.</p> <p>4.2.2 Edit content of an existing cell</p> <p>4.2.3 Use basic features to format a spreadsheet range to format text: highlight text; typing text in bold, italics and underline; typing text in different styles and font sizes; using the alignment functions – left, right, merge and centre; adjust the width of the columns and height of rows and insert borders (horizontal and vertical lines).</p> <p>4.2.4 Use basic features to edit and change information in a spreadsheet. Range of editing: Move around in it; delete text; type in capital letters, insert rows and columns and use UNDO and REDO functions Range of changes: Change the contents of a cell or part of the contents of a cell.</p> <p>4.2.5 List and describe the common types of data that may be entered into a cell.</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
	<p>4.2.6 Understand the concept of a column, row and worksheet, and the purpose of each.</p> <p>4.2.7 Enter data of different types in a cell Range: Text, Number, Currency, Date, Time</p> <p>4.2.8 Edit the data content of a cell.</p> <p>4.2.9 Select a cell, range of adjacent cells, range of non-adjacent cells, entire worksheet.</p> <p>4.2.10 Understand and apply the concept of a cell reference.</p> <p>4.2.11 Format the content of a cell and change the format of dates and currency. (Change number formats and decimal settings.)</p> <p>4.2.12 Transfer common features from word processing skills (e.g., copy, paste, save).</p> <p>4.2.13 Use basic formatting and editing to format cells: wrap, merge, split, alignment, borders, shading, text direction, autofill.</p> <p>4.2.14 <i>Not in syllabus</i></p> <p>4.2.15 Spell check; preview and set print (range or sheet) options and print the document.</p> <p>4.3 Use formulae to perform basic calculations in a spreadsheet:</p> <ul style="list-style-type: none"> <li>● Construct and use formulae</li> <li>● Apply basic calculations and techniques</li> </ul> <p>4.3.1 Perform the basic spreadsheet calculations by inserting formulae and using basic operators, including +, -, *, /.</p> <p>4.3.2 Understand the order of precedence and the use of brackets.</p> <p>4.3.3 Use the autofill tool to repeat formulae and increment data entries.</p>

## Computer Practice: Farming N4 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
	<p>4.3.4 Use basic functions: MIN, MAX, SUM, COUNT and AVERAGE to solve simple problems.</p> <p>4.3.5 Sort data.</p> <p>4.3.6 Identify problems based on the following error indicators: #VALUE, #NAME, #NUM, #REF, #DIV/0, #N/A, #####</p>
	<p><b>Module 5: Cyber security, legal and ethical aspects</b></p> <p>5.1 Impact of the use of ICT on the environment:</p> <ul style="list-style-type: none"> <li>● ICT and the environment</li> <li>● Green computing</li> </ul> <p>5.1.1 Define the term <i>green computing</i>.</p> <p>5.1.2 Define the term <i>e-waste</i>.</p> <p>5.1.3 Discuss how the use of ICTs impacts the environment with regard to e-waste management and green computing.</p> <p>5.1.4 Explain how the environmental impact of the use of computers could be reduced.</p> <p>5.2 Basic concepts of cloud computing and digital presence:</p> <ul style="list-style-type: none"> <li>● Cloud-based services</li> <li>● Digital citizenship</li> </ul> <p>5.2.1 Explain the concept <i>cloud computing</i>.</p> <p>5.2.2 Demonstrate the use of cloud computing with OneDrive/Dropbox/Google Drive, Google Docs/Google Sheets.</p> <p>5.2.3 Demonstrate an understanding of a search engine (Google).</p> <p>5.2.4 Demonstrate a knowledge of ICTs in online/internet activities: Range:</p> <ul style="list-style-type: none"> <li>● Explain the features/characteristics of online banking and shopping</li> <li>● Demonstrate the use of online activities.</li> </ul>

**Computer Practice: Farming N4**  
**(Previously called Data Management: Farming)**

Previous curriculum (1996)	New curriculum (2023)
	<p><b>5.2.5</b> Explore the concepts of digital citizenship.                      Range:</p> <ul style="list-style-type: none"> <li>● Protect oneself when online</li> <li>● Online harassment</li> <li>● Stalking and bullying</li> <li>● Self-image</li> <li>● Netiquette</li> <li>● Social media safety</li> <li>● Awareness of digital footprint</li> </ul> <p><b>5.2.6</b> Describe the concept of ICT-related crime (cybercrime) by referring to computer criminals – types and what they do/how they operate.</p> <p><b>5.2.7</b> Demonstrate an understanding of the concepts of:</p> <ul style="list-style-type: none"> <li>● cybercrime – threats, issues and remedies</li> <li>● identity theft</li> <li>● hacking</li> <li>● phishing.</li> </ul> <p><b>5.2.8</b> Demonstrate an understanding of what copyright and plagiarism are (software, information, intellectual property).</p> <p><b>5.2.9</b> Differentiate between different types of copyright.</p> <p><b>5.2.10</b> Demonstrate an understanding of the purpose of asking for permissions and digital content usage rights.</p> <p><b>5.2.11</b> Explain why reference sources are important.</p> <p><b>5.2.12</b> Explain the purpose of regulatory bills and their implications:                      Range:</p> <ul style="list-style-type: none"> <li>● The Protection of Information Bill</li> <li>● Electronic Communication and Transactions Act</li> </ul>

**Computer Practice: Farming N4**  
 (Previously called Data Management: Farming)

Previous curriculum (1996)	New curriculum (2023)
	<ul style="list-style-type: none"> <li>• The Regulation of Interception of Communication and Provision of Communication-Related Information Act (RICA)</li> <li>• Protection of Harassment Act (2013)</li> </ul>

**TVET First author**

A Thorne



## Management: Farming N4

This document contains important information about the revised curriculum for Management: Farming N4 for implementation in January 2023.

### Overview of main curriculum changes

- The syllabus has been *revised and updated* and many of the *learning outcomes have been renumbered*.
- **Module 3: Management function in farming**
  - New outcomes on *planning for and explaining livestock and crop choices* for real and simulated agri-enterprises have been added under *Planning*.
  - New outcomes on the *role of machines, manual labour and draught animals* have been added under *Implementation*.
  - Amendments have been made and new outcomes added under *Controlling*:
    - New outcomes on *planning appropriate production procedures* for the enterprise (sequence of events for year; appropriate harvest and post-harvest procedures)
    - New outcomes on *health and safety relating to storage and handling of inputs and other products*.
- **Module 6: Micro-agricultural marketing and agri-processing**
  - New outcomes have been added on *costed marketing plans* (including gathering info on market demand, size, transport, other costs and potential new commodities). Students must construct a cost plan for a small enterprise to market existing and new commodities in South Africa.
  - New outcomes have been added on *agri-processing* including the following:
    - matching choice of livestock to economic determinants
    - planning a year's programme for livestock production units
    - harvest and post-harvest procedures for fruit and vegetable crops
    - assessing returns from production factors
    - assessing returns from cultivated fields
    - assessing income and expenditure of a farm.

### Changes to examination assessment

Written assessment must include various cognitive skills listed in Bloom's taxonomy. The following table sets out the skills and weighting that applied in the 1996 syllabus.

#### Old standards (1996)

Recall	Application	Analysis	Evaluation
30-40%	40-50%	10-20%	10-20%

## Management: Farming N4

The table that follows lists the skills that apply in the 2023 syllabus, along with the weighting accorded to each. (They are unchanged.)

### New standards (2023)

Recall	Application	Analysis	Evaluation
Knowledge	Comprehend and apply	Analyse and synthesise	Evaluate
30–40%	40–50%	10–20%	10–20%

### More guidance on evaluation

Evaluation is conducted continuously by means of assignments, case studies, class tests and oral work. A semester mark of at least 40% and a minimum examination mark of 40% are required to pass the instructional offering. The semester mark and the examination mark will be calculated in a ratio of 40:60 to derive the promotion mark.

In the 2023 curriculum, the semester mark consists of three components:

- There is one written test, consisting of 50% of the syllabus. ( $\pm 70$  marks, 1 hour)
- There is one practical assignment, consisting of 80% of the practical component of the syllabus. Theoretical questions may be included. (100 marks, open book, 2–3 working days)
- There is one internal examination, consisting of 80%–100% of syllabus. It includes theoretical and practical questions. (130 marks, 2 hours)

Examination details:

- There is one paper covering all six modules.
- The paper is 3 hours long and out of 200 marks.

### Old and new modules and weightings

#### Old curriculum (1996)

<b>Module 1</b>	Farming in perspective	15%
<b>Module 2</b>	Description of farming management	10%
<b>Module 3</b>	Management functions in farming	20%
<b>Module 4</b>	Farming as an enterprise	15%
<b>Module 5</b>	Macro-agricultural marketing	20%
<b>Module 6</b>	Micro-agricultural marketing	20%
<b>Total</b>		<b>100%</b>

## Management: Farming N4

### New curriculum (2023)

<b>Module 1</b>	Farming in perspective	16,6%
<b>Module 2</b>	Description of farming management	16,6%
<b>Module 3</b>	Management functions in farming	16,6%
<b>Module 4</b>	Farming as an enterprise	16,6%
<b>Module 5</b>	Macro-agricultural marketing	16,6%
<b>Module 6</b>	Micro-agricultural marketing and agri-processing	16,6%
<b>Total</b>		<b>100%</b>

### Detailed comparison of changes to the wording of the syllabus

The table that follows sets out the changes made to the curriculum. All new/changed content has been colour-coded in red.

Previous curriculum (1996)	New curriculum (2023)
<p><b>Module 1: Farming in perspective</b></p> <p>1 The structure of agriculture</p> <p>1.1 Different role players in agriculture:</p> <ul style="list-style-type: none"> <li>Define the different role-players in agriculture</li> </ul> <p>1.2 Mediators (processors and marketers):</p> <ul style="list-style-type: none"> <li>Explain the purpose of mediators in agriculture.</li> </ul> <p>1.3 Public or government institutions:</p> <ul style="list-style-type: none"> <li>Describe the function of public institutions in agriculture</li> </ul> <p>1.4 Consumers:</p> <ul style="list-style-type: none"> <li>Identify the role that the consumer plays in agriculture.</li> </ul> <p>1.5 Functions of agriculture in the national economy:</p> <ul style="list-style-type: none"> <li>Determine and describe the functions of agriculture in the national economy:                             <ul style="list-style-type: none"> <li>– Producer of food (raw materials)</li> <li>– Earner of foreign exchange</li> <li>– Employer</li> <li>– Market for goods and services</li> </ul> </li> </ul> <p>2 Market forms wherein farming functions internationally</p>	<p><b>Module 1: Farming in perspective</b></p> <p>1.1 Structure of agriculture</p> <p>1.1.1 Different role players in agriculture:</p> <ul style="list-style-type: none"> <li>Define the different role-players in agriculture.</li> </ul> <p>1.1.2 Mediators (processors and marketers):</p> <ul style="list-style-type: none"> <li>Explain the purpose of mediators in agriculture.</li> </ul> <p>1.1.3 Public or government institutions:</p> <ul style="list-style-type: none"> <li>Describe the function of public institutions in agriculture.</li> </ul> <p>1.1.4 Consumers:</p> <ul style="list-style-type: none"> <li>Identify the role that the consumer plays in agriculture.</li> </ul> <p>1.1.5 Functions of agriculture in the national economy:</p> <ul style="list-style-type: none"> <li>Determine and describe the functions of agriculture in the national economy:                             <ul style="list-style-type: none"> <li>– Producer of food (raw material)</li> <li>– Earner of foreign exchange</li> <li>– Employer</li> <li>– Market for goods and services</li> </ul> </li> </ul> <p>1.2 Market forms wherein farming functions internationally</p>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p>Distinguish between the various market forms wherein farming functions internationally:</p> <ul style="list-style-type: none"> <li>● Capitalist (free market economics)</li> <li>● Socialist</li> <li>● Communist (command economics)</li> <li>● Mixed Economics</li> </ul> <p>3 Overview of the factors of production in South African agriculture Give an overview of the factors of production in South African agriculture.</p> <ul style="list-style-type: none"> <li>● Labour</li> <li>● Capital</li> <li>● Land</li> <li>● Entrepreneurship</li> </ul> <p>4 External environmental factors that can influence South African farming.</p> <ul style="list-style-type: none"> <li>● Identify and describe the influence of external environmental factors that can influence South African farming.</li> </ul> <p>4.1 The economy</p> <ul style="list-style-type: none"> <li>● Agricultural market</li> <li>● Price support</li> <li>● Broad economic environment</li> <li>● International economy</li> <li>● Interaction between agriculture and the rest of the economy</li> </ul> <p>4.2 Politics and legislation</p> <p>4.3 Demographic factors</p> <p>4.4 Physical factors</p> <p>4.5 Technological factors</p> <p>4.6 International factors</p>	<p>1.2.1 Distinguish between the various market forms wherein farming functions internationally:</p> <ul style="list-style-type: none"> <li>● Capitalist (free-market economics)</li> <li>● Socialist</li> <li>● Communist (command economics)</li> <li>● Mixed economics</li> </ul> <p>1.3 Overview of the factors of production in South African agriculture.</p> <p>1.3.1 Give an overview of the factors of production in South African agriculture.</p> <p>1.4 External environmental factors that can influence South African farming.</p> <ul style="list-style-type: none"> <li>● Identify and describe the influence of external environmental factors that can influence South African farming:</li> </ul> <p>1.4.1 The economy</p> <ul style="list-style-type: none"> <li>● Agricultural market</li> <li>● Price support</li> <li>● Broad economic environment</li> <li>● International economy</li> <li>● Interaction between agriculture and the rest of the economy</li> </ul> <p>1.4.2 Politics and legislation</p> <p>1.4.3 Demographic factors</p> <p>1.4.4 Physical factors</p> <p>1.4.5 Technological factors</p> <p>1.4.6 International factors</p>
<p><b>Module 2: Description of farming management</b></p> <p>1 Definition:</p> <ul style="list-style-type: none"> <li>● Define the concept <i>farming management</i></li> </ul>	<p><b>Module 2: Description of farming management</b></p> <p>2.1 Definition:</p> <ul style="list-style-type: none"> <li>● Define the concept <i>farming management</i></li> </ul>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p>2 Farming objectives:</p> <ul style="list-style-type: none"> <li>List and describe objectives pertinent to a farming environment</li> </ul> <p>3 The decision-making process:</p> <ul style="list-style-type: none"> <li>Explain the decision-making process with the aid of examples from farming management.</li> </ul> <p>4 Management functions:</p> <ul style="list-style-type: none"> <li>Illustrate the management functions in a farming environment.</li> </ul> <p>5 Management process:</p> <ul style="list-style-type: none"> <li>Describe the management process in a farming environment.</li> </ul> <p>6 Business functions (are of decision making):</p> <ul style="list-style-type: none"> <li>List and explain the areas of decision making in a farming enterprise.</li> </ul>	<p>2.2 Farming objectives:</p> <ul style="list-style-type: none"> <li>List and describe objectives pertinent to a farming environment.</li> </ul> <p>2.3 Decision-making process:</p> <ul style="list-style-type: none"> <li>Explain the decision-making process with the aid of examples from farming management.</li> </ul> <p>2.4 Management functions:</p> <ul style="list-style-type: none"> <li>Illustrate the management functions in a farming environment.</li> </ul> <p>2.5 Management process:</p> <ul style="list-style-type: none"> <li>Describe the management process in a farming environment.</li> </ul> <p>2.6 Basic functions (areas of decision making):</p> <ul style="list-style-type: none"> <li>List and explain the areas of decision making in a farming enterprise.</li> </ul>
<p><b>Module 3: Management functions in farming</b></p> <p>1 Planning:</p> <ul style="list-style-type: none"> <li>Different types of planning: <ul style="list-style-type: none"> <li>Identify and describe the different types of plan and discuss where each is likely to be used in farm management.</li> </ul> </li> <li>Planning techniques: <ul style="list-style-type: none"> <li>Compare and contrast the different planning techniques.</li> </ul> </li> <li>Calendar of activities: <ul style="list-style-type: none"> <li>Illustrate how to draw up a calendar of activities.</li> </ul> </li> </ul>	<p><b>Module 3: Management functions in farming</b></p> <p>3.1 Planning</p> <p>3.1.1 Different types of planning</p> <p>3.1.1.1 Identify and describe the different types of plan and discuss where each is likely to be used in farm management.</p> <p>3.1.2 Planning techniques</p> <p>3.1.2.1 Compare and contrast the different planning techniques.</p> <p>3.1.3 Planning and explain livestock and crops chosen for real and simulated agri-enterprises.</p> <p>3.1.3.1 Choose appropriate livestock and crops for the enterprise.</p> <p>3.1.3.2 Relevant tasks should be done for both real and simulated enterprises.</p> <p>3.1.4 Calendar of activities</p> <p>3.1.4.1 Illustrate how to draw up a calendar of activities.</p>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>● Barriers to effective planning:                             <ul style="list-style-type: none"> <li>– Describe the barriers to effective planning and explain how they can be reduced or eliminated.</li> </ul> </li> <li>● What must be planned</li> <li>● Problem solving:                             <ul style="list-style-type: none"> <li>– Explain how to manage the problem-solving process.</li> </ul> </li> <li>● Decision making:                             <ul style="list-style-type: none"> <li>– Describe how to manage the decision-making process.</li> </ul> </li> <li>● Forecasting:                             <ul style="list-style-type: none"> <li>– Discuss why forecasting is an important part of planning and decision making</li> </ul> </li> <li>● Objectives:                             <ul style="list-style-type: none"> <li>– State the strengths and weaknesses of effective management by objectives and describe how the weaknesses can be overcome in the farming environment</li> </ul> </li> </ul>	<p><b>3.1.5</b> Barriers to effective planning</p> <p><b>3.1.5.1</b> Describe the barriers to effective planning and explain how they can be reduced or eliminated.</p> <p><b>3.1.6</b> What must be planned</p> <p><b>3.1.7</b> Problem solving</p> <p><b>3.1.7.1</b> Explain how to manage the problem-solving process.</p> <p><b>3.1.8</b> Decision making</p> <p><b>3.1.8.1</b> Describe how to manage the decision-making process.</p> <p><b>3.1.9</b> Forecasting</p> <p><b>3.1.9.1</b> Discuss why forecasting is an important part of planning and decision making.</p> <p><b>3.1.10</b> Objectives</p> <p><b>3.1.10.1</b> State the strengths and weaknesses of effective management by objectives and describe how the weaknesses can be overcome in the farming environment.</p>
<p><b>2</b> Implementation</p> <p><b>2.1</b> Organising:</p> <ul style="list-style-type: none"> <li>● Farm organisation:                             <ul style="list-style-type: none"> <li>– Describe the organising process and explain why it is important for farmers</li> <li>– Amount of raw materials available</li> <li>– Land usage potential</li> <li>– Planning of crop production</li> </ul> </li> </ul>	<p><b>3.2</b> Implementation (<b>organising</b>)</p> <p><b>3.2.1</b> Farm organisation</p> <p><b>3.2.1.1</b> Describe the organising process and explain why it is important for farmers:</p> <ul style="list-style-type: none"> <li>● Amount of raw materials available</li> <li>● Land usage potential</li> <li>● Planning of crop production:                             <ul style="list-style-type: none"> <li>– Soil cultivation programmes and schedules</li> <li>– Planting date and schedules</li> <li>– Spraying programmes</li> <li>– Explain the whole production process to harvesting.</li> </ul> </li> </ul>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>– Planning of livestock production</li> <li>– Planning of machines, equipment, buildings and labour needs</li> </ul>	<ul style="list-style-type: none"> <li>● Planning of livestock production:                             <ul style="list-style-type: none"> <li>– Small stock production programme</li> <li>– Large stock production programmes</li> <li>– Livestock handling facilities</li> </ul> </li> <li>● Planning of machines, equipment, buildings and labour needs.</li> </ul>
<ul style="list-style-type: none"> <li>● Symptoms of weak organisation:                             <ul style="list-style-type: none"> <li>– Discuss the symptoms of weak organisation and how to overcome them.</li> <li>– Delegation of responsibilities and authority</li> <li>– Discuss how authority and responsibilities are delegated in a farming enterprise.</li> </ul> </li> </ul>	<p><b>3.2.2</b> Demonstrate an understanding of the circumstances under which machines, manual labour and draught animals are appropriate</p> <p><b>3.2.2.1</b> Explain what is involved in using machines, draught animals and manual labour</p> <p><b>3.2.3</b> Symptoms of weak organisation</p> <p><b>3.2.3.1</b> Discuss the symptoms of weak organisation and how to overcome them.</p> <p><b>3.2.4</b> Delegation of responsibilities</p> <p><b>3.2.4.1</b> Discuss how authority and responsibilities are delegated in a farming enterprise.</p>
<p><b>2.2</b> Leading:</p> <ul style="list-style-type: none"> <li>● Communication                             <ul style="list-style-type: none"> <li>– Describe the role and importance of communication in farm management.</li> </ul> </li> <li>● Motivation:                             <ul style="list-style-type: none"> <li>– Describe the role and importance of motivation in farm management.</li> </ul> </li> <li>● Choice of farm workers and staff:                             <ul style="list-style-type: none"> <li>– Explain the importance of the effective choice of farm workers and staff.</li> </ul> </li> </ul>	<p><b>3.3</b> Leading</p> <p><b>3.3.1</b> Communication</p> <p><b>3.3.1.1</b> Describe the role and importance of communication in farm management.</p> <p><b>3.3.2</b> Motivation</p> <p><b>3.3.2.1</b> Describe the role and importance of motivation in farm management.</p> <p><b>3.3.3</b> Choice of farm workers and staff</p> <p><b>3.3.3.1</b> Explain the importance of the effective choice of farm workers and staff.</p>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>• Training and development of farm workers and staff:               <ul style="list-style-type: none"> <li>– Explain the importance of training and developing staff on a farm.</li> </ul> </li> </ul> <p>3 Controlling:</p> <ul style="list-style-type: none"> <li>• Define effective control and explain the steps in the control process with the aid of relevant examples from the farming environment:               <ul style="list-style-type: none"> <li>– Developing achievement standards</li> <li>– Measuring achievement</li> <li>– Evaluating achievement</li> <li>– Rectification/adjustment</li> </ul> </li> </ul>	<p>3.3.4 Training and development of farm workers and staff</p> <p>3.3.4.1 Explain the importance of training and developing staff on a farm.</p> <p>3.4 Controlling</p> <p>3.4.1 Define effective control and explain the steps in the control process with the aid of relevant examples from the farming environment:</p> <ul style="list-style-type: none"> <li>• Developing achievement standards</li> <li>• Measuring achievement</li> <li>• Evaluating achievement</li> <li>• Rectification/adjustment</li> </ul> <p>3.5 Plan appropriate production procedures for the enterprise.</p> <p>3.5.1 Plan a sequence of events for the year, bearing in mind past records and market information.</p> <p>3.5.2 Plan appropriate harvest and post-harvest procedures, bearing in mind health and hygiene as well as legal requirements.</p> <p>3.6 Health and safety management</p> <p>3.6.1 Identify the important Occupational Health and Safety Act relating to storage and handling of inputs and other products.</p>
<p><b>Module 4: Farming as an enterprise</b></p> <p>1 Integration of management and business functions:</p> <ul style="list-style-type: none"> <li>• Explain the integration of the management and business functions with the aid of relevant examples from the farming environment.</li> </ul>	<p><b>Module 4: Farming as an enterprise</b></p> <p>4.1 Integration of management and business functions</p> <p>4.1.1 Explain the integration of the management and business functions with the aid of relevant examples from the farming environment.</p>



## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)																																																																																										
<ul style="list-style-type: none"> <li>The interaction between business functions and managerial functions can be indicated by the following schematic exposition:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="writing-mode: vertical-rl; transform: rotate(180deg);">Business functions</th> <th colspan="4">MANAGERIAL FUNCTIONS</th> <th rowspan="2" style="writing-mode: vertical-rl; transform: rotate(180deg);">AIM of enterprise (PROFIT)</th> </tr> <tr> <th>Planning</th> <th>Organising</th> <th>Leading</th> <th>Controlling</th> </tr> </thead> <tbody> <tr><td>Purchasing</td><td></td><td></td><td></td><td></td></tr> <tr><td>Production</td><td></td><td></td><td></td><td></td></tr> <tr><td>Marketing</td><td></td><td></td><td></td><td></td></tr> <tr><td>Financial</td><td></td><td></td><td></td><td></td></tr> <tr><td>Administrative</td><td></td><td></td><td></td><td></td></tr> <tr><td>Personnel</td><td></td><td></td><td></td><td></td></tr> <tr><td>External relations</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Business functions	MANAGERIAL FUNCTIONS				AIM of enterprise (PROFIT)	Planning	Organising	Leading	Controlling	Purchasing					Production					Marketing					Financial					Administrative					Personnel					External relations					<p>The interaction between business functions and managerial functions can be indicated by the following schematic exposition:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="writing-mode: vertical-rl; transform: rotate(180deg);">Business functions</th> <th colspan="4">MANAGERIAL FUNCTIONS</th> <th rowspan="2" style="writing-mode: vertical-rl; transform: rotate(180deg);">AIM of enterprise (PROFIT)</th> </tr> <tr> <th>Planning</th> <th>Organising</th> <th>Leading</th> <th>Controlling</th> </tr> </thead> <tbody> <tr><td>Purchasing</td><td></td><td></td><td></td><td></td></tr> <tr><td>Production</td><td></td><td></td><td></td><td></td></tr> <tr><td>Marketing</td><td></td><td></td><td></td><td></td></tr> <tr><td>Financial</td><td></td><td></td><td></td><td></td></tr> <tr><td>Administrative</td><td></td><td></td><td></td><td></td></tr> <tr><td>Personnel</td><td></td><td></td><td></td><td></td></tr> <tr><td>External relations</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Business functions	MANAGERIAL FUNCTIONS				AIM of enterprise (PROFIT)	Planning	Organising	Leading	Controlling	Purchasing					Production					Marketing					Financial					Administrative					Personnel					External relations				
Business functions		MANAGERIAL FUNCTIONS					AIM of enterprise (PROFIT)																																																																																				
	Planning	Organising	Leading	Controlling																																																																																							
Purchasing																																																																																											
Production																																																																																											
Marketing																																																																																											
Financial																																																																																											
Administrative																																																																																											
Personnel																																																																																											
External relations																																																																																											
Business functions	MANAGERIAL FUNCTIONS				AIM of enterprise (PROFIT)																																																																																						
	Planning	Organising	Leading	Controlling																																																																																							
Purchasing																																																																																											
Production																																																																																											
Marketing																																																																																											
Financial																																																																																											
Administrative																																																																																											
Personnel																																																																																											
External relations																																																																																											
<p><b>2</b> The development of farming management theory:</p> <ul style="list-style-type: none"> <li>Describe the development of farming management theory and discuss its importance for the farm manager.</li> </ul> <p><b>3</b> The management of a farm as a business:</p> <ul style="list-style-type: none"> <li>Restrictions of commercial agriculture:                             <ul style="list-style-type: none"> <li>Identify the restriction of commercial agriculture and examine ways of overcoming them</li> </ul> </li> <li>Characteristics of a farming system:                             <ul style="list-style-type: none"> <li>Describe the characteristics of a farm system with the aid of relevant examples from their own farming environment:                                     <ul style="list-style-type: none"> <li>Complex</li> <li>Variety/diversity</li> <li>Restrictions</li> <li>Scale</li> <li>Time</li> </ul> </li> </ul> </li> </ul>	<p><b>4.2</b> The development of farming management theory</p> <p><b>4.2.1</b> Describe the development of farming management theory and discuss its importance for the farm manager.</p> <p><b>4.3</b> The management of a farm as a business – <b>the farming enterprise</b></p> <p><b>4.3.1</b> Restrictions of commercial agriculture</p> <p><b>4.3.1.1</b> Identify the restriction of commercial agriculture and examine ways of overcoming them.</p> <p><b>4.3.2</b> Characteristics of a farming system</p> <p><b>4.3.2.1</b> Describe the characteristics of a farm system with the aid of relevant examples from their own farming environment:</p> <ul style="list-style-type: none"> <li>Complex</li> <li>Variety/diversity</li> <li>Restrictions</li> <li>Scale</li> <li>Time</li> </ul>																																																																																										

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>○ Stability</li> <li>○ Technology changes</li> <li>○ The market</li> <li>● Financial, production and marketing requirements for a farming enterprise:                             <ul style="list-style-type: none"> <li>– Analyse the financial, production and marketing requirements for a farming enterprise and apply the finding in practice.</li> </ul> </li> <li>● Management information system for a farming enterprise:                             <ul style="list-style-type: none"> <li>– Describe the necessity of a management information system for a farming enterprise and distinguish between the different systems available.</li> </ul> </li> <li>● Continuation of the correct internal business structure:                             <ul style="list-style-type: none"> <li>– Describe the importance of and ways of continuing the correct internal business structure.</li> </ul> </li> </ul> <p>4 Personal characteristics of a successful farmer</p>	<ul style="list-style-type: none"> <li>● Stability</li> <li>● Technology changes</li> <li>● The market</li> </ul> <p>4.3.3 Financial, production and marketing requirements for a farming enterprise</p> <p>4.3.3.1 Analyse the financial, production and marketing requirements for a farming enterprise and apply the finding in practice.</p> <p>4.3.4 Management information system for a farming enterprise</p> <p>4.3.4.1 Describe the necessity of a management information system for a farming enterprise and distinguish between the different systems available.</p> <p>4.3.5 Continuation of the correct internal business structure</p> <p>4.3.5.1 Describe the importance of and ways of continuing the correct internal business structure.</p> <p>4.4 Personal characteristics of a successful farmer</p> <p>4.4.1 <b>Identify the characteristics of a successful farmer and discuss ways of adopting them personally.</b></p>
<p><b>Module 5: Micro-agricultural marketing</b></p> <p>1 Importance of marketing for agriculture Explain the terminology and concepts of macro-marketing principles and strategies and distinguish between micro- and macro marketing in brief:</p> <ul style="list-style-type: none"> <li>● Introduction to marketing</li> <li>● Application of market principles to agriculture</li> <li>● Application of market strategies to agriculture</li> </ul>	<p><b>Module 5: Macro-agricultural marketing</b></p> <p>5.1 Importance of marketing for agriculture</p> <p>5.1.1 Explain the terminology and concepts of macro-marketing principles and strategies and distinguish between micro- and macro marketing in brief:</p> <ul style="list-style-type: none"> <li>● Introduction to marketing</li> <li>● Application of market principles to agriculture</li> <li>● Application of market strategies to agriculture</li> </ul>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p><b>2</b> Legislation influencing agricultural marketing:</p> <ul style="list-style-type: none"> <li>● Explain briefly the function of the following acts which influence agricultural marketing:                             <ul style="list-style-type: none"> <li>– Marketing Act (Act No. 59 of 1968)</li> <li>– Co-Operatives Act (Act No. 91 of 1981)</li> <li>– Agricultural Produce Agents Act (Act No. 12 of 1992)</li> </ul> </li> </ul> <p><b>3</b> Basic price determination theory</p> <ul style="list-style-type: none"> <li>● Demand theory</li> <li>● <b>Supply theory</b> <ul style="list-style-type: none"> <li>– Describe the theories of demand and supply as applicable to agricultural marketing.</li> </ul> </li> <li>● Equilibrium price:                             <ul style="list-style-type: none"> <li>– Explain how the equilibrium price is determined</li> </ul> </li> <li>● Effect of elasticity on price determination:                             <ul style="list-style-type: none"> <li>– Define and calculate the price elasticity of demand and supply in agricultural marketing.</li> <li>– Explain what determines the elasticity of demand and supply in agricultural marketing.</li> </ul> </li> <li>● Information on markets/prices:                             <ul style="list-style-type: none"> <li>– Describe the sources of marketing information</li> </ul> </li> </ul>	<p><b>5.2</b> Legislation influencing agricultural marketing</p> <p><b>5.2.1</b> Explain briefly the function of the following acts which influence agricultural marketing:</p> <ul style="list-style-type: none"> <li>● Marketing Act (Act No. 59 of 1968)</li> <li>● Co-Operatives Act (Act No. 91 of 1981)</li> <li>● Agricultural Produce Agents Act (Act No. 12 of 1992)</li> </ul> <p><b>5.3</b> Basic price determination theory</p> <p><b>5.3.1</b> Demand theory</p> <p><b>5.3.1.1</b> Describe the theories of demand and supply as applicable to agricultural marketing.</p> <p><b>5.3.2</b> <b>Supply theory</b></p> <p><b>5.3.1.2</b> Explain how the equilibrium price is determined.</p> <p><b>5.3.3</b> Equilibrium price</p> <p><b>5.3.1.3</b> Define and calculate the price elasticity of demand and supply in agricultural marketing.</p> <p><b>5.3.4</b> Effect of elasticity on price determination</p> <p><b>5.3.4.1</b> Explain what determines the elasticity of demand and supply in agricultural marketing.</p> <p><b>5.3.5</b> Information on markets/prices</p> <p><b>5.3.5.1</b> Describe the sources of marketing information.</p>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>● Fixed costs/variable costs/break-even:                             <ul style="list-style-type: none"> <li>– Define fixed and variable costs and determine break-even quantities/prices.</li> </ul> </li> </ul> <p>4 Marketing channels that can be used in agriculture</p> <ul style="list-style-type: none"> <li>● Marketing channels used by the following:                             <ul style="list-style-type: none"> <li>– Individual farmer</li> <li>– Statutory farmer</li> <li>– Producer co-operative</li> </ul> </li> <li>● Describe the marketing channels that can be used in agriculture and distinguish between their different users.</li> <li>● Possibilities for direct marketing by the producer:                             <ul style="list-style-type: none"> <li>– Identify and explain the possibilities that exist for farmers to market their produce directly.</li> </ul> </li> </ul> <p>5 External environmental factors that influence agricultural marketing</p> <p>5.1 International factors Define the international factors that influence agricultural marketing:</p> <ul style="list-style-type: none"> <li>● Trading agreements</li> <li>● International markets</li> </ul> <p>5.2 Political and judicial factors</p> <ul style="list-style-type: none"> <li>● Describe the political and judicial factors that influence agricultural marketing.</li> </ul> <p>5.3 Demographic factors</p>	<p>5.3.6 Fixed costs/variable costs/break-even</p> <p>5.3.6.1 Define fixed and variable costs and determine break-even quantities/prices.</p> <p>5.4 Marketing channels that can be used in agriculture</p> <p>5.4.1 Marketing channels used</p> <p>5.4.1.1 Describe the marketing channels that can be used in agriculture and distinguish between their different users:</p> <ul style="list-style-type: none"> <li>● Individual farmer</li> <li>● Statutory farmer</li> <li>● Producer co-operative</li> </ul> <p>5.4.2 Possibilities for direct marketing by the producer</p> <p>5.4.2.1 Identify and explain the possibilities that exist for farmers to market their produce directly.</p> <p>5.5 External environmental factors that influence agricultural marketing</p> <p>5.5.1 International factors</p> <p>5.5.1.1 Define the international factors that influence agricultural marketing:</p> <ul style="list-style-type: none"> <li>● Trading agreements</li> <li>● International markets</li> </ul> <p>5.5.2 Political and judicial factors</p> <p>5.5.2.1 Describe the political and judicial factors that influence agricultural marketing.</p> <p>5.5.3 Demographic factors</p>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>Explain the demographic factors that influence agricultural marketing.</li> </ul>	<p>5.5.3.1 Explain the demographic factors that influence agricultural marketing.</p>
<p><b>Module 6: Micro-agricultural marketing</b></p> <p>1 Introduction and description of micro-marketing:</p> <ul style="list-style-type: none"> <li>Explain the terminology and concepts of micro-marketing principles and strategies</li> </ul> <p>2 Evolution of the marketing concept:</p> <ul style="list-style-type: none"> <li>Distinguish clearly between the different orientations and illustrate each of them with examples from the farming environment:</li> </ul> <p>2.1 Product-orientation management</p> <p>2.2 Consumer-orientation management</p> <p>3 Marketing strategy – specifying a target market and a related marketing mix</p> <p>Define a marketing strategy</p> <p>3.1 Target market – a fairly homogenous (similar) group of consumers for whom a specific marketing mix can be developed</p> <ul style="list-style-type: none"> <li>Explain what a target market is.</li> </ul> <p>3.2 Market segmentation</p> <ul style="list-style-type: none"> <li>Describe ways in which consumers can be classified under specific groups to develop target markets.</li> </ul> <p>3.3 Marketing mix</p> <ul style="list-style-type: none"> <li>Price: <ul style="list-style-type: none"> <li>Describe price as an element of the marketing mix</li> <li>Price determination</li> </ul> </li> </ul>	<p><b>Module 6: Micro-agricultural marketing and agri-processing</b></p> <p>6.1 Introduction and description of micro-marketing</p> <p>6.2 Evolution of the marketing concept</p> <p>6.2.1 Distinguish clearly between the different orientations and illustrate each of them with examples from the farming environment:</p> <p>6.2.1.1 Product-orientated management</p> <p>6.2.1.2 Consumer-orientated management</p> <p>6.3 <b>Specifying a marketing strategy, target market and relative marketing mix</b></p> <p>6.3.1 <b>Marketing strategy</b></p> <p>6.3.1.1 Define a marketing strategy</p> <p>6.3.2 Target market – a fairly homogenous (similar) group of consumers for whom a specific marketing mix can be developed</p> <p>6.3.2.1 Explain what a target market is.</p> <p>6.3.3 Market segmentation</p> <p>6.3.3.1 Describe ways in which consumers can be classified under specific groups to develop target markets.</p> <p>6.3.4 Marketing mix</p> <p>6.3.4.1 Price</p> <p>Describe price as an element of the marketing mix</p> <ul style="list-style-type: none"> <li>Price determination</li> </ul>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>– Controlled market or imperfect competition                             <ul style="list-style-type: none"> <li>○ Free markets</li> <li>○ Target price by the entrepreneur</li> </ul> </li> <li>● Description:                             <ul style="list-style-type: none"> <li>– Describe the term product</li> <li>– Product decision:                                     <ul style="list-style-type: none"> <li>○ Classification</li> <li>○ Trademark</li> <li>○ Packaging</li> <li>○ Product differentiation</li> </ul> </li> </ul> </li> <li>– Explain the factors that contribute towards a product decision on a farm.</li> <li>● Place (distribution):                             <ul style="list-style-type: none"> <li>– Distribution</li> <li>– Explain and interpret the influence of distribution decisions that rule the flow of farm products from the producer to the consumer.</li> <li>– Distribution channel:                                     <ul style="list-style-type: none"> <li>○ Possibilities for distribution in agriculture</li> </ul> </li> <li>– Distinguish between the different channels a farm product can follow from the producer to the consumer.</li> </ul> </li> <li>● Promotion (marketing communication):                             <ul style="list-style-type: none"> <li>– Description</li> <li>– Describe the role that promotion plays in marketing farm products:                                     <ul style="list-style-type: none"> <li>○ Kinds</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Controlled market or imperfect competition</li> <li>● Free markets</li> <li>● Target price by the entrepreneur</li> </ul> <p><b>6.3.4.2</b> Product</p> <ul style="list-style-type: none"> <li>● Description</li> <li>● Product decision:                             <ul style="list-style-type: none"> <li>– Classification</li> <li>– Trademark</li> <li>– Packaging</li> <li>– Product differentiation</li> </ul> </li> </ul> <p><b>6.3.4.2.1</b> Describe the term <i>product</i></p> <p><b>6.3.4.2.2</b> Explain the factors that contribute towards a product decision on a farm.</p> <p><b>6.3.4.3</b> Place (distribution):</p> <ul style="list-style-type: none"> <li>● Distribution</li> </ul> <p><b>6.3.4.3.1</b> Explain and interpret the influence of distribution decisions that rule the flow of farm products from the producer to the consumer.</p> <ul style="list-style-type: none"> <li>● Distribution channel:                             <ul style="list-style-type: none"> <li>– Possibilities for distribution in agriculture</li> </ul> </li> </ul> <p><b>6.3.4.3.2</b> Distinguish between the different channels a farm product can follow from the producer to the consumer.</p> <p><b>6.3.4.4</b> Promotion (marketing communication):</p> <ul style="list-style-type: none"> <li>● Description</li> </ul> <p><b>6.3.4.4.1</b> Describe the role that promotion plays in marketing farm products:</p> <ul style="list-style-type: none"> <li>● Kinds</li> </ul>

## Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>– Distinguish between the four promotional methods used to communicate with the target market.</li> </ul>	<p>6.3.4.4.2 Distinguish between the four promotional methods used to communicate with the target market.</p> <p>6.3.5 Costed marketing plan</p> <p>6.3.5.1 Gather information about market demand and size, transport and other marketing costs for existing and potential new commodities.</p> <p>6.3.5.2 Construct a costed plan for a small enterprise to market existing and new commodities within the region. Range: Assume that some other agent is responsible for any international marketing, so the students need not be familiar with the procedures involved in shipping produce outside the borders of South Africa.</p> <p>6.4 Agri-processing</p> <p>6.4.1 Matching choice of livestock with economical determinants Planning a year's programme for livestock production units.</p> <p>6.4.2 Harvest and post - harvest procedures for fruit and vegetable crops.</p> <ul style="list-style-type: none"> <li>● Assessing return from production factors</li> <li>● Assessing returns from cultivated fields.</li> <li>● Assessing income and expenditure of a farm</li> </ul>

**TVET First author**

M Mjonono

# Farming Technology and Mechanisation N4

## (previously called Maintenance Management: Farming N4)

This document contains important information about the revised curriculum for Farming Technology and Mechanisation N4 (previously called Maintenance Management: Farming N4) for implementation in January 2023.

### Overview of main curriculum changes

- The subject name has changed from Maintenance Management: Farming N4 to Farming Technology and Mechanisation N4.
- The syllabus has been *revised and updated* and many of the *learning outcomes have been renumbered*.
- **Module 2**
  - In the first learning outcome (Mechanical principles), the detail on evaluating the relationship between the factors of pressure, heat, expansion, friction, and wear and tear has been *removed* from the syllabus.
  - The learning outcome regarding the clutch has been removed from the N4 syllabus.
- **Module 5**
  - A new learning outcome on *transformers* has been *added*. Students will be required to describe a transformer and its basic operation, and perform basic transformer calculations.
- **Module 6**
  - The learning outcomes regarding *roof coverings* have been *removed* from the N4 syllabus and moved to N5.
  - The learning outcomes regarding *ceilings* have been *removed* from the N4 syllabus and moved to N5.

### Changes to examination assessment

Written assessment must include various cognitive skills listed in Bloom's taxonomy. The following table sets out the skills and weighting that applied in the 1996 syllabus.

#### Old standards (1996)

Recall	Application	Analysis	Evaluation
30-40%	40-50%	10-20%	10-20%

The table that follows lists the skills that apply in the 2023 syllabus, along with the weighting accorded to each – they are unchanged.



## Farming Technology and Mechanisation N4 (previously called Maintenance Management: Farming N4)

### New standards (2023)

Recall	Application	Analysis	Evaluation
Knowledge	Comprehend and apply	Analyse and synthesise	Evaluate
30-40%	40-50%	10-20%	10-20%

### More guidance on evaluation

Evaluation is conducted continuously by means of assignments, case studies, class tests and oral work. A semester mark of at least 40% as well as a minimum examination mark of 40% are required to pass the instructional offering. The semester mark and the examination mark will be calculated together in a ratio of 40:60 to derive the promotion mark.

In the 2023 curriculum, the semester mark consists of three components:

- There is one written test consisting of 50% of the syllabus. (±70 marks, 1 hour)
- There is one practical assignment consisting of 80% of the practical component of the syllabus. Theoretical questions may be included. (100 marks, open book, 2-3 working days)
- There is one internal examination, consisting of 80%-100% of the syllabus. It includes theoretical and practical questions. (130 marks, 2 hours)

An external examination is written at the end of the semester. The question paper is set, marked and moderated externally.

- There is one paper covering all six modules.
- The paper is 3 hours long and out of 100 marks.

### Old and new modules and weightings

The module structure of the new syllabus is the same as in the old syllabus:

#### Old syllabus

<b>Module 1</b>	Layout and housekeeping
<b>Module 2</b>	Vehicles and implements
<b>Module 3</b>	Basic welding techniques
<b>Module 4</b>	Safety and pollution prevention
<b>Module 5</b>	Electricity
<b>Module 6</b>	Building techniques

## Farming Technology and Mechanisation N4 (previously called Maintenance Management: Farming N4)

### New syllabus

<b>Module 1</b>	Layout and housekeeping	40%
<b>Module 2</b>	Vehicles and implements	
<b>Module 4</b>	Safety and pollution prevention	
<b>Module 3</b>	Basic welding techniques	20%
<b>Module 5</b>	Electricity	40%
<b>Module 6</b>	Building techniques	

### Detailed comparison of changes to the wording of the syllabus

The table that follows sets out the changes made to the curriculum. All new/changed content has been colour-coded in red.

Previous curriculum (1996)	New curriculum (2023)
<p><b>Module 1: Layout and housekeeping</b></p> <p>1.1 Working area:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge of how to find a suitable space from where maintenance management and basic repair work can be done.</li> </ul> <p>1.1.1 Choice:</p> <ul style="list-style-type: none"> <li>● Explain which factors should be considered when a choice is made between existing buildings, the building of partitions or the erecting of new buildings.</li> </ul> <p>1.1.2 Planning:</p> <ul style="list-style-type: none"> <li>● Describe which factors should be considered in the planning of a proper working space.</li> </ul> <p>1.1.3 Equipment:</p> <ul style="list-style-type: none"> <li>● Explain what basic equipment should be obtained for an elementary working place over a period of time.</li> </ul> <p>1.2 Tools and the caring of tools</p> <p>1.2.1 Utilisation:</p> <ul style="list-style-type: none"> <li>● Explain and demonstrate how specific tools are utilised.</li> </ul> <p>1.2.2 Tool care:</p> <ul style="list-style-type: none"> <li>● Discuss the factors regarding the caring and maintenance of tools.</li> </ul>	<p><b>Module 1: Layout and housekeeping</b></p> <p>1.1 Working area:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge of how to find a suitable space from where maintenance management and basic repair work can be done.</li> </ul> <p>1.1.1 Choice:</p> <ul style="list-style-type: none"> <li>● Explain which factors should be considered when a choice is made between existing buildings, the building of partitions or the erecting of new buildings.</li> </ul> <p>1.1.2 Planning:</p> <ul style="list-style-type: none"> <li>● Describe which factors should be considered in the planning of a proper working space.</li> </ul> <p>1.1.3 Equipment:</p> <ul style="list-style-type: none"> <li>● Explain what basic equipment should be obtained for an elementary working place over a period of time.</li> </ul> <p>1.2 Tools and caring of tools</p> <p>1.2.1 Utilisation:</p> <ul style="list-style-type: none"> <li>● Explain and demonstrate how specific tools are utilised.</li> </ul> <p>1.2.2 Tool care:</p> <ul style="list-style-type: none"> <li>● Discuss the factors regarding the caring and maintenance of tools.</li> </ul>

## Farming Technology and Mechanisation N4 (previously called Maintenance Management: Farming N4)

Previous curriculum (1996)	New curriculum (2023)
<p><b>1.3 Safety</b></p> <p><b>1.3.1 General mechanical equipment:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge of safety measures and practices during the utilisation of mechanical equipment.</li> </ul> <p><b>1.3.2 Electrical equipment:</b></p> <ul style="list-style-type: none"> <li>● Identify and discuss safety measures and practices during the utilisation of general electrical equipment.</li> </ul>	<p><b>1.3 Safety</b></p> <p><b>1.3.1 General mechanical equipment:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge of safety measures and practices during the utilisation of mechanical equipment.</li> </ul> <p><b>1.3.2 Electrical equipment:</b></p> <ul style="list-style-type: none"> <li>● Identify and discuss safety measures and practices during the utilisation of general electrical equipment.</li> </ul>
<p><b>Module 2: Vehicles and implements</b></p> <p><b>2.1 Mechanical principles:</b> Identify and describe the following concepts:</p> <ul style="list-style-type: none"> <li>● Internal combustion engine</li> <li>● Spark ignition engine</li> <li>● Compression ignition engine</li> <li>● Four-stroke cycle</li> <li>● Two-stroke cycle</li> <li>● compression ratios</li> <li>● power</li> <li>● torque</li> </ul> <p>Evaluate the relationship between the following factors:</p> <ul style="list-style-type: none"> <li>● Pressure</li> <li>● Heat</li> <li>● Expansion</li> <li>● Friction</li> <li>● Wear and tear</li> </ul> <p><b>2.2 Components:</b></p> <ul style="list-style-type: none"> <li>● Identify the main components of the engine and to explain the construction, function and working.</li> </ul> <p><b>2.3 Working principle:</b></p> <ul style="list-style-type: none"> <li>● Discuss the working principle of the internal combustion engine which results in the power of the flywheel.</li> </ul>	<p><b>Module 2: Vehicles and implements</b></p> <p><b>2.1 Mechanical principles</b></p> <p><b>2.1.1 Identify and describe the following concepts:</b></p> <ul style="list-style-type: none"> <li>● Internal combustion engine</li> <li>● Spark ignition engine</li> <li>● Compression ignition engine</li> <li>● Four-stroke cycle</li> <li>● Two-stroke cycle</li> <li>● Compression ratios</li> <li>● Power</li> <li>● Torque</li> </ul> <p><b>2.2 Components</b></p> <p><b>2.2.1 Identify the main components of the engine and explain the construction, function and working.</b></p> <p><b>2.3 Working principle</b></p> <p><b>2.3.1 Discuss the working principle of the internal combustion engine which results in the power of the flywheel.</b></p>

## Farming Technology and Mechanisation N4 (previously called Maintenance Management: Farming N4)

Previous curriculum (1996)	New curriculum (2023)
<p><b>2.4 Cooling:</b></p> <ul style="list-style-type: none"> <li>Discuss the reasons for cooling and the basic components of cooling systems.</li> </ul> <p><b>2.5 Lubrication:</b></p> <ul style="list-style-type: none"> <li>Give an explanation of the purpose, and the layout of the lubrication system.</li> <li>Demonstrate lubrication principles.</li> </ul> <p><b>2.6 Clutch:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of the function of the clutch which includes the power transmission and interruption.</li> </ul> <p><b>2.7 Gearbox:</b></p> <ul style="list-style-type: none"> <li>Discuss the functions of the gearbox which include alternating rotations and gear ratios.</li> </ul> <p><b>2.8 Final drive:</b></p> <ul style="list-style-type: none"> <li>Discuss the functions of the final drive.</li> </ul>	<p><b>2.4 Cooling</b></p> <p><b>2.4.1</b> Discuss the reasons for cooling and the basic components of cooling systems.</p> <p><b>2.5 Lubrication</b></p> <p><b>2.5.1</b> Give an explanation of the purpose, and the layout of the lubrication system.</p> <p><b>2.5.2</b> Demonstrate lubrication principles. (No longer covered in N4)</p> <p><b>2.6 Gearbox</b></p> <p><b>2.6.1</b> Discuss the functions of the gearbox, which include alternating rotations and gear ratios.</p> <p><b>2.7 Final drive</b></p> <p><b>2.7.1</b> Discuss the functions of the final drive.</p>
<p><b>Module 3: Basic welding techniques</b></p> <p><b>3.1 Electrical welding processes:</b></p> <ul style="list-style-type: none"> <li>Discuss and demonstrate ability to form electrical welding joints.</li> </ul> <p><b>3.1.1 Equipment:</b></p> <ul style="list-style-type: none"> <li>Recognise the necessary equipment and tools and discuss their functions.</li> </ul> <p><b>3.1.2 Joints:</b></p> <ul style="list-style-type: none"> <li>Describe, draw and demonstrate basic joints.</li> </ul> <p><b>3.1.3 Techniques:</b></p> <ul style="list-style-type: none"> <li>Demonstrate basic welding techniques.</li> </ul> <p><b>3.2 Gas welding processes:</b></p> <ul style="list-style-type: none"> <li>Discuss and demonstrate simple ability to form gas welding joints.</li> </ul>	<p><b>Module 3: Basic welding techniques</b></p> <p><b>3.1 Electrical welding processes:</b></p> <ul style="list-style-type: none"> <li>Discuss and demonstrate ability to form electrical welding joints.</li> </ul> <p><b>3.1.1 Equipment</b></p> <p><b>3.1.1.1</b> Recognise the necessary equipment and tools and discuss their functions.</p> <p><b>3.1.2 Joints</b></p> <p><b>3.1.2.1</b> Describe, draw and demonstrate basic joints.</p> <p><b>3.1.3 Techniques</b></p> <p><b>3.1.3.1</b> Demonstrate basic welding techniques.</p> <p><b>3.2 Gas welding processes:</b></p> <ul style="list-style-type: none"> <li>Discuss and demonstrate simple ability to form gas welding joints.</li> </ul>

## Farming Technology and Mechanisation N4 (previously called Maintenance Management: Farming N4)

Previous curriculum (1996)	New curriculum (2023)
<p><b>3.2.1 Equipment:</b></p> <ul style="list-style-type: none"> <li>Recognise the necessary equipment and to discuss their functions.</li> </ul> <p><b>3.2.2 Joints:</b></p> <ul style="list-style-type: none"> <li>Describe, draw and demonstrate basic joints.</li> </ul> <p><b>3.2.3 Techniques:</b></p> <ul style="list-style-type: none"> <li>Demonstrate basic welding techniques.</li> </ul> <p><b>3.3 Safety:</b></p> <ul style="list-style-type: none"> <li>Plan and carry out safe work procedures.</li> </ul> <p><b>3.4 Materials:</b></p> <ul style="list-style-type: none"> <li>Recognise and describe materials to be joined.</li> </ul>	<p><b>3.2.1 Equipment</b></p> <p><b>3.2.1.1</b> Recognise the necessary equipment and to discuss their functions.</p> <p><b>3.2.2 Joints</b></p> <p><b>3.2.2.1</b> Describe, draw and demonstrate basic joints.</p> <p><b>3.2.3 Techniques</b></p> <p><b>3.2.3.1</b> Demonstrate basic welding techniques.</p> <p><b>3.3 Safety</b></p> <p><b>3.3.1</b> Plan and carry out safe work procedures.</p> <p><b>3.4 Materials</b></p> <p><b>3.4.1</b> Recognise and describe materials to be joined.</p>
<p><b>Module 4: Safety and pollution prevention</b></p> <p><b>4.1 Occupational safety:</b></p> <ul style="list-style-type: none"> <li>Give an explanation of the principles of occupational safety to the farming business in order to apply them.</li> </ul> <p><b>4.2 Prevention of fires and veld fires:</b></p> <ul style="list-style-type: none"> <li>Discuss the principles involved in the prevention of fires and veld fires and apply these principles.</li> </ul> <p><b>4.3 Vehicle and implement safety:</b></p> <ul style="list-style-type: none"> <li>Discuss the safety principles of vehicles and apply them.</li> </ul> <p><b>4.4 Waste and refuse:</b></p> <ul style="list-style-type: none"> <li>Draft a policy regarding waste and refuse, present and apply it.</li> </ul> <p><b>4.5 Toxic substances and empty containers:</b></p> <ul style="list-style-type: none"> <li>Draft a practical policy for the safe purchasing, use and storing of toxic substances on the farm; as well as the destroying of empty toxic containers.</li> </ul>	<p><b>Module 4: Safety and pollution prevention</b></p> <p><b>4.1 Occupational safety</b></p> <p><b>4.1.1</b> Give an explanation of the principles of occupational safety to the farming business in order to apply them.</p> <p><b>4.2 Prevention of fires and veld fires:</b></p> <ul style="list-style-type: none"> <li>Discuss the principles involved in the prevention of fires and veld fires and apply these principles.</li> </ul> <p><b>4.3 Vehicle and implement safety:</b></p> <ul style="list-style-type: none"> <li>Discuss the safety principles of vehicles and apply them.</li> </ul> <p><b>4.4 Waste and refuse:</b></p> <ul style="list-style-type: none"> <li>Draft a policy regarding waste and refuse, present and apply it.</li> </ul> <p><b>4.5 Toxic substances and empty containers:</b></p> <ul style="list-style-type: none"> <li>Draft a practical policy for the safe purchasing, use and storing of toxic substances on the farm; as well as the destroying of empty toxic containers.</li> </ul>

## Farming Technology and Mechanisation N4 (previously called Maintenance Management: Farming N4)

Previous curriculum (1996)	New curriculum (2023)
<p>4.6 General housekeeping:</p> <ul style="list-style-type: none"> <li>● Draft a simple but effective policy for the general housekeeping on the farm with regard to equipment, waste, old oils, and scrap yards for waste where important aspects such as trenches, dams, streams, rivers and underground water should be taken into consideration.</li> </ul>	<p>4.6 General housekeeping</p> <p>4.6.1 Draft a simple but effective policy for the general housekeeping on the farm with regard to equipment, waste, old oils, and scrap yards for waste where important aspects such as trenches, dams, streams, rivers and underground water should be taken into consideration.</p>
<p><b>Module 5: Electricity</b></p> <p>5.1 Principles of electricity and magnetism:</p> <ul style="list-style-type: none"> <li>● Explain the relationship between electricity and magnetism, as well as the principles of electricity with the necessary illustrations.</li> </ul> <p>5.2 Simple circuits:</p> <ul style="list-style-type: none"> <li>● Interpret, describe, test and utilise simple circuits.</li> </ul> <p>5.3 Basic testing equipment and meters:</p> <ul style="list-style-type: none"> <li>● Use the basic testing apparatus and meters correctly in the farming environment.</li> </ul>	<p><b>Module 5: Electricity</b></p> <p>5.1 Principles of electricity and magnetism</p> <p>5.1.1 Explain the relationship between electricity and magnetism, as well as the principles of electricity with the necessary illustrations.</p> <p>5.2 Simple circuits</p> <p>5.2.1 Interpret, describe, test and utilise simple circuits.</p> <p>5.3 Basic testing equipment and meters</p> <p>5.3.1 Use the basic testing apparatus and meters correctly in the farming environment.</p> <p>5.4 <b>Transformers</b></p> <p>5.4.1 Describe what a transformer is and its basic operation, as well as perform basic calculations.</p>
<p><b>Module 6: Building techniques</b></p> <p>6.1 General building materials</p> <p>6.1.1 General building tools:</p> <ul style="list-style-type: none"> <li>● Explain the uses and maintenance of the basic tools.</li> </ul> <p>6.1.2 Doors and door frames:</p> <ul style="list-style-type: none"> <li>● Compare the different doors and the materials being used for internal and internal doors.</li> <li>● Draw freehand sketches of doors and sectional sketches of different door frames.</li> </ul>	<p><b>Module 6: Building techniques</b></p> <p>6.1 General building materials</p> <p>6.1.1 General building tools:</p> <ul style="list-style-type: none"> <li>● Explain the uses and maintenance of the basic tools.</li> </ul> <p>6.1.2 Doors and door frames</p> <p>6.1.2.1 Compare the different doors and the materials being used for internal and internal doors.</p> <p>6.1.2.2 Draw freehand sketches of doors and sectional sketches of different door frames.</p>

## Farming Technology and Mechanisation N4 (previously called Maintenance Management: Farming N4)

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>Explain how to erect and build-in door frames.</li> <li>Name the different types of hinges being used on doors.</li> </ul>	<p>6.1.2.3 Explain how to erect and build-in door frames.</p> <p>6.1.2.4 Name the different types of hinges being used on doors.</p>
<p>6.1.3 Windows:</p> <ul style="list-style-type: none"> <li>Compare and demonstrate sashes and window frames of different materials.</li> <li>Name the advantages and disadvantages of the above.</li> </ul>	<p>6.1.3 Windows</p> <p>6.1.3.1 Compare and demonstrate sashes and window frames of different materials.</p> <p>6.1.3.2 Name the advantages and disadvantages of the above.</p>
<p>6.1.4 Roof coverings:</p> <ul style="list-style-type: none"> <li>Name and discuss the different materials for roof covering.</li> <li>Draw freehand sketches of the different types of coverings.</li> <li>Explain the method of fixing the roof coverings and draw it.</li> </ul>	<p>(Moved to N5)</p>
<p>6.1.5 Ceilings:</p> <ul style="list-style-type: none"> <li>Compare the different type of materials being used.</li> <li>Explain the method of fixing</li> <li>Name the advantages and disadvantages of each type.</li> </ul>	<p>(Moved to N5)</p>
<p>6.1.6 Walls:</p> <ul style="list-style-type: none"> <li>Explain the different types of bonds.</li> <li>Make neat front view sketches of each bond.</li> <li>Name the different type of bricks and the advantages of each type.</li> </ul>	<p>6.1.6 Walls</p> <p>6.1.6.1 Explain the different types of bonds.</p> <p>6.1.6.2 Make neat front view sketches of each bond.</p> <p>6.1.6.3 Name the different type of bricks and the advantages of each type.</p>
<p>6.1.7 Rainwater goods:</p> <ul style="list-style-type: none"> <li>Name and discuss the different types of rainwater goods, joints and method of fixing.</li> </ul>	<p>6.1.7 Rainwater goods</p> <p>6.1.7.1 Name and discuss the different types of rainwater goods, joints and method of fixing.</p>
<p>6.1.8 Sanitary fitting ware:</p> <ul style="list-style-type: none"> <li>Compare and explain the different materials and accessories being used.</li> </ul>	<p>6.1.8 Sanitary fitting ware</p> <p>6.1.8.1 Compare and explain the different materials and accessories being used.</p>

**Farming Technology and Mechanisation N4**  
 (previously called Maintenance Management: Farming N4)

Previous curriculum (1996)	New curriculum (2023)
<p><b>6.1.9</b> Earthworks:</p> <ul style="list-style-type: none"> <li>● Explain how to prepare a building site.</li> </ul>	<p><b>6.1.9</b> Earthworks</p> <p><b>6.1.9.1</b> Explain how to prepare a building site.</p>
<p><b>6.1.10</b> Construction materials:</p> <ul style="list-style-type: none"> <li>● Define and discuss certain construction materials.</li> </ul>	<p><b>6.1.10</b> Construction materials:</p> <ul style="list-style-type: none"> <li>● Define and discuss certain construction materials.</li> </ul>
<p><b>6.2</b> Basic building equipment</p>	<p><b>6.2</b> Basic building equipment</p>
<p><b>6.2.1</b> Uses:</p> <ul style="list-style-type: none"> <li>● Identify equipment and to demonstrate the consumer functions.</li> </ul>	<p><b>6.2.1</b> Uses</p> <p><b>6.2.1.1</b> Identify equipment and to demonstrate the consumer functions.</p>
<p><b>6.2.2</b> Maintenance:</p> <ul style="list-style-type: none"> <li>● Discuss the maintenance and the upkeep of the equipment.</li> </ul>	<p><b>6.2.2</b> Maintenance</p> <p><b>6.2.2.1</b> Discuss the maintenance and the upkeep of the equipment.</p>
<p><b>6.3</b> Basic maintenance, repairs and painting</p>	<p><b>6.3</b> Basic maintenance, repairs and painting</p>
<p><b>6.3.1</b> Maintenance:</p> <ul style="list-style-type: none"> <li>● Discuss and explain the maintenance programme.</li> </ul>	<p><b>6.3.1</b> Maintenance</p> <p><b>6.3.1.1</b> Discuss and explain the maintenance programme.</p>
<p><b>6.3.2</b> Repairs:</p> <ul style="list-style-type: none"> <li>● Draw up and discuss schedules for repairs.</li> </ul>	<p><b>6.3.2</b> Repairs</p> <p><b>6.3.2.1</b> Draw up and discuss schedules for repairs.</p>
<p><b>6.3.3</b> Paint:</p> <ul style="list-style-type: none"> <li>● Discuss the uses and application of paint.</li> </ul>	<p><b>6.3.3</b> Paint</p> <p><b>6.3.3.1</b> Discuss the uses and application of paint.</p>
<p><b>6.4</b> Basic building aspects:</p>	<p><b>6.4</b> Basic building aspects</p>
<p><b>6.4.1</b> Foundations:</p> <ul style="list-style-type: none"> <li>● Explain how to set out foundations.</li> <li>● Explain the class of different mixtures and the placing of concrete.</li> </ul>	<p><b>6.4.1</b> Foundations</p> <p><b>6.4.1.1</b> Explain how to set out foundations.</p> <p><b>6.4.1.2</b> Explain the class of different mixtures and the placing of concrete.</p>
<p><b>6.4.2</b> Floors:</p> <ul style="list-style-type: none"> <li>● Compare the advantages and disadvantages of concrete and wooden floors.</li> <li>● Explain how to prepare the surface beneath a concrete floor.</li> </ul>	<p><b>6.4.2</b> Floors</p> <p><b>6.4.2.1</b> Compare the advantages and disadvantages of concrete and wooden floors.</p> <p><b>6.4.2.2</b> Explain how to prepare the surface beneath a concrete floor.</p>



**Farming Technology and Mechanisation N4**  
 (previously called Maintenance Management: Farming N4)

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>● Explain the treatment of concrete.</li> <li>● Name and explain the method of fixing different floor coverings.</li> </ul>	<p><b>6.4.2.3</b> Explain the treatment of concrete.</p> <p><b>6.4.2.4</b> Name and explain the method of fixing different floor coverings.</p>
<p><b>6.4.3</b> Measuring of quantities:</p> <ul style="list-style-type: none"> <li>● Measure the quantities for concrete work and brickwork.</li> <li>● Calculate the material.</li> </ul>	<p><b>6.4.3</b> Measuring of quantities</p> <p><b>6.4.3.1</b> Measure the quantities for concrete work and brickwork.</p> <p><b>6.4.3.2</b> Calculate the material.</p>
<p><b>6.4.4</b> Specifications:</p> <ul style="list-style-type: none"> <li>● Explain specifications of materials with regard to foundations and floors.</li> </ul>	<p><b>6.4.4</b> Specifications</p> <p><b>6.4.4.1</b> Explain specifications of materials with regard to foundations and floors.</p>
<p><b>6.4.5</b> Profiles:</p> <ul style="list-style-type: none"> <li>● Explain how to erect and use profiles.</li> </ul>	<p><b>6.4.5</b> Profiles</p> <p><b>6.4.5.1</b> Explain how to erect and use profiles.</p>

**TVET First author**

G Viljoen

## Financial Management: Farming N4

This document contains important information about the revised curriculum for Financial Management: Farming N4 for implementation in January 2023.

### Overview of main curriculum changes

- The Financial Management: Farming N4 syllabus has been *revised, restructured and updated*.
- Most of the learning *outcomes have been renumbered* and roughly 50% of the content has changed.
- The content in the old Module 3 on the *double entry system and ledger accounts* has been moved to Module 4.
- The content from the old Module 4 on *drawing up income statements and balance sheets* has been moved to the new N5 syllabus.
- *Journals* has been moved from N5 to this new N4 syllabus as new Module 3 content.
- All four modules are now equally *weighted* and each contribute 50 marks in the final examination.
- Templates have been added for the journals covered in Module 3. These will be provided to students.
- **Module 1:**
  - A new learning outcome on *Scientific farm management* has been added.
  - More detail has been provided for the learning outcome *The role of a computer as an aid in financial analysis*.
  - The *Least cost combination* has been removed from *Input/output ratios*.
  - Specific detail on the *required rates of substitution from input/output ratios* has been provided.
  - Specific detail on the *required output/output ratios* has been provided.
  - Specific details on the *cost concepts that must be applied* have been provided.
- **Module 2:**
  - *Inventory (asset register), valuation of assets and depreciation of assets* are now covered separately, rather than grouped under the inventory/asset register.
  - The learning outcome *Form of the inventory* has been removed.
- **Module 3:**
  - A learning outcome on the accounting cycle has been added.
  - A list of specific source documents to be covered has been added.
  - The old learning outcomes on the *Double entry system and Cash book and ledger accounts* have been moved to the new Module 4.
  - A large section on bookkeeping has been added to this module. This previously formed part of the N5 syllabus. It includes cash journals (CPJ and CRJ), debtors journal, creditors journal and wage journals.

## Financial Management: Farming N4

### • Module 4:

- This module now includes the learning outcomes on the *Double entry system* and *Ledger accounts*, which were previously covered in Module 3.
- The syllabus now specifies that *GAAP principles and the accounting equation* be covered under the *Double entry system* learning outcome.
- All the content on drawing up balance sheets has been removed from this module and will now be covered in N5 only. However, students are now required to describe and calculate various balance sheet concepts that are listed in the learning outcomes for this module.
- All the content on drawing up income statements has been removed from this module and will now be covered in N5 only. However, the learning outcomes relating to *describing and calculating income statement concepts* has been retained in this module. *Net worth of the farm* has now been added to this list, while *Form of the income statement* has been removed.

### Changes to examination assessment

Written assessment must include various cognitive skills listed in Bloom's taxonomy. The following table sets out the skills and weighting that applied in the 1996 syllabus.

#### Old standards (1996)

Recall	Application	Analysis	Evaluation
30-40%	40-50%	10-20%	10-20%

The table that follows lists the skills that apply in the 2023 syllabus, along with the weighting accorded to each – they are unchanged.

#### New standards (2023)

Recall	Application	Analysis	Evaluation
Knowledge	Comprehend and apply	Analyse and synthesise	Evaluate
30-40%	40-50%	10-20%	10-20%

### More guidance on evaluation

Evaluation is conducted continuously by means of assignments, case studies, class tests and oral work. A semester mark of at least 40% and a minimum examination mark of 40% are required to pass the instructional offering. The semester mark and the examination mark will be calculated in a ratio of 40:60 to derive the promotion mark.

## Financial Management: Farming N4

In the 2023 curriculum, the semester mark consists of three components:

- There is one written test, consisting of 50% of the syllabus. (±70 marks, 1 hour)
- There is one practical assignment, consisting of 80% of the practical component of the syllabus. Theoretical questions may be included. (100 marks, open book, 2-3 working days)
- There is one internal examination, consisting of 80%-100% of the syllabus, including theoretical and practical questions. (130 marks, 2 hours)

Examination details:

- There is one paper covering all four modules.
- The paper is 3 hours long and out of 200 marks.
- All templates will be provided.
- Students require a calculator for the examination.

### Old and new modules and weightings

#### Old curriculum (1996)

<b>Module 1</b>	Financial management in perspective	20%
<b>Module 2</b>	The farm management information system: importance, requirements and auxiliary statements	20%
<b>Module 3</b>	Farming management information systems: double entry system - ledger accounts	30%
<b>Module 4</b>	The farm management information system: annual financial statements	30%
<b>Total</b>		<b>100%</b>

#### New curriculum (2023)

<b>Module 1</b>	Financial management in perspective	50 marks	25%
<b>Module 2</b>	Financial management information system: importance, requirements and auxiliary statements	50 marks	25%
<b>Module 3</b>	Financial management information systems: accounting principles and journals	50 marks	25%
<b>Module 4</b>	Financial management information system: double entry principle and an introduction to financial statements	50 marks	25%
<b>Total</b>		<b>200 marks</b>	<b>100%</b>

## Financial Management: Farming N4

### Detailed comparison of changes to the wording of the syllabus

The table that follows sets out the changes made to the curriculum. All new/changed content has been colour-coded in red.

Previous curriculum (1996)	New curriculum (2023)
<p><b>Module 1: Financial management in perspective</b></p> <p>1.1 Description of financial management:</p> <ul style="list-style-type: none"> <li>Explain the concept <i>financial management</i>.</li> </ul> <p>1.2 Tasks of financial management:</p> <ul style="list-style-type: none"> <li>Identify the tasks of the financial management.</li> </ul> <p>1.3 The role of a computer in financial analysis:</p> <ul style="list-style-type: none"> <li>Explain the role of a computer as an aid in financial analysis.</li> </ul> <p>1.4 Economy principles and cost concepts</p> <p>1.4.1 Marginality</p> <ul style="list-style-type: none"> <li>Explain the principle of marginality.</li> </ul> <p>1.4.2 Production function</p> <ul style="list-style-type: none"> <li>Calculate and represent graphically a production function, average product and marginal product as well as the different phases of production.</li> </ul> <p>1.4.3 Diminishing marginal returns</p> <ul style="list-style-type: none"> <li>Define the law of diminishing marginal returns.</li> </ul>	<p><b>Module 1: Financial management in perspective</b></p> <p>1.1 Description of scientific farm management</p> <p>1.1.1 Explain the concept scientific farm management including:</p> <ul style="list-style-type: none"> <li>The setting of objectives</li> <li>The decision-making process and areas of decision making</li> <li>Management functions</li> </ul> <p>1.2 Description of financial management</p> <p>1.2.1 Explain the concept <i>financial management</i>.</p> <p>1.3 Tasks of a financial manager</p> <p>1.3.1 Identify the tasks of financial management.</p> <p>1.4 The role of a computer in the financial analysis</p> <p>1.4.1 Explain the role of a computer as an aid in financial analysis, including:</p> <ul style="list-style-type: none"> <li>Guidelines on how to purchase and make use of the correct computer and operating system for your particular farm</li> </ul> <p>1.5 Economy principles and cost concepts</p> <p>1.5.1 Marginality</p> <p>1.5.1.1 Explain the principle of marginality.</p> <p>1.5.2 Production function</p> <p>1.5.2.1 Calculate and represent graphically a production function, average product and marginal product as well as the different phases of production.</p> <p>1.5.3 Diminishing marginal returns</p> <p>1.5.3.1 Define the law of diminishing marginal returns.</p>

## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p><b>1.4.4</b> Input/output ratios</p> <ul style="list-style-type: none"> <li>Recall the appropriate formulas and complete a table to calculate the optimal production level.</li> <li>Explain maximum production versus maximum profit.</li> </ul> <p><b>1.4.5</b> Input/input ratios</p> <ul style="list-style-type: none"> <li>Recall the formulas for determining the marginal rate of substitution <b>and the least cost combination.</b></li> <li>Complete a table with two variable inputs in combination to produce a given output in order to determine the least cost combination of inputs.</li> <li>Explain and illustrate the various possible rates of substitution graphically.</li> </ul> <p><b>1.4.6</b> Output/output ratios</p> <ul style="list-style-type: none"> <li>Explain the different output/output ratios and present it graphically.</li> <li>Recall the appropriate formula for obtaining the maximum profit combination.</li> <li>Complete a table with a combination of two products with a fixed number of available inputs in order to determine the maximum profit combination.</li> </ul>	<p><b>1.5.4</b> Input/output ratios</p> <p><b>1.5.4.1</b> Recall the appropriate formulas and complete a table to calculate the optimal production level.</p> <p><b>1.5.4.2</b> Explain maximum production versus maximum profit.</p> <p><b>1.5.5</b> Input/Input ratios</p> <p><b>1.5.5.1</b> Recall the formulas for determining marginal rate of substitution.</p> <p><b>1.5.5.2</b> Complete a table with two variable inputs in combination to produce a given output in order to determine the least cost combination of inputs.</p> <p><b>1.5.5.3</b> Explain and illustrate graphically, the various possible rates of substitution, including:</p> <ul style="list-style-type: none"> <li><b>Fixed rate</b></li> <li><b>Increasing rate</b></li> <li><b>Decreasing rate</b></li> <li><b>Constant rate</b></li> </ul> <p><b>1.5.6</b> Output/Output ratios</p> <p><b>1.5.6.1</b> Explain the different output/output ratios and present it graphically, including:</p> <ul style="list-style-type: none"> <li><b>Joint production</b></li> <li><b>Complementary production</b></li> <li><b>Supplementary production</b></li> <li><b>Competitive production</b></li> <li><b>Antagonistic production</b></li> </ul> <p><b>1.5.6.2</b> Recall the appropriate formula for obtaining the maximum profit combination.</p> <p><b>1.5.6.3</b> Complete a table with a combination of two products with a fixed number of available inputs in order to determine the maximum profit combination.</p>

## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p>1.4.7 Cost concepts and application:</p> <ul style="list-style-type: none"> <li>Calculate, present graphically and apply the listed cost concepts to determine the optimal production level.</li> </ul>	<p>1.5.7 Cost concepts and application</p> <p>1.5.7.1 Calculate, present graphically and apply the listed cost concepts to determine the optimal production level, including:</p> <ul style="list-style-type: none"> <li>Total variable and average variable cost</li> <li>Total fixed cost and average fixed cost</li> <li>Total cost and total average cost</li> <li>Marginal cost</li> <li>Economies of scale</li> </ul>
<p><b>Module 2: The farm management information system: importance, requirements and auxiliary statements</b></p> <p>2.1 Importance:</p> <ul style="list-style-type: none"> <li>Sketch the importance of a farm management information system.</li> </ul> <p>2.2 Requirements:</p> <ul style="list-style-type: none"> <li>Discuss the requirements and scope of a farm management information system.</li> </ul> <p>2.3 Steps in the establishment of management information system:</p> <ul style="list-style-type: none"> <li>Identify the steps in the establishment of a farm management information system.</li> </ul> <p>2.4 Schematic representation:</p> <ul style="list-style-type: none"> <li>Provide a schematic representation of a farm management information system.</li> </ul> <p>2.5 Auxiliary statements:</p> <ul style="list-style-type: none"> <li>Name the auxiliary statements.</li> </ul> <p>2.5.1 The inventory or asset register:</p> <ul style="list-style-type: none"> <li>Complete the inventory or asset register.</li> </ul> <p>2.5.1.1 <b>General</b></p>	<p><b>Module 2: Financial management information system: importance, requirements and auxiliary statement</b></p> <p>2.1 Importance</p> <p>2.1.1 Sketch the importance of a farm management information system.</p> <p>2.2 Requirements</p> <p>2.2.1 Discuss the requirements and scope of a farm management information system.</p> <p>2.3 Steps in the establishment of management information system</p> <p>2.3.1 Identify the steps in the establishment of a farm management information system.</p> <p>2.4 Schematic representation</p> <p>2.4.1 Provide a schematic representation of a farm management information system.</p> <p>2.5 Auxiliary statements</p> <p>2.5.1 Name the auxiliary statements.</p> <p>2.6 The inventory or asset register</p> <p>2.6.1 Complete the inventory or asset register.</p>

## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p>2.5.1.2 The valuation of assets</p> <ul style="list-style-type: none"> <li>Explain the valuation of assets for inventory purposes:           <ol style="list-style-type: none"> <li>Land</li> <li>Fixed improvements, vehicles machinery and implements</li> <li>Orchards, vineyards and sugar-cane plantations</li> <li>Stocks</li> </ol> </li> </ul> <p>2.5.1.3 Calculation of depreciation and depreciating assets</p> <ul style="list-style-type: none"> <li>Explain the purpose of calculating depreciation and the most general methods of calculating depreciation and <b>do calculations of simple examples.</b></li> </ul> <p>2.5.1.4 <b>The form of the inventory</b></p> <p>2.5.2 Other auxiliary statements</p> <ul style="list-style-type: none"> <li>Explain briefly other auxiliary statements that a farmer should keep and apply these in a practical situation.</li> </ul> <p>2.5.2.1 A record of income/receipts and expenditure/payments</p> <p>2.5.2.2 A record of physical production data</p> <p>2.5.2.3 Manpower records</p> <p>2.6 Financial concepts and calculations</p> <ul style="list-style-type: none"> <li>Explain the different financial concepts listed and <b>demonstrate</b> it with the aid of a financial pocket calculator.</li> </ul> <p>2.6.1 <b>Graphs and the representation of data</b> read a graph, draw up graph (bar, pie and line)</p> <p>2.6.2 Averages</p>	<p>2.7 Valuation of assets</p> <p>2.7.1 Explain the valuation of assets for inventory purposes:</p> <ul style="list-style-type: none"> <li>Land</li> <li>Fixed improvements, vehicles, machinery and implements</li> <li>Orchards, vineyards and sugar-cane plantations</li> <li>Stock</li> </ul> <p>2.8 Calculation of depreciation and depreciating assets</p> <p>2.8.1 Explain the purpose of calculating depreciation.</p> <p>2.8.2 <b>Explain the term depreciating assets</b></p> <p>2.8.3 <b>Explain and calculate the most general methods of calculating depreciation, inclusive of:</b></p> <ul style="list-style-type: none"> <li><b>Straight-line method</b></li> <li><b>Diminishing value method</b></li> <li><b>Utilisation method</b></li> </ul> <p><i>(Outcome removed)</i></p> <p>2.9 Other auxiliary statements</p> <p>2.9.1 Explain briefly other auxiliary statements that a farmer should keep and apply these in a practical situation.</p> <ul style="list-style-type: none"> <li>A record of income/receipts and expenditure/payments</li> <li>A record of physical production data</li> <li>Manpower records</li> </ul> <p>2.10 Financial concepts and calculations <b>and graphs</b></p> <p>2.10.1 Explain the different financial concepts listed <b>be able to do calculations</b> with a pocket calculator <b>and to make it applicable to farming.</b></p> <ul style="list-style-type: none"> <li>Averages</li> <li>Interest – nominal and effective</li> <li>Percentages</li> <li>Projections</li> </ul>



## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p>2.6.3 Interest – nominal and effective</p> <p>2.6.4 Percentages</p> <p>2.6.5 Projections</p> <p>2.6.6 Instalments</p> <p>2.6.7 Net present value</p> <p>2.6.8 Amortization</p>	<ul style="list-style-type: none"> <li>● Instalments</li> <li>● Net present value</li> <li>● Amortization</li> </ul> <p>Graphs on the following:</p> <ul style="list-style-type: none"> <li>● Line graph</li> <li>● Pie chart</li> <li>● Bar graph</li> </ul>
<p><b>Module 3: Farming management information systems: double entry system – ledger accounts</b></p> <p>3.1 Accounting theory and principles</p> <p>3.1.1 The profit motive:</p> <ul style="list-style-type: none"> <li>● Briefly describe the principles of entrepreneurship regarding the profit motive and capital motive and capital increase by farming.</li> </ul> <p>3.1.2 Principles of growth and decreasing wealth:</p> <ul style="list-style-type: none"> <li>● Explain the principles of growth and decreasing wealth from the viewpoint of an entrepreneur.</li> </ul> <p>3.1.3 Capital increase by farming:</p> <ul style="list-style-type: none"> <li>● Explain how the owner of a farm could increase his wealth by means of profit activities.</li> </ul> <p>3.2 Documents</p> <p>3.2.1 Types of documents in use:</p> <ul style="list-style-type: none"> <li>● Define and explain the purpose and function of each of the documents mentioned in the content column: <ul style="list-style-type: none"> <li>– Source documents</li> <li>– Supporting documents</li> <li>– Internal documents</li> <li>– External documents</li> </ul> </li> </ul>	<p><b>Module 3: Financial management information system: accounting principles and journals</b></p> <p>3.1 Accounting theory and principles</p> <p>3.1.1 Accounting cycle:</p> <ul style="list-style-type: none"> <li>● Briefly describe and understand the general accounting cycle and represent it graphically.</li> </ul> <p>3.1.2 The profit motive:</p> <ul style="list-style-type: none"> <li>● Explain the principles of entrepreneurship regarding the profit motive and capital motive and capital increase by farming.</li> </ul> <p>3.1.3 Principles of growth and decreasing wealth:</p> <ul style="list-style-type: none"> <li>● Explain the principles of growth and decreasing wealth from the viewpoint of an entrepreneur.</li> </ul> <p>3.1.4 Capital increase by farming:</p> <ul style="list-style-type: none"> <li>● Explain how the owner of a farm could increase his wealth by means of profit activities.</li> </ul> <p>3.2 Documents</p> <p>3.2.1 Types of documents in use:</p> <ul style="list-style-type: none"> <li>● Define and explain the purpose and function of each of the documents mentioned in the content column: <ul style="list-style-type: none"> <li>– Source documents</li> <li>– Supporting documents</li> <li>– Internal documents</li> <li>– External documents</li> </ul> </li> </ul>

## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p><b>3.2.2</b> The purpose and use of the source document in accountancy:</p> <ul style="list-style-type: none"> <li>● Explain the application of source documents in the recording process as well as the difference in the use of the original documents and the duplicates.</li> </ul>	<p><b>3.2.2</b> The purpose and use of the source document in accountancy</p> <p><b>3.2.2.1</b> Explain the application of source documents in the recording process as well as the difference in the use of the original documents and the duplicates:</p> <ul style="list-style-type: none"> <li>● Tax invoice</li> <li>● Cheques and cheque counterfoil (brief discussion, owing to the fact that cheques are being discontinued in 2020 by most banks)</li> <li>● Cash register slip</li> <li>● Receipts</li> <li>● Bank statements</li> <li>● Electronic proof of payment</li> <li>● Deposit slip</li> <li>● Debit – and stop orders</li> </ul>
<p><b>3.2.3</b> Filing of documents</p> <ul style="list-style-type: none"> <li>● Explain the purpose of filing, naming the safekeeping of documents as well as the procedure for safekeeping.</li> </ul>	<p><b>3.2.3</b> Filing of documents</p> <p><b>3.2.3.1</b> Explain the purpose of filing, naming the safekeeping of documents as well as the procedure for safekeeping.</p>
<p><b>3.3</b> Definition of assets, liabilities, capital, income and expenditure</p> <ul style="list-style-type: none"> <li>● Define each of the accounting concept given in the contents column.</li> </ul>	<p><b>3.3</b> Definition of assets, liabilities, capital, income and expenditure</p> <p><b>3.3.1</b> Define each of the accounting concepts given in the contents column.</p>
<p><b>3.4</b> Double entry system</p> <ul style="list-style-type: none"> <li>● Explain the principle of double entry and apply it practically.</li> </ul>	<p>(Moved to Module 4 – see 4.1 below)</p>
<p><b>3.5</b> Cash book and ledger accounts</p> <p>Explain the following regarding cash book and ledger accounts and apply these practically:</p> <ul style="list-style-type: none"> <li>● the purpose of a cash book and ledger account</li> <li>● the structure of a cash book and ledger account, namely the different columns as well as the debit and credit sides</li> </ul>	<p>(Moved to Module 4 – see 4.2 below)</p>

## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<ul style="list-style-type: none"> <li>● identify and determine which account must be debited and which account must be credited</li> <li>● enter the different transactions mentioned in the contents column directly from the source documents into the cash book and ledger account</li> </ul> <p>3.6 Assets (including debtors) liabilities, income and expenditure:</p> <ul style="list-style-type: none"> <li>● Explain the meaning of each by applicable examples.</li> </ul> <p>(Previously in N5)</p>	<p>3.3.2 Explain the meaning of each by means of applicable examples.</p> <p>3.4 Bookkeeping</p> <ul style="list-style-type: none"> <li>● Provide templates for all journals.</li> </ul> <p>3.4.1 Cash journals – see Annexure A Cash payments journal and cash receipts journal Open the appropriate analysis columns. Enter all the amounts received and paid in the relevant journals and balance it. Transactions include, but are not limited to, the following: Receipts:</p> <ul style="list-style-type: none"> <li>● Capital contributions</li> <li>● Cash sales</li> <li>● Rental income</li> <li>● Interest received on various investments</li> <li>● Loans received</li> <li>● Expired investments received</li> <li>● Insurance pay-outs</li> <li>● Debt repayments</li> </ul> <p>Payments:</p> <ul style="list-style-type: none"> <li>● Cash purchases</li> <li>● Repayment of loans and other debts</li> <li>● Making of investments</li> <li>● Rent expenses</li> <li>● Interest paid on various forms of debt</li> <li>● Drawings</li> <li>● Wages</li> </ul>

## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
(Previously in N5)	<p><b>3.4.2 Debtors journal – see Annexure B</b> Open the appropriate analysis columns. Enter all the amounts received and paid in the relevant journal and balance it. Transactions include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Credit sales of produce</li> </ul>
(Previously in N5)	<p><b>3.4.3 Creditors Journal – see Annexure C</b> Open the appropriate analysis columns. Enter all the amounts received and paid in the relevant journal and balance it. Transactions include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Credit purchases</li> </ul>
(Previously in N5)	<p><b>3.4.4 Wage journals – see Annexure D</b> Complete a wage envelope and salary slip. Open the appropriate analysis columns. Enter all the amounts received and paid in the relevant journal and balance it. Transactions include, but are not limited to, the following:</p> <p>Receivables:</p> <ul style="list-style-type: none"> <li>• Normal time</li> <li>• Overtime</li> <li>• Bonuses</li> </ul> <p>Deductions:</p> <ul style="list-style-type: none"> <li>• PAYE</li> <li>• Pension fund</li> <li>• Medical aid</li> <li>• Unemployment Insurance Fund</li> <li>• Union membership</li> <li>• Staff unions</li> <li>• Loan repayments</li> </ul> <p>Employers' contributions:</p> <ul style="list-style-type: none"> <li>• Pension fund</li> <li>• Medical aid</li> <li>• Unemployment Insurance Fund</li> <li>• Skills Development Levy</li> </ul>

## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p><b>Module 4: The farm management information system: annual financial statements</b></p> <p>(Previously in Module 3 – see 3.4 above)</p> <p>(Previously in Module 3 – see 3.5 above)</p>	<p><b>Module 4: Financial management information system: double entry principle and introduction to financial statements</b></p> <p>4.1 Double entry system Explain the principle of double-entry and apply it practically:</p> <ul style="list-style-type: none"> <li>● GAAP principles</li> <li>● Accounting equation</li> </ul> <p>4.2 Ledger accounts Explain the following regarding ledger accounts and apply these practically:</p> <ul style="list-style-type: none"> <li>● The purpose of the cash ledger account</li> <li>● The structure of the ledger account, namely the different columns as well as the debit and credit side</li> <li>● Enter the different transactions mentioned in the contents column directly from the source documents/journals into the ledger accounts.</li> </ul>
<p>4.1 Balance sheet</p> <p>4.1.1 Description of concept</p> <ul style="list-style-type: none"> <li>● Explain the concept of a farm balance sheet.</li> </ul> <p>4.1.2 Grouping and arrangement of assets and liabilities in the farm balance sheet:</p> <ul style="list-style-type: none"> <li>● Indicate how the assets and liabilities are grouped together in the farm balance sheet and draw up a balance sheet.</li> </ul> <p>4.1.3 Values at which the assets are included in the farm balance sheet:</p> <ul style="list-style-type: none"> <li>● Explain the valuation of assets for the purposes of the farm balance sheet.</li> </ul>	<p>(Moved to N5)</p> <p>(Moved to N5 – Students no longer draw up balance sheets in N4)</p> <p>(Moved to N5)</p>

## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
<p><b>4.1.4 Form of the balance sheet:</b></p> <ul style="list-style-type: none"> <li>Indicate two forms in which the farm balance sheet can be drawn up and apply this in practice.</li> </ul>	(Moved to N5)
<p><b>4.1.5 Additional explanation of concepts</b></p> <ul style="list-style-type: none"> <li>Explain additional features of the farm balance sheet and related concepts.</li> </ul>	(Moved to N5)
<p><b>4.2 Farming income and capital reconciliation statement (income statement):</b></p> <ul style="list-style-type: none"> <li>Indicate the main information that should be contained in the income and capital reconciliation statement of a farming enterprise and apply this in practice.</li> </ul>	(Moved to N5 – Students no longer draw up income statements in N4)
<p><b>4.2.1 Information contained in the income statement</b></p> <ul style="list-style-type: none"> <li>Name the information contained in the income statement.</li> </ul>	
<p><b>4.2.2 Description of concepts</b></p> <ul style="list-style-type: none"> <li>Describe the different concepts listed and apply this in practice.</li> </ul>	<p><b>4.3 Description and calculation of the following accounting concepts (Introduction to the income statement and balance sheet – only calculations)</b></p>
<p><b>4.2.2.1 Gross production value</b></p>	<p><b>4.3.1 Income statement</b></p> <ul style="list-style-type: none"> <li>Describe and calculate different concepts listed and apply this in practice:           <ul style="list-style-type: none"> <li>Gross production value</li> <li>Production, marketing and administrative costs</li> <li>Net farm income</li> <li>Remuneration to the providers of foreign capitals</li> <li>Farm profit (loss)</li> <li>Net worth of farm</li> </ul> </li> </ul>
<p><b>4.2.2.2 Production, marketing and administrative costs</b></p>	
<p><b>4.2.2.3 Net farm income</b></p>	
<p><b>4.2.2.4 Remuneration to the providers of foreign capital</b></p>	
<p><b>4.2.2.5 Farm profit (loss)</b></p>	
<p><b>4.2.2.6 Form of income statement</b></p>	

## Financial Management: Farming N4

Previous curriculum (1996)	New curriculum (2023)
(Not in old syllabus)	<p><b>4.3.2 Balance sheet</b> Describe and calculate different concepts listed and apply this in practice:</p> <ul style="list-style-type: none"> <li>● Current assets</li> <li>● Investments</li> <li>● Movable assets</li> <li>● Fixed assets</li> <li>● Current liabilities</li> <li>● Medium-term liabilities</li> <li>● Long-term liabilities</li> </ul>

### TVET First author

C H Esterhuysen

## Plant and Animal Production N4

This document contains important information about the new curriculum for Plant and Animal Production N4 for implementation in January 2023. This is a new subject that was introduced into the NATED (Report 191) Farming Management programme in 2023.

### Examination assessment

Written assessment must include various cognitive skills listed in Bloom's taxonomy. The table that follows lists the skills that apply in the new 2023 syllabus, along with the weighting accorded to each.

### Standards (2023)

Recall	Application	Analysis	Evaluation
Knowledge	Comprehend and apply	Analyse and synthesise	Evaluate
30-40%	40-50%	10-20%	10-20%

### More guidance on evaluation

Evaluation is conducted continuously by means of assignments, case studies, class tests and oral work. A semester mark of at least 40% and a minimum examination mark of 40% are required to pass the instructional offering. The semester mark and the examination mark will be calculated in a ratio of 40:60 to derive the promotion mark.

In the 2023 curriculum, the semester mark consists of three components:

- There is one written test, consisting of 50% of the syllabus. (±70 marks, 1 hour)
- There is one practical assignment, consisting of 80% of the practical component of the syllabus. Theoretical questions may be included. (100 marks, open book, 2-3 working days)
- There is one internal examination, consisting of 80%-100% of syllabus, including theoretical and practical questions. (130 marks, 2 hours)

An external examination is written at the end of the semester. The question paper is set, marked and moderated externally.

- There is one paper covering all three modules.
- The paper is 3 hours long and out of 100 marks.

### Modules and weightings

#### Curriculum (2023)

<b>Module 1</b>	Soils and their components	±65 marks	±33.3%
<b>Module 2</b>	Plant production principles	±65 marks	±33.3%
<b>Module 3</b>	Animal production	±65 marks	±33.3%
<b>Total</b>		<b>100 marks</b>	<b>100%</b>



## Plant and Animal Production N4

### Detailed syllabus wording

#### Curriculum (2023)

##### Module 1: Soils and their components

- 1.1 Why is soil science important?
  - 1.1.1 A definition of soil
  - 1.1.2 Cover the functions of soil in the environment
  - 1.1.3 Impact of agricultural activities on soil
  - 1.1.4 Soil fertility management
- 1.2 Essential nutrients
  - 1.2.1 What are the essential nutrients in soil?
  - 1.2.2 List and explain the functions of macronutrients in the soil
  - 1.2.3 List and explain the functions of micronutrients in the soil
- 1.3 Soil pH
  - 1.3.1 The meaning of pH
  - 1.3.2 How to measure pH
  - 1.3.3 The effect of pH on the nutrient availability
  - 1.3.4 Briefly explain crumb structure as a result of humus content
- 1.4 Explain soil sampling methods and some simple soil sample tests.
  - 1.4.1 Explain how to ensure that samples give a fair representation of a plot.  
Guidelines on how to purchase and make use of the correct computer and operating system for your particular farm.
  - 1.4.2 Take samples from a plot and use some simple tests.
- 1.5 Identify and describe, with examples, the effects of different elements that influence growth in plants.
  - 1.5.1 List major nutrient elements and explain in simple terms why plants need them.  
Range: No biochemical details required. N, P, K, Ca, Mg and formation of amino acids and proteins.
- 1.6 Explain how plants take up water and mineral nutrients from soils.
  - 1.6.1 Explain that fine roots usually grow to get to water and nutrient ions (hence importance of aeration).
  - 1.6.2 Explain ion exchange in simple terms.  
Range: Very simple treatment of osmosis  
No details of ion uptake mechanism or how cell membranes work

##### Module 2: Plant production principles

- 2.1 Describe the morphology and physiology of plants to acquire a good understanding of the processes of respiration and nutrient and water uptake and transport by photosynthesis, flowering, and seeds-set in plants.
  - 2.1.1 Identify the macroscopic and microscopic parts of a plant.

**Curriculum (2023)**

- 2.1.2 Explain the role each part plays in the plant.
- 2.1.3 Define physiology, morphology, photosynthesis, and respiration.
- 2.1.4 Explain the process of photosynthesis and respiration in general terms.
- 2.1.5 Discuss the plant environment in terms of climactic requirements, season, aspect, light, temperature, and water.
- 2.1.6 Explain the relationships between the above concepts.
- 2.2 Describe the impact of morphology and physiology on plant reproduction, crop yield and on-farm storage to evaluate and assess all procedures and techniques of soil preparation, planting, growing, harvesting, and post-harvest on-farm storage.
  - 2.2.1 Explain how plants reproduce from pollination to fruit growth and set.
  - 2.2.2 Explain how morphology and physiology impact on plant production.
  - 2.2.3 Explain how morphology and physiology impact on crop yield and include yield measurement per unit area
- 2.3 Cultivate vegetables using appropriate procedures.
  - 2.3.1 Establish what principles govern vegetable production.
  - 2.3.2 Select a crop suitable to the climate and soil conditions.
  - 2.3.3 Prepare the soil following the requirements of the selected crop.
  - 2.3.4 Plant the crop according to set procedures (spacing, fertiliser application, watering, etc.)
  - 2.3.5 Monitor the development of the crop (pest and disease control, weed control, application of fertilisers, etc.) until harvest.
  - 2.3.6 Apply suitable post-harvest or on-farm storage procedures for crop.
  - 2.3.7 Examine (briefly) the production of vegetables in hydroponic systems, its benefits and drawbacks.
- 2.4 Schedule and operate irrigation according to workplace conditions.
  - 2.4.1 Define irrigation and present the parameters that govern its use.
  - 2.4.2 Identify and explain the different types of irrigation methods.
  - 2.4.3 Select the irrigation method suited to the identified crop.
  - 2.4.4 Identify and explain the different elements of an irrigation schedule with special regard to its timing and the movement of equipment.
  - 2.4.5 Develop an irrigation schedule for the workplace.
  - 2.4.6 Use the schedule designed to operate the irrigation.
- 2.5 List and describe, with examples, methods of weed control.
  - 2.5.1 Define weed and weed control.
  - 2.5.2 Explain the importance of weed control.
  - 2.5.3 Explain the different types of weed and weed control.
  - 2.5.4 Provide examples of weeds and weed control.
- 2.6 Investigate pests and disease affecting crops.
  - 2.6.1 Define the concept pest in terms of plant production.

**Curriculum (2023)**

- 2.6.2 Identify disease in terms of plant production.
- 2.6.3 Identify and explain pests and diseases that affect crops.
- 2.6.4 Explain how pests and disease that affect crops can be controlled.
- 2.7 Carry out proper harvesting and storage and explain principles.
  - 2.7.1 Explain different harvesting methods using examples.
  - 2.7.2 Compare and contrast various harvesting methods.
  - 2.7.3 Practise different harvesting methods.

**Module 3: Animal production**

- 3.1 Explain the structure and functioning of the digestive systems in farm animals.
  - 3.1.1 Teeth (main type and functions)
  - 3.1.2 Mouth, non-ruminant stomach, duodenum, small intestine, caecum, large intestine – simple structure, main enzymes in each and what foodstuffs each breaks down to form what products
  - 3.1.3 Additional features of the ruminant stomach and how it works, the role of bacteria
- 3.2 Poultry production
  - 3.2.1 Identify and describe poultry breeds, types and houses using appropriate examples.
    - 3.2.1.1 Identify different types of poultry and describe some common breeds of each type, highlighting their advantages and disadvantages, to make informed economic decisions.
    - 3.2.1.2 Identify the types of poultry houses and explain how they are suited to various production requirements and how to choose a good type for a particular site.
    - 3.2.1.3 Knowledge of cycles from broiler breeders (rearing and laying), hatcheries, and broilers
  - 3.2.2 Identify and describe types of feeds in terms of their properties, advantages, and disadvantages.
    - 3.2.2.1 Identify the different types of feed for each growth stage to ensure proper nutrition.  
Range: Growth stage refers to day-old, growing stage, finishing stage and egg-laying stage for layer.
    - 3.2.2.2 Explain the main components of the different types of feed and how each is suited to a particular growth stage.  
Range: Components include protein, carbohydrates, lipids, vitamins, mineral salts, and roughage.  
Essential amino acids and calculations on topics such as metabolisable energy are *not* required.
    - 3.2.2.3 Explain how to monitor consumption and cost and minimise waste.  
Range: Students weigh the amount of food used in particular poultry houses, inspect for signs of waste around feeding troughs and calculate unit cost per bird and compare these with income from sales from birds and/or eggs.

## Curriculum (2023)

- 3.2.3** Identify and control disease and parasites affecting poultry according to workplace procedures.
- 3.2.3.1** Define and identify symptoms of diseases and parasites affecting poultry.  
Range: Students learn about common diseases in the area and see pictures of the symptoms of any not found in the college flock at the time, and receive descriptions of behavioural symptoms.
- 3.2.3.2** Outline the life cycle of diseases and parasite organisms, with particular reference to measures for prevention and control.
- 3.2.3.3** Identify and explain the prevention and treatment procedures used for the specified diseases.  
Range: This includes vaccination and medication supplied through drinking water or otherwise, depending on local conditions and use.
- 3.2.3.4** Describe and demonstrate how to treat infected poultry using the above procedures.

- 3.2.4** Demonstrate the ability to handle poultry at all stages of rearing and production.
- 3.2.4.1** Explain the different ways of handling poultry in different circumstances.
- 3.2.4.2** Demonstrate the different ways of handling different poultry in different situations during rearing and production.  
Range: Situations include rearing, transportation and treating.

**3.3** Sheep and goat production

- 3.3.1** Identify and describe the goat and sheep types and breeds in terms of their suitability to environmental conditions.  
Range: Environmental conditions include climate, vegetation, and diseases. Types will include high milk yield goats as well as others.
- 3.3.1.1** Identify the different breeds of goat and sheep suitable to South African conditions.
- 3.3.1.2** Describe the characteristics of different types of goat and sheep breeds for production and breeding in different local environments.
- 3.3.2** Describe and demonstrate the feeding of goats and sheep in relation to their stages of growth and production.
- 3.3.2.1** Identify and explain the different methods of feeding of goats in relation to breed, production and growth stages.  
Range: Method refers to natural grazing or browsing and supplementary feeding.
- 3.3.2.2** Explain the different nutritional requirements and rearing practices in relation to the different types of goats.
- 3.3.2.3** Explain, using examples, different grazing systems in relation to adaptability and breed selection.
- 3.3.2.4** Apply these grazing systems in a workplace situation.
- 3.3.3** Identify symptoms and control diseases and parasites affecting goats according to workplace procedures.

## Plant and Animal Production N4

### Curriculum (2023)

- 3.3.3.1 Identify diseases and parasites common to the area that affect quality goat production.  
Range: Diseases refer to bacterial, protozoan, and viral disease. Parasites include external and internal parasites.
- 3.3.3.2 Outline the life cycles of diseases and parasite organisms, with particular reference to measures for prevention and control
- 3.3.3.3 Identify the treatments used for different diseases and parasites to apply the appropriate intervention.
- 3.3.3.4 Explain the workplace procedures used to minimise infection and demonstrate the treatment of infected goats.
- 3.3.3.5 Apply these workplace procedures in the workplace environment.
- 3.3.4 Demonstrate an ability to handle goats and sheep.
  - 3.3.4.1 Explain different ways of handling goats in different circumstances.  
Range: Different circumstances refer to growth stages, treatment for infections, transportation, breeding, castrating, tail docking, hoof clipping, shearing, and milking.
  - 3.3.4.2 Demonstrate the different ways of handling different goats at all stages of rearing and production.

### TVET First authors

F Mitchell, G Bentley & V Uys

## Computerised Financial Systems N6

This document contains important information about the revised curriculum for Computerised Financial Systems N6 for implementation in January 2023.

### Overview of main curriculum changes

- The following module is new in the syllabus (moved from the OLD Computerised Financial Systems N5 syllabus):
  - Salaries and wages system: Payroll package (using a computer package)
- The following modules have been moved to the NEW Computerised Financial Systems N5 syllabus:
  - Analysis and interpretation of financial statements
  - Financial reports (report writer) on an accounting package
  - Budgets on an accounting package
- The following module has been removed from the syllabus:
  - Advanced document project on an accounting package
- Changes have been made from old accounting terminology to the new international financial reporting standards (IFRS), for example, statement of comprehensive income, statement of financial position, trade receivables, trade payables.
- The weightings in the new syllabus have also been amended as shown in the table below. The following table is an overview of the most significant changes.

Previous curriculum (1995)		New curriculum (2023)	
Module	Weighting (%)	Module	Weighting (%)
<b>Module 1:</b> Financial statements on an accounting package (report writer)	10%	<i>This module has been moved to the NEW Computerised Financial Systems N5 syllabus.</i>	
<b>Module 2:</b> Analysis and interpretation of financial statements	10%	<i>This module has been moved to the NEW Computerised Financial Systems N5 syllabus.</i>	
<b>Module 3:</b> Advanced document project on an accounting package	25%	<i>Not in the new syllabus.</i>	
		<b>Module 1:</b> Salaries and wages system: payroll package <i>NEW in the N6 syllabus. It was in the old CFS N5 syllabus.</i>	25%

## Computerised Financial Systems N6

Previous curriculum (1995)		New curriculum (2023)	
Module	Weighting (%)	Module	Weighting (%)
		<b>Module 2:</b> Labour costing on a spreadsheet <i>Previously included as part of the CMA Applications module; now a separate module.</i>	15%
<b>Module 4:</b> Advanced spreadsheet	20%	<b>Module 3:</b> Advanced spreadsheet	20%
<b>Module 5:</b> Cost and management applications on a spreadsheet	25%	<b>Module 4:</b> Cost and management applications on a spreadsheet	20%
<b>Module 6:</b> Dealing with budgets by computerised accounting package	5%	<i>This module has been moved to the NEW Computerised Financial Systems N5 syllabus.</i>	
<b>Module 7:</b> Dealing with budgets by spreadsheet	5%	<b>Module 5:</b> Budgets on a spreadsheet	20%

### The 2023 syllabus is more structured regarding the following

- It has replaced unexaminable modules that were weighted 25% (the old Module 3) with examinable and relevant modules/outcomes.
- It has kept both the computerised labour package and labour costing on a spreadsheet. Labour costing on a spreadsheet has been removed from the Computerised Financial Systems N5 syllabus.
- It is more in line with the N6 Cost and Management Accounting syllabus as it now includes cost control in the module on cost and management accounting applications. In addition, there are more budgets (on a spreadsheet) in this syllabus. This matches the budgets covered in the Cost and Management Accounting N6 syllabus.

### Curriculum changes in detail

The table that follows sets out the changes that have been made to the Computerised Financial Systems N6 syllabus. New/changed content has been colour-coded in red.

## Computerised Financial Systems N6

Previous curriculum (1995)	New curriculum (2023)
<p><b>Module 1: Financial statements on an accounting package (report writer)</b> (10% weighted value)</p> <p>1.1 Input of standard parameters for the compilation of an income statement and balance sheet on report writer of the chosen computer package</p> <p>1.2 Print financial statement</p>	<p><i>This module has been moved to the NEW Computerised Financial Systems N5 syllabus.</i></p>
<p><b>Module 2: Analysis and interpretation of financial statements</b> (10% weighted value)</p> <p>2.1 Transfer of report writer data (income and balance sheet) from an accounting package to a spreadsheet</p> <p>2.2 Use computerised data from financial statements to determine the following:</p> <ul style="list-style-type: none"> <li>● Gross profit percentage</li> <li>● Net profit percentage</li> <li>● Rate of profitability determined on total capital investment</li> <li>● Rate of liquidity                             <ul style="list-style-type: none"> <li>– Working capital ratio</li> <li>– Acid test ratio</li> </ul> </li> <li>● Stock turnover</li> <li>● Average collection period of debtors</li> <li>● Debtors' turnover</li> <li>● Average payment period of debtors</li> </ul> <p>2.3 Preparation and presentation of computerised financial and management reports</p>	<p><i>This module has been moved to the NEW Computerised Financial Systems N5 syllabus.</i></p>
<p><b>Module 3: Advanced document project on an accounting package</b> (25% weighted value)</p> <p>3.1 Practical computer project including:</p> <p>3.1.1 Plan a new set of accounts for a small to medium-sized business that includes: VAT registration, stock system, debtors/creditors, and wages or salaries</p>	<p><i>Not in the new syllabus.</i></p>



## Computerised Financial Systems N6

Previous curriculum (1995)	New curriculum (2023)
<p>3.1.2 Set up parameters</p> <p>3.1.3 Input in subsidiary journals</p> <p>3.1.4 Bank reconciliation</p> <p>3.1.5 Posting to ledger</p> <p>3.1.6 Completion of bi-monthly VAT return form</p> <p>3.1.7 Adjustments</p> <p>3.1.8 Year-end procedure</p> <ul style="list-style-type: none"> <li>Parameters for report writer</li> <li>Analyse and interpret financial statements</li> <li>Preparation and submission of internal and external financial statements to management and for publication</li> </ul> <p>3.1.9 Make printouts of the following:</p> <ul style="list-style-type: none"> <li>Computerised input documents:                             <ul style="list-style-type: none"> <li>Purchase notes, invoices, debit and credit notes</li> </ul> </li> <li>Subsidiary journals</li> <li>General ledger</li> <li>Wages/salary journal</li> <li>Debtors and creditors accounts</li> <li>Monthly statements with age-analysis</li> <li>Trial Balance</li> <li>Stock reports</li> <li>VAT reports</li> <li>Financial statements and interpreted data</li> </ul>	<p><b>Module 1: Salaries and wages system: payroll package</b> (25% weighted value)</p> <p><i>New in the N6 syllabus. It was in the old CFS N5 syllabus.</i></p> <p>1.1 Characteristics of the computerised payroll package</p> <p>1.2 Installation procedure</p> <p>1.3 The use of the reference manual issued with the package</p>

## Computerised Financial Systems N6

Previous curriculum (1995)	New curriculum (2023)
	<p>1.4 The use of the help function for quick reference</p> <p>1.5 The requirements of the South African Revenue Services</p> <p>1.6 Menu for the payroll system</p> <p>1.7 Parameters for the opening of a payroll system</p> <p>1.7.1 Creating a new set of accounts on a computerised payroll system for monthly and weekly paid employees</p> <p>1.7.2 Operation of the computerized payroll system</p> <p>1.8 Procedures to record</p> <p>1.8.1 Terminate employees</p> <p>1.8.2 Delete employees</p> <p>1.8.3 Employees on leave</p> <p>1.8.4 Changes in tax status</p> <p>1.8.5 Change from basic salary to hourly wage</p> <p>1.8.6 Upgrading of changes in tax</p> <p>1.8.7 Weekly and monthly procedure (including posting to Pastel Partner)</p> <p>1.9 Year-end procedure</p> <p>1.10 Tax reconciliation</p>
	<p><b>Module 2: Labour costing on spreadsheet</b> (15% weighted value)</p> <p><i>Previously included as per of the CMA applications module.</i></p> <p><b>Time sheets (NEW)</b></p> <p>2.1 Create time sheet for employees on spreadsheet with the following columns included amongst others:</p> <ul style="list-style-type: none"> <li>● Date</li> <li>● Day of the week</li> <li>● Time in and Time out</li> <li>● Normal and Overtime hours' total</li> <li>● Using the Inbuilt statistical excel function (COUNT) and (COUNTA)</li> </ul>

## Computerised Financial Systems N6

Previous curriculum (1995)	New curriculum (2023)
	<p><b>Labour cost statements</b></p> <p>2.2 Draw up labour cost statement with at least two to three employees and with the following columns included:</p> <ul style="list-style-type: none"> <li>• Normal time (hours worked, tariff, amount)</li> <li>• Overtime (hours worked, tariff, amount)</li> <li>• Allowances</li> <li>• Bonus (production or special)</li> <li>• Gross wages or salaries or total earnings</li> <li>• Taxable income (NEW)</li> <li>• Deductions</li> <li>• Net wage or salary or net income</li> <li>• Employer's contributions</li> </ul> <p><b>Labour cost analysis</b></p> <p>2.3 Spreadsheet presentation of labour cost analysis for weekly and monthly paid employees</p> <p>2.4 Graphic presentation of labour cost analysis (NEW)</p>
<p><b>Module 4: Advanced spreadsheet</b> (20% weighted value)</p> <p>4.1 Date function</p> <p>4.2 Data base functions</p> <p>4.3 Graphic functions</p> <ul style="list-style-type: none"> <li>• Line chart</li> <li>• Bar chart</li> <li>• Circle chart</li> </ul> <p>4.4 Macros</p> <p>4.5 Print functions</p> <ul style="list-style-type: none"> <li>• Graphic print</li> <li>• Spreadsheet print</li> </ul> <p>4.6 Multi-page spreadsheets</p>	<p><b>Module 3: Advanced spreadsheet</b> (20% weighted value)</p> <p>3.1 Date function</p> <p>3.2 Data base functions</p> <p>3.3 Graphic functions</p> <ul style="list-style-type: none"> <li>• Line chart</li> <li>• Bar or column chart (NEW)</li> <li>• Pie chart</li> </ul> <p>3.4 Macros</p> <p>3.5 Print functions</p> <ul style="list-style-type: none"> <li>• Graphic print</li> <li>• Spreadsheet print</li> </ul> <p>3.6 Multi-page spreadsheets</p>

## Computerised Financial Systems N6

Previous curriculum (1995)	New curriculum (2023)
<p><b>Module 5: Cost and management applications on a spreadsheet</b> (25% weighted value)</p> <p>5.1 Labour cost</p> <p>5.1.1 Labour cost analysis</p> <p>5.1.2 Labour cost statement</p> <p>5.1 Contract costing</p> <p>5.1.1 Contract cost account</p> <p>5.1.2 Contract cost statement</p> <p>5.2 Analyse the break-even point</p> <p>5.2.1 Spreadsheet presentation of break-even quantities</p> <p>5.2.2 Spreadsheet presentation of break-even values</p> <p>5.2.3 Graphic presentation of break-even analysis</p>	<p><b>Module 4: Cost and management applications on a spreadsheet</b> (20% weighted value)</p> <p><b>Cost control (NEW)</b></p> <p>4.1 Marginal cost accounting on spreadsheet (NEW)</p> <p>4.2 Absorption cost accounting on spreadsheet (NEW)</p> <p><b>Break-even analysis</b> The following formulas are important for the calculation of break-even point:</p> <ul style="list-style-type: none"> <li>• Marginal income per unit</li> <li>• BEQ</li> <li>• BEV</li> <li>• Safety margin in value (Rands)/units</li> <li>• Total costs</li> </ul> <p>4.3 Do the spreadsheet presentation of break-even quantities (BEQ)</p> <p>4.4 Do the spreadsheet presentation of break-even values (BEV)</p> <p>4.5 Do the graphic presentation of break-even analysis</p> <p><b>Contract costing</b></p> <p>4.6 Draw up a contract costing account in the general ledger in a T-form</p> <p>4.7 Draw up a contract cost statement showing the following information:</p> <ul style="list-style-type: none"> <li>• Determination of contract costs</li> <li>• Determination of profit</li> <li>• Distribution of profits</li> </ul> <p><i>Covered in Sections 4.3 to 4.5 above.</i></p>

## Computerised Financial Systems N6

Previous curriculum (1995)	New curriculum (2023)
<p><b>Module 6: Dealing with budgets by computerised accounting package</b> (5% weighted value)</p> <p>6.1 Set up parameters for a budget system 6.2 Input of budget items 6.3 Percentage increase in the budget 6.4 Compare budget with actual figures</p>	<p><i>This module has been moved to the NEW Computerised Financial Systems N5 syllabus.</i></p>
<p><b>Module 7: Dealing with budgets by spreadsheet</b> (5% of weighted value)</p> <p>7.1 Transfer of budget figures from an accounting package to spreadsheet 7.2 Short term budget: draw up and interpret 7.3 Long term budget: draw up and interpret 7.4 Cash budget 7.5 Sales budget 7.6 Capital budget 7.7 Master budget</p>	<p><b>Module 5: Budgets on a spreadsheet</b> (20% of weighted value)</p> <p><i>Not in the new syllabus.</i></p> <p>5.1 Short term budget: draw up and interpret the budget 5.2 Long term budget: draw up interpret the budget 5.3 Cash budget 5.4 Sales budget <i>Not in the new syllabus</i> <i>Not in the new syllabus</i> 5.5 Production budget (NEW) 5.6 Material budget (NEW) 5.7 Labour budget (NEW) 5.8 Overheads budget (NEW)</p>

### TVET First authors

T Lakhan & S Mohan

# Entrepreneurship and Business Management N6

The revised curriculum for Entrepreneurship and Business Management N6 will be implemented from January 2023.

## The main curriculum changes

The content of the new curriculum remains the same, but there are important changes to the teaching approach and assessment structure. Lecturers should take note of the following:

- The N6 curriculum builds on knowledge and understanding developed in N4 and N5. Students are often required to build on outcomes from the N4 and N5 curricula.
- Although the modules are numbered in sequence from 1 to 9, it is recommended that Modules 1 and 3 are done together as they are interrelated.
- In Module 7 (Franchise business plan), Module 8 (International business plan) and Module 9 (Consultancy business plan) students are required to develop complete business plans. Because the aspects of a business plan remain the same, students need to combine the new content in individual modules to their existing understanding of all the elements of a business plan. That is why *TVET First* created a special annexure. (Details are included at the end of the information on the Student's Book.)

## More guidance on evaluation

In the 2023 curriculum, the semester mark consists of three components with the following weighted values:

- Assessment 1 (Business plan/practical assignment): 20% – Practical component
- Assessment 2 (Cycle tests): 30% – Theoretical component
- Assessment 3 (Internal examination): 50% – Theoretical component

## New textbook, new curriculum

*TVET First* has published a new, thoroughly updated EBM N6 course of the same outstanding quality as the popular *TVET First* EBM N4 and N5. The course includes a top-quality Student's Book, an excellent accompanying Workbook and a comprehensive Lecturer Support Pack – complete with digital support and extensive resources for lecturers and students.

## Student's Book

The *TVET First* Student's Book is in fabulous **full-colour**. Important features are **colour-coded** throughout the book so that students can easily find what they need.

Our Student's Book has **QR codes** that take students to online revision of important concepts, video recordings that explain calculations from N4 and N5 that are needed for N6, and exciting new videos that explain Porter's Five Forces model and how to do a competitive analysis and a SWOT analysis for a business plan. Students can hover any smartphone over the QR code and will link immediately to our online resources.

## Entrepreneurship and Business Management N6

The Student's Book includes a **special annexure that combines all aspects of developing a business plan**. It covers all the content from N4 and N5 and adds specific guidance on how to develop a business plan for a franchise (Module 7), an international business (Module 8) and a consultancy (Module 9).

The Student's Book includes **tasks** as prescribed by the syllabus that, together with the business plans, count towards the student's practical semester mark.

There are lots of **varied activities and assessments** modelled on exams to provide plenty of exam practice. Practice is essential for gaining and sustaining skills and understanding.

### Student's Workbook

The Student's Workbook provides extra support for student activities and allows students to keep their work in a single place. It includes

- templates for answers to all the activities, case studies and tasks in the Student's Book
- a template for each business plan
- a practice exam to ensure better student results.

### Lecturer Support Pack

No good series is complete without a Lecturer's Guide – we have a whole **Lecturer Support Pack**. Inside the pack is a Lecturer's Guide and a USB drive.

- The Lecturer's Guide has assessment guidelines for tasks, a teaching plan, and complete answers to all activities. It also includes a photocopiable practice exam and memorandum.
- The USB drive includes PowerPoint slides full of resources, which are in the same order as in the Student's Book. The USB also contains exciting new videos that we have created to explain the important concepts, as well as all the digital resources that students can access via the QR codes in the Student's Book

We include the 2023 curriculum below for your convenience. The content is the same as the previous curriculum, but the teaching approach and assessment structure have changed.

#### EBM N6 Curriculum for 2023 implementation

##### Module 1: Planning your business

(6% weighted value)

##### 1.1 Introduction

##### 1.1.1 What strategic planning is:

- Define a mission
- Objectives
- Create strategy
- Implementation
- Evaluation

##### 1.1.2 Why strategic planning is important

## Entrepreneurship and Business Management N6

### EBM N6 Curriculum for 2023 implementation

#### 1.1.3 The process of strategic planning:

- Ongoing process
- Characteristics

#### 1.2 Decision making process

- Steps

#### 1.3 Techniques:

- Generation of alternatives, reserve methods, brainstorming, challenge assumptions, the 'why' technique, suspended judgement, fractioning

### Module 2: Dynamic business environment

(8% weighted value)

#### 2.1 Why the interest in small business?

- Entrepreneurs as heroes
- Entrepreneurial education
- Economic and demographic factors
- Shift to a service economy
- Technological advancements
- Independent lifestyles
- International opportunities

#### 2.2 Entrepreneurial profiles:

- Women entrepreneurs
- Part-time entrepreneurs
- Home-based entrepreneurs
- Family-based business owners
- Copreneurs
- Intrapreneurs

#### 2.3 The power of small business

#### 2.4 Entrepreneurial transition:

- The quest for growth
- Planned growth:
  - Merger
  - Partnership

#### 2.5 Change

##### 2.5.1 Nature of change

##### 2.5.2 Change as the competitive edge of a business

##### 2.5.3 Environmental scanning process:

- Indirect viewing
- Conditional viewing
- Informal search
- Formal search



## Entrepreneurship and Business Management N6

### EBM N6 Curriculum for 2023 implementation

- 2.5.4 Resistance to change
- 2.6 Characteristics of a business that is future-oriented:
- Planning
  - Learn faster than the competition
  - Replace rules with a vision
  - Win/win situation
  - Recognise individual roles
- 2.7 Task: Complete an environment scanning to determine if changes have not already affected the students' previous proposed business plan in a positive or negative way.

#### **Module 3: The implementation of strategic planning in a business plan**

(10% weighted value)

- 3.1 Introduction
- 3.1.1 Mission statement for a business plan
- 3.1.2 The establishment of long-term objectives
- 3.1.3 Identification of the strategy for the business plan – SWOT analysis
- 3.1.4 Strategy implementation

#### **Module 4: Competitive analysis**

(10% Weighted value)

- 4.1 Industry competition analysis
- 4.1.1 Dominant economic characteristics
- 4.1.2 Driving forces
- 4.1.3 Competitive forces
- Rivalry among competing sellers
  - New entrants
  - Substitute products
  - Suppliers of inputs
  - Buyers
- 4.1.4 Key success factors
- 4.2 Task: Students must identify and list the key success factors of an existing business of their choice.

#### **Module 5: Strategy and competitive advantage**

(10% weighted value)

- 5.1 Three generic types of competitive strategy:
- Low-cost producer
  - Differentiation
  - Focus strategy
- 5.2 Strategies to secure competitive advantage

## Entrepreneurship and Business Management N6

### EBM N6 Curriculum for 2023 implementation

#### 5.3 Strategies to protect competitive advantage:

- Block competitors' offensives
- Threat of retaliation
- Hide true profitability

#### **Module 6: Buying an existing business**

(13% weighted value)

#### 6.1 Buying an existing business

##### 6.1.1 Advantages and disadvantages

##### 6.1.2 The right way to buy a business

#### 6.2 Evaluating an existing business

#### 6.3 Determining the value of a business

##### 6.3.1 Valuation of tangible assets:

- a) Stock
- b) Fixed assets
  - Book value
  - Replacement value
  - Market value

##### 6.3.2 Compute the selling price

##### 6.3.3 Valuation of goodwill:

Step 1:

Compute tangible net worth (total assets less total liabilities)

Step 2:

Calculate opportunity cost of investing in the business (amount the buyer could earn by investing the same amount in something with a similar risk, plus the salary you could earn working for someone else)

Step 3:

Project the net earnings (average annual net earnings before subtracting owner's salary)

Step 4:

Compute extra earning power (difference between Step 3 and Step 2)

Step 5:

Estimate the value of intangibles-goodwill (Step 4 × years in respect of which the average profit is determined; normally ranges from three to five years for an established business)

Step 6:

Final price or value of the business (Step 1 + Step 5)

#### 6.4 Task: Calculate the goodwill of a business

## Entrepreneurship and Business Management N6

### EBM N6 Curriculum for 2023 implementation

#### Module 7: Franchising business

(13% weighted value)

##### 7.1 Franchising

###### 7.1.1 Franchising as business option:

- Examples of franchise businesses

###### 7.1.2 Types of franchising:

- Manufacturer–retailer
- Wholesale–retailer
- Service/trademark holder–retailer

###### 7.1.3 Advantages and disadvantages of franchising

##### 7.2 Getting to know the franchise business:

- Operational details
- Franchise contract
- Franchise agreement:
  - Costs, working capital, financing arrangements, royalties, pricing, commission site, promotional support, etc.

##### 7.3 Market feasibility study

###### 7.3.1 Identification of target market

- Size of the market
- Market segmentation
- Market discrimination
- Market potential

###### 7.3.2 Marketing information

##### 7.4 Franchise business plan

###### 7.4.1 Marketing plan

###### 7.4.2 Prepare the marketing plan of your proposed franchise business plan

###### 7.4.3 Financial plan

- Financial statements
- Break-even point
- Cash flow statements
- Finance required and what for

###### 7.4.4 Prepare the financial plan of your proposed franchise business plan

###### 7.4.5 Operational plan

- Purchasing
- Administration and record-keeping system
- Human resources planner
- Staff policy

###### 7.4.6 Prepare the operational plan of the proposed franchise business plan

## Entrepreneurship and Business Management N6

### EBM N6 Curriculum for 2023 implementation

#### 7.5 Presentation and evaluation of franchise business plan

##### 7.5.1 Appendix of supporting materials:

- Credit reports, reference letters, legal documents, resumes, copies of contracts and leases and agreements

##### 7.5.2 Complete the franchise business plan:

- Cover sheet
- Summary
- Description
- Marketing plan
- Financial plan
- Operational plan
- Appendix

##### 7.5.3 Presentation of the business plan

### Module 8: International business plan

(20% weighted value)

#### 8.1 The benefits of foreign trade

##### 8.1.1 Why nations trade

##### 8.1.2 Difference between international marketing and domestic marketing

##### 8.1.3 Government's role in international business

#### 8.2 The international environment

#### 8.3 Market information – sources of information on foreign countries

#### 8.4 Methods of entering a foreign market

##### 8.4.1 Indirect exporting:

- Trading house or middleman in domestic market

##### 8.4.2 Direct exporting

- Foreign customer or middleman in foreign market

##### 8.4.3 Licensing, franchising and contracting:

- Sales of knowledge and skills to foreign buyers

##### 8.4.4 Manufacturing abroad:

- Joint venture
- Wholly-owned subsidiaries

#### 8.5 International market feasibility study

##### 8.5.1 Identification of foreign markets:

- Size of the market:
  - Population
  - Income
  - Nature of economy

## Entrepreneurship and Business Management N6

### EBM N6 Curriculum for 2023 implementation

- 8.5.2** The international target market:
- Market segmentation
  - Market description
  - Market potential
- 8.5.3** Marketing information
- 8.6** International business plan
- 8.6.1** Marketing plan:
- Target market
  - Market potential
  - SWOT analysis
  - Marketing mix
- 8.6.2** Prepare the marketing plan of proposed international business plan
- 8.6.3** Financial plan:
- Financial statements
  - Break-even point
  - Cash flow statements
  - Financial contribution
  - Financing required and what for
- 8.6.4** Prepare the financial plan of proposed international business plan
- 8.6.5** Operational plan:
- Purchasing
  - Administration and record-keeping system
  - Human resources planner
  - Staff policy
- 8.6.6** Prepare the operational plan of proposed international business plan
- 8.7** Presentation and evaluation of international business plan
- 8.7.1** Appendix of supporting material:
- Credit reports, reference letters, legal documents, resumes, copies of contracts and leases
- 8.7.2** Complete the international business plan
- Cover sheet
  - Summary
  - Description
  - Marketing plan
  - Financial plan
  - Operational plan
  - Appendix
- 8.7.3** Presentation of the business plan

## Entrepreneurship and Business Management N6

### EBM N6 Curriculum for 2023 implementation

#### Module 9: Consultancy

(10% weighted value)

##### 9.1 Consultations

9.1.1 Examples of consultancy opportunities

9.1.2 Merits of consultancies

##### 9.2 Getting to know the consultancy business:

- Contractors
- Sub-contractors
- Professional services
- Service contracts

##### 9.3 Market feasibility study

9.3.1 Identification of target market:

- Size of the market
- Market segmentation
- Market description
- Market potential

9.3.2 Market information

##### 9.4 Consultancy business plan

9.4.1 Market plan

- Target market
- Market potential
- SWOT analysis
- Marketing mix

9.4.2 Prepare the marketing plan of proposed consultancy business plan

9.4.3 Financial plan:

- Financial statements
- Break-even point
- Cash flow statements
- Financial contribution
- Financing required and what for

9.4.4 Prepare the financial plan of proposed consultancy business plan

9.4.5 Operational plan:

- Purchasing
- Administration and record-keeping system
- Human resources planner
- Staff policy

## Entrepreneurship and Business Management N6

### EBM N6 Curriculum for 2023 implementation

#### 9.5 Presentation and evaluation of consultancy business plan

##### 9.5.1 Appendix of supporting materials:

- Credit reports, reference letters, legal documents, resumes, copies of contracts and leases and agreements

##### 9.5.2 Complete the consultancy business plan:

- Cover sheet
- Summary
- Description
- Marketing plan
- Financial plan
- Operational plan
- Appendix

##### 9.5.3 Presentation of the business plan

### **TVET First authors**

A Janse van Rensburg & S Temmers