



SAMPLE

# LEARNER WORKBOOK

Unit Standard 9013

|                        |  |              |                  |
|------------------------|--|--------------|------------------|
| SAQA US ID <b>9013</b> | Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | NQF <b>3</b> | Credits <b>4</b> |
|------------------------|--|--------------|------------------|



## **Describe, apply, analyse and calculate shape and motion in 2- and 3- dimensional space in different contexts**

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**SAQA US ID: 9013**

**NQF 3**

**CREDITS 4**

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|                           |  |                 |                     |
|---------------------------|--|-----------------|---------------------|
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## Introduction

Dear learner, after completing this workbook you will have obtained all the knowledge and skills required to be assessed for the following Unit Standard:

|  |            |                    |
|--|------------|--------------------|
| Title: Conveying dangerous goods by road |            |                    |
| SAQA Qualification ID:                   | NQF Level: | Credits: (Minimum) |
| <b>63409</b>                             | 3          | 140                |

Please use this workbook in conjunction with the **Learner Manual** where you will find the instructions to complete the tasks in this workbook.

It is important that you participate in all group activities and that you ask questions if you do not understand the material being presented so that you can become competent.

The activities will help you develop the knowledge, skills and attitudes you need to become competent in this module. It is important that you complete all the activities as directed in the learner guide at the time that the facilitator instructs you to do so.

Your facilitator will provide you with the necessary sources and information required to complete the activities.

The facilitator will indicate when you must hand in the workbook for assessment so that the Assessor can assess your work and guide you if additional learning is required.

The Assessment process must be fair and transparent and should be performed in a user friendly and stress-free environment. If you do not agree with the outcome of an assessment, or feel that you have been treated unfairly, it is your right to appeal. Your facilitator will inform you about the appeals process.

Please note that all activities that have been assessed, must be kept as it becomes part of your **Portfolio of Evidence**.

|                                       |  |
|---------------------------------------|--|
| Learner Name and Surname              |  |
| South African ID number               |  |
| Industry/Company<br>Employment number |  |
| Company                               |  |
| Department                            |  |

|                           |  |                 |                     |
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## LEARNER AGREEMENT

I, \_\_\_\_\_ (Learner Name & Surname)

Agree to and will abide by the following conditions:

- 1) All Formative assessments will be completed by me to the best of my abilities.
- 2) All the work I hand in is my **own** work.
- 3) I understand that I can only be credited for this Qualification if I hand in my Portfolio of Evidence and it contains all required documents and my work.
- 4) Should I lose this workbook, I will cover the costs to replace it and will redo all my work. I will arrange with the facilitator how to do this.
- 5) I will abide by the Provider's code of conduct for Learners

|                   |      |
|-------------------|------|
| Learner Signature | Date |
|-------------------|------|

|                        |  |              |                  |
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### Assessment Request

| Learner Details          |  |
|--------------------------|--|
| Learner Name and Surname |  |
| South African ID number  |  |
| Copy of ID attached      |  |
| Home address             |  |
| Telephone Number(s)      |  |
| Company                  |  |
| Employment number        |  |
| Work Telephone No        |  |
| Department               |  |

| Assessment Request  |  |
|---|--|
| Formal NQF Unit Standard Credits  |  |
| Formal NQF Qualification  |  |
| Other:  |  |
| I hereby confirm that the POE submitted is evidence of my <b>own work</b> |  |
| Learner Signature .....   |  |

|                       |  |
|-----------------------|--|
| <b>For Office Use</b> |  |
| Submission Date       |  |
| Assessor Remarks      |  |

|                           |  |                 |                     |
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|---------------------------|--|-----------------|---------------------|

### Special arrangements for assessment

|           |  |
|-----------|--|
| Place     |  |
| Language  |  |
| Resources |  |
| Barriers  |  |

#### People to be involved with assessment

|                  |                        |
|------------------|------------------------|
| <i>Learner:</i>  | <i>Manager:</i>        |
| <i>Trainer:</i>  | <i>Mentor / Coach:</i> |
| <i>Assessor:</i> | <i>Moderator:</i>      |

#### Next steps for learning

|  |
|--|
|  |
|  |

#### Resources required for this assessment

|                                  |
|----------------------------------|
| Black pen for written assessment |
|                                  |
|                                  |

#### Guidelines to the Learner:

|  |
|--|
|  |
|  |

#### Declaration:

|                      |                           |             |
|----------------------|---------------------------|-------------|
|                      |                           |             |
| <b>Learner Name</b>  | <b>Learner Signature</b>  | <b>Date</b> |
|                      |                           |             |
| <b>Assessor Name</b> | <b>Assessor Signature</b> | <b>Date</b> |

|                        |  |              |                  |
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|------------------------|--|--------------|------------------|

## Assessment Plan

The following unit standard will be assessed in this assessment occasion: (Assessor to list the SAQA Unit Standard ID's, title, NQF Level and credits).

| UNIT CODE | UNIT STANDARD TITLES  | NQF LEVEL | CREDITS |
|-----------|---|-----------|---------|
| 9010      | Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations | 3         | 2       |

| Activity                           | Evidence of activity will be found where                          | Place & planned date of activity | Date Completed |
|------------------------------------|---|----------------------------------|----------------|
| Training                           | Classroom training registers & Induction register                 | Training Provider<br>Date:       |                |
| Assessment contract                | Assessment contract & / or Learnership agreement - signed & dated | Learner file<br>Date:            |                |
| Learner Preparation for Assessment | Learner Preparation Checklist                                     | Learner file<br>Date:            |                |
| Planning the Assessment            | Assessment plan   | Learner file<br>Date:            |                |
| Conducting the Assessment          | Knowledge Questionnaire   | Learner file<br>Date:            |                |
| Feedback                           | Feedback Reports  | Learner file<br>Date:            |                |
| Evaluation of Assessment           | Assessors review of assessment form                               | Learner file<br>Date:            |                |
| Moderation                         | Internal Moderators report  | Learner file<br>Date:            |                |
| Judgement                          | Assessor Summary Report / Internal Moderator report               | Learner file<br>Date:            |                |
| 1 <sup>st</sup> Reassessment       | Assessors summary report / instruments                            | Learner file<br>Date:            |                |



|                    |  |          |              |
|--------------------|--|----------|--------------|
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|--------------------|--|----------|--------------|

| Activity                     | Evidence of activity will be found where | Place & planned date of activity | Date Completed |
|------------------------------|--|----------------------------------|----------------|
| 2 <sup>nd</sup> Reassessment | Assessors summary report / instruments   | Learner file<br>Date:            |                |

***The Assessor is to complete the dates of the above evidence presented***

### Learner Preparation for Assessment Checklist

Points Assessor/Facilitator must cover in the initial meeting with the Learner - Please tick.  
This document will be completed prior to each assessment occasion taking place.

| Item | Points to be covered  | Tick |
|------|---|------|
| 1    | <b>Welcome the candidate</b> and put them at ease   |      |
| 2    | <b>Explain the purpose of the meeting</b> (why you are there and how long the meeting will take)  |      |
| 3    | <b>Explain the</b> <ul style="list-style-type: none"> <li>▪ NQF</li> <li>▪ Credits</li> <li>▪ Certification process</li> <li>▪ Learning pathways</li> </ul>   |      |
| 4    | <b>Explain</b> <ul style="list-style-type: none"> <li>▪ Who is involved in the assessment and their role (Learners, Coach, Assessors, Managers, Moderators)</li> <li>▪ Principles of assessment (fairness, confidentiality, validity, sufficiency)</li> </ul>   |      |
| 5    | <b>Explain the assessment process?</b> <ul style="list-style-type: none"> <li>▪ Check Learner readiness for assessment (logbook / self - assessment)</li> <li>▪ Assessment contract to be completed</li> <li>▪ Preparation of Learner (this meeting)</li> <li>▪ The assessment (observation and knowledge questionnaire)</li> <li>▪ Judgement of the evidence</li> <li>▪ Outcome of assessment (competent, not yet competent, need further evidence)</li> </ul> |      |

|                 |  |       |           |
|-----------------|--|-------|-----------|
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|-----------------|--|-------|-----------|

| Item  | Points to be covered   | Tick       |
|---|--|------------|
| 6   | <p><b>Give Learner copies of the following documentation and explain each document</b></p> <ul style="list-style-type: none"> <li>▪ The Assessment Guide which includes <ul style="list-style-type: none"> <li>▪ Relevant unit standard (s)</li> <li>▪ Assessment contract</li> <li>▪ Assessment plan</li> <li>▪ Observation checklist</li> <li>▪ Knowledge checklist</li> </ul> </li> </ul>   |            |
| 7   | <p><b>Discuss the assessment plan</b> (complete the assessment plan document)</p> <ul style="list-style-type: none"> <li>▪ Allow the Learner to participate in the decisions made</li> <li>▪ Agree on dates, time and venue for the assessment and feedback</li> <li>▪ Agree on evidence the Learner can submit</li> <li>▪ Agree and explain the assessment methods</li> <li>▪ Identify and discuss special assessment needs of the candidate</li> <li>▪ Identify and eliminate unfair barriers (language, disability etc)</li> <li>▪ Discuss and agree on witness requirements</li> </ul> |            |
| 8   | <p><b>Tell the candidate his/her rights and responsibilities, the assessment procedures and policies</b></p> <ul style="list-style-type: none"> <li>▪ How many times they may be assessed</li> <li>▪ Appeals process / procedure</li> <li>▪ Reassessment policy</li> </ul>   |            |
| 9   | <p><b>Ensure the assessment environment is appropriate</b> or make special arrangements</p>  |            |
| 10  | <p><b>Discuss moderation</b></p>   |            |
| 11  | <p><b>Allow the Learner opportunity to clarify any items discussed</b></p>   |            |
| <p><b>Learner declaration of acceptance of assessment instruments and relevant documentation:</b></p> |  |            |
| Learners Name:  |  | Signature  |
| Assessors Name:   |  | Signature: |

|                    |  |          |              |
|--------------------|--|----------|--------------|
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|--------------------|--|----------|--------------|

## Model Answers for Formative and Summative Assessments

### Formative Assessment #1 SO1 AC1

| No | Question   | C/NYC |
|----|--|-------|
| 1  | Describe the SI.<br>In the hierarchy of decimal numbers, complete the table of how many numbers each consist in the table below. |       |

|                    |  |          |              |
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|--------------------|--|----------|--------------|

| <b>Hierarchy of Decimal Numbers</b> |                      |          |
|-------------------------------------|----------------------|----------|
| Number                              | Name                 | How many |
| 0                                   | zero                 |          |
| 1                                   | one                  |          |
| 2                                   | two                  |          |
| 3                                   | three                |          |
| 4                                   | four                 |          |
| 5                                   | five                 |          |
| 6                                   | six                  |          |
| 7                                   | seven                |          |
| 8                                   | eight                |          |
| 9                                   | nine                 |          |
| 10                                  | ten                  |          |
| 20                                  | twenty               |          |
| 30                                  | thirty               |          |
| 40                                  | forty                |          |
| 50                                  | fifty                |          |
| 60                                  | sixty                |          |
| 70                                  | seventy              |          |
| 80                                  | eighty               |          |
| 90                                  | ninety               |          |
| Number                              | Name                 | How Many |
| 100                                 | one hundred          |          |
| 1,000                               | one thousand         |          |
| 10,000                              | ten thousand         |          |
| 100,000                             | one hundred thousand |          |







|                    |  |          |              |
|--------------------|--|----------|--------------|
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|--------------------|--|----------|--------------|

**Formative Assessment #4 SO1 AC4 & 5**

| No | Question   | C/NYC |
|----|--|-------|
| 1  | Give examples of some of the sources of potential error in a high-precision balance. |       |
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|---------------------------|--|-----------------|---------------------|

**Formative Assessment #5 SO1 AC6**

| No       | Question                  | C/NYC |
|----------|---------------------------|-------|
| <b>1</b> | What is a weighing scale? |       |
|          |                           |       |
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| SAQA US<br>ID <b>9013</b> | Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | NQF<br><b>3</b> | Credits<br><b>4</b> |
|---------------------------|--|-----------------|---------------------|

## Formative Assessment #6 SO2 AC1

| No | Question                      | C/NYC |
|----|-------------------------------|-------|
| 1  | What is a symmetrical object? |       |
|    |                               |       |
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| SAQA US<br>ID 9013 | Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | NQF<br>3 | Credits<br>4 |
|--------------------|--|----------|--------------|

**Formative Assessment #7 SO2 AC2**

| No | Question                                   | C/NYC |
|----|--|-------|
| 1  | Name each of the geometrical shapes below. |       |

**Geometric Shapes**

The image displays five distinct geometric shapes arranged in two rows. The top row contains a cube on the left, a cylinder in the center, and a rectangular prism on the right. The bottom row contains a circle on the left and a pyramid on the right. Each shape is drawn with simple black outlines and some shading to indicate three-dimensional form.

|                        |  |              |                  |
|------------------------|--|--------------|------------------|
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|------------------------|--|--------------|------------------|

**Formative Assessment #8 SO2 AC3**

| No | Question                                  | C/NYC |
|----|---|-------|
| 1  | What should the value of pi ( $\pi$ ) be? |       |
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|--------------------|--|----------|--------------|

**Question: 2**

**SO1 AC2**

**Calculate the measurement in millilitres or litres of one litre of fluid.**

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|---------------------------|--|-----------------|---------------------|

**Question: 5**

**SO2 AC1**

**Describe and draw the third dimension.**

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## Feedback to Learner after Summative Assessment

| FEEDBACK SECTION – (please tick which one) |                          |  |                          |
|--|--------------------------|--|--------------------------|
|  | Tick                     | Assessor feedback to learner                       |                          |
| <b>1<sup>st</sup> Attempt</b>              | <input type="checkbox"/> |  |                          |
| <b>2<sup>nd</sup> Attempt</b>              | <input type="checkbox"/> |  |                          |
| <b>3<sup>rd</sup> Attempt</b>              | <input type="checkbox"/> |  |                          |
| Comments from Learner:                     |                          |  |                          |
| <b>JUDGEMENT</b>                           |                          |  |                          |
| Meets the requirements:                    | <input type="checkbox"/> | Do not meet the requirements:                      | <input type="checkbox"/> |
| Requires additional evidence:              | <input type="checkbox"/> | Requires another assessment:                       | <input type="checkbox"/> |
| Can continue to the next assessment:       | <input type="checkbox"/> | Requires another assessment by another assessment: | <input type="checkbox"/> |
| Action required:                           |                          | By when:   |                          |
| <b>Assessor's feedback remarks</b>         |                          |  |                          |
|  |                          |  |                          |

|                 |  |       |           |
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|-----------------|--|-------|-----------|

**Learner has achieved competence to the following standards as part of Module.**

| Unit Standard Number | Unit Standard Assessed | Credits | NQF Level |
|----------------------|------------------------|---------|-----------|
|                      |                        |         |           |
|                      |                        |         |           |
|                      |                        |         |           |

**Declaration by Learner**

I, \_\_\_\_\_ declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument.

|                                   |                                    |                                     |
|-----------------------------------|------------------------------------|-------------------------------------|
|                                   |                                    |                                     |
| <b>Learner Name and Signature</b> | <b>Assessor Name and Signature</b> | <b>Moderator Name and Signature</b> |
|                                   |                                    |                                     |
| <b>Date</b>                       | <b>Date</b>                        | <b>Date</b>                         |

|                           |  |                 |                     |
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|---------------------------|--|-----------------|---------------------|

**LOGBOOK**

**MODULE 1 Measure, estimate, and calculate physical quantities in practical situations**

| Work Completed / Evidence Provided | Date | Facilitator/ Mentor /Employer/ Manager/ Supervisor |           |
|------------------------------------|------|--|-----------|
|                                    |      | Name   | Signature |
|                                    |      |  |           |
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| SAQA US<br>ID 9013 | Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | NQF<br><b>3</b> | Credits<br><b>4</b> |
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**MODULE 2 Explore, describe and represent, interpret and justify geometrical relationships and conjectures**

| Work Completed / Evidence Provided | Date | Facilitator/ Mentor /Employer/ Manager/ Supervisor |           |
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