**SUMMATIVE ASSESSMENT**

Skills Programme

**Communication**

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| Unit Standard  119469 | Read/view, analyse and respond to a variety of texts | NQF Level: 4 | Credits: 5 |

## Contact Details

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***Instructions to learners:***

1. You have **2** hours to complete this assessment.
2. Complete ALL the fields in the space provided.
3. Read the questions carefully before answering. Answer all the questions by clicking in the space below the questions and type your answer.
4. **Save your work continuously** to avoid loss of information. SDC cannot be held responsible for work lost due to your negligence of not continuously saving, especially if the systems crash or electricity goes out.
5. No cheating will be tolerated.

**SUMMATIVE ASSESSMENT**

**UNIT STANDARD: 119469** Read/view, analyse and respond to a variety of texts

1. Define genres in writing, with examples

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| **C** |  | **NYC** |  |

1. Explain the importance of the composing and structuring text in an organised manner.

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| **Clarity** – Organized text helps convey ideas clearly, making it easier for readers to understand the message | | | | |
| **Logical Flow** – Structured text ensures a logical progression of information, guiding readers through the content coherently | | | | |
| **Professionalism** – Organized text reflects professionalism and attention to detail, enhancing the credibility of the author. | | | | |
| **C** |  | **NYC** |  |

1. Explain how the following typographical aids assist in picking out important aspects of texts.

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Typographical Aid** | **Explanation** | | | | |
| 1. | Italic type | Italics are used to emphasize key words or phrases, making them stand out from the surrounding text. They can indicate titles, foreign words, or important concepts that require special attention. | | | | |
| 2. | Enumeration | Numbering or bullet points help organize information clearly, making it easier to follow steps, lists, or sequences. This structure improves readability and allows readers to quickly identify key points. | | | | |
| 3. | Headings and subheadings | These provide a clear structure to a text, guiding readers through different sections. They help break down complex information into manageable parts and allow readers to locate specific topics quickly. | | | | |
| 4. | Coloured print | Using different colours can draw attention to important words or sections, making them visually distinct. This is useful for highlighting key terms, warnings, or categories within a document. | | | | |
| **C** |  | **NYC** |  |

1. Explain the purpose of graphics devices.

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| --- | --- | --- | --- | --- | --- |
| 1. | **Rendering Images and Text** – Graphics devices process and display images, videos, and text on monitors, projectors, or printers | | | | |
| 2. | **Enhancing Visual Communication** – They help convey information more effectively through charts, diagrams, and illustrations. | | | | |
| 3. |  | | | | |
| **C** |  | **NYC** |  |

1. Define hyperlinks and explain their purpose.

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| Hyperlinks, often referred to as "links," are elements in digital documents that allow users to navigate to another location when clicked. They are commonly used in web pages, documents, and emails to connect different pieces of content | | | | |
| Hyperlinks can be text, images, or buttons that direct users to various destinations, including other web pages, specific sections within a page, files, images, or even email addresses | | | | |
| **Purpose** | | | | |
| The primary purpose of hyperlinks is to facilitate navigation and provide a seamless way for users to access related or relevant information. They enable users to move between different resources, enhancing the interconnectedness of digital content | | | | |
| Hyperlinks also play a crucial role in creating a network of interconnected web pages, forming the foundation of the World Wide Web's structure | | | | |
| **C** |  | **NYC** |  |

1. Define the following and their impacts on written text.

Authority of author

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| --- |
| relates to the writer's experience and reputation. |
| Impact: A well-informed writer increases credibility and dependability, which strengthens the text's persuasiveness and educational value. |
|  |

Assumptions

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| Concepts or opinions that are assumed without evidence. |
| Impact: May help mold arguments, but if they are illogical or biased, they may erode credibility. |
|  |

Generalisations

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| broad claims that don't take into account exceptions and are applicable to a group or circumstance. |
| Impact: Has the potential to simplify difficult subjects but may result in errors or stereotypes. |
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Slanting

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| presenting data in an unbalanced manner to sway opinions. |
| Impact: May mislead readers and distort facts, impairing objectivity. |

Facts

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| statements that have been objectively verified and proven to be accurate. |
| Impact: Make arguments stronger by supplying trustworthy data. |

Opinions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Personal beliefs, interpretations, or judgments that might not be supported by objective facts are known as opinions. They express a person's viewpoint on a particular topic. | | | | |
| Impact on Written Text: A text can become more interesting and thought-provoking by incorporating opinions, which give it depth and personality. | | | | |
| Credibility can be weakened, though, if opinions are overused without proof. For opinions in persuasive writing to be effective, they must be supported by facts or logical arguments. | | | | |
| **C** |  | **NYC** |  |

1. Explain the overall value that the use of “visuals” can add to text.

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| **Improved Understanding** – Visuals such as graphs, charts, and diagrams simplify complex information, making it easier to grasp. | | | | |
| **Increased Engagement** – Images and graphics capture attention and make content more appealing. | | | | |
| **Emotional Impact** – Photographs and illustrations can evoke emotions, making messages more persuasive and memorable. | | | | |
| **C** |  | **NYC** |  |

1. Identify three (3) organisation text features from the options provided below.

Place an **P**on the correct answer)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Choice A**  **P** | **Choice B** | **Choice C**  **P** | | **Choice D**  **P** | | | |
| Chapters | Images | Summaries | | Captions | | | |
| **C** | |  | **NYC** |  |

1. Identify two (2) examples of visuals which could be added to text to enhance its meaning.

Place an **P**on the correct answer)

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Choice A** | **Choice B**  **P** | **Choice C** | | **Choice D**  **P** | | | |
| Oil Paintings | Photos | Text Textures | | Slides | | | |
| **C** | |  | **NYC** |  |

**Decision US 119469**

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| **C** |  | **NYC** |  |

**Feedback Report**

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| Candidate's Name |  | | | ID No. | | |  |
| Assessor's Name | Liberty Dhlakama | | | Reg. No. | | | RAS/07/2018/0091 |
| Unit Standard/s | **119469** | | | | | | |
| **Assessment Decision** | | | | | | | |
| Unit Standard | | | C | | NYC | Comments | |
| **119469 Read/view, analyse and respond to a variety of texts** | | | | | | | |
| **SO 1** Critically analyse texts produced for a range of purposes, audiences and contexts. | | |  | |  |  | |
| **SO 2** Identify and explain the values, attitudes and assumptions in texts. | | |  | |  |  | |
| **SO 3** Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts. | | |  | |  |  | |
| **SO 4** The effect of selected production techniques in visuals is explained. | | |  | |  |  | |
| Overall Assessment Decision | |  | | | | | |
| Additional Notes | |  | | | | | |
| Date | |  | | | | | |
|  | |  | | | | | |
| Signature of Assessor | | Signature of Candidate | | | | | |

## Candidate Appeal Form

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| --- | --- | --- | --- | --- |
| Candidate's Name: | | | ID No. |  |
| Assessor's Name: Liberty Dhlakama | | | Reg. No. | RAS/07/2018/0091 |
| **Unit Standard 119469** | | | | |
| Date: |  | | | |
| **Section 1** |  | | | |
| Candidate's reason for disagreeing with the assessment decision. | |  | | |
| Assessor's rationale for the assessment decision. | |  | | |
| Candidate's signature. | |  | | |
| Assessor's signature. | |  | | |
| **SECTION 2** | | | | |
| Internal Moderator’s reconsidered decision and rationale | |  | | |
| Internal Moderator's Signature | |  | | |
| Advising Assessor’s Signature | |  | | |
| Decision and rationale of the investigatory panel | |  | | |
| Learner Declaration | | The above decisions have been explained to me and I accept the assessment decision | | |
| Learner’s Signature | |  | | |
| Date | |  | | |