**FORMATIVE ASSESSMENT**

**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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| **Assessor Details** | | | | | | | | |
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| Employer |  | | | ID No | |  | | |
| Branch |  | | | | | | | |
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***Instructions to learners:***

1. You have **3** 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.

**FORMATIVE ASSESSMENT**

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

1. Describe the use of the following reading strategies: SO1, AC1

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| **Reading Strategy** | **Use** | | | | |
| Skimming |  | | | | |
| Scanning |  | | | | |
| Prediction |  | | | | |
| Knowledge of form of text types & different genres |  | | | | |
| **C** |  | **NYC** |  |

1. Describe the use and role of the following text features in making meaning of readings and viewing. SO1, AC2

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| **Text feature** | **Use** | | | | |
| Titles |  | | | | |
| Headings |  | | | | |
| Introductions |  | | | | |
| Paragraphs |  | | | | |
| Conclusions |  | | | | |
| Outcome statements |  | | | | |
| Chapters |  | | | | |
| Summaries |  | | | | |
| Contents |  | | | | |
| Diagrams |  | | | | |
| Appendices or addenda |  | | | | |
| Foreword |  | | | | |
| Index |  | | | | |
| Content lists glossary |  | | | | |
| Hyper-links |  | | | | |
| Layout |  | | | | |
| Icons |  | | | | |
| Tables |  | | | | |
| Graphics |  | | | | |
| Font size and/or type |  | | | | |
| Photographs |  | | | | |
| Captions |  | | | | |
| Visuals |  | | | | |
| **C** |  | **NYC** |  |

1. Summarise the following information in bullet point form and capture only the essential aspects. Read the following extract from Barack Obama’s acceptance speech and discuss the techniques he uses to attract his audience: SO1, AC3

Summarise the following information in bullet point form and capture only the essential aspects.

If there is anyone out there who still doubts that America is a place where all things are possible; who still wonders if the dream of our founders is alive in our time; who still questions the power of our democracy, tonight is your answer.

It’s the answer told by lines that stretched around schools and churches in numbers this nation has never seen; by people who waited three hours and four hours, many for the very first time in their lives, because they believed that this time must be different; that their voice could be that difference.

It’s the answer spoken by young and old, rich and poor, Democrat and Republican, black, white, Latino, Asian, Native American, gay, straight, disabled and not disabled - Americans who sent a message to the world that we have never been just a collection of individuals or just a collection of Red States and Blue States: we are, and always will be, the United States of America.

Summary

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1. Explain the use of surface and embedded meaning found in text. SO2, AC1

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1. Explain the effect of an author`s values and views on selected texts in terms of the impact on meaning and target audience. SO2, AC2

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1. What is purpose of citing evidence from known subject matter authorities in text to bolster or defend the writer’s position or point of view? SO2, AC3

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1. Describe possible effects that specific content could have on different readers. Give an example to explain your answer. SO3, AC1

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1. Describe the impact of the following writing techniques on the reader’s perspective: SO3, AC2

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| **Writing technique** | **Impact** | | | | |
| Length of sentence |  | | | | |
| Punctuation |  | | | | |
| Diction or choice of words |  | | | | |
| Use of figurative language |  | | | | |
| **C** |  | **NYC** |  |

1. Describe the impact and influence the specific language structures stated below. SO3, AC3

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| **Language Structure** | **Impact / Influence** | | | | |
| Bias |  | | | | |
| Humour |  | | | | |
| Irony |  | | | | |
| Sarcasm |  | | | | |
| Use of omission and silence |  | | | | |
| Figurative expressions |  | | | | |
| Repetition |  | | | | |
| Hyperbole |  | | | | |
| Generalisations |  | | | | |
| Stereotyping |  | | | | |
| Pictures and captions |  | | | | |
| Typography and grammar |  | | | | |
| **C** |  | **NYC** |  |

1. Describe the effect and impact of different visual production techniques. Match the visual forms with the production technique then state whether the effect of the visual is enhanced or if it is worsened. SO3, AC4

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|  | **VISUALS** | | | | | | | |
| **PRODUCTION**  **TECHNIQUES** | Photographs  **IMPACT:** | Transparencies/Slides  **IMPACT:** | Graphics & graphics  **IMPACT:** | | | Videos & films  **IMPACT:** | | |
| Colour |  |  |  | | |  | | |
| Borders |  |  |  | | |  | | |
| Layout features |  |  |  | | |  | | |
| Cinematographic devices |  |  |  | | |  | | |
| Foregrounding |  |  |  | | |  | | |
| Back-grounding |  |  |  | | |  | | |
| Overlays |  |  |  | | |  | | |
| Selection and/or omission |  |  |  | | |  | | |
| Scale |  |  |  | | |  | | |
| Size |  |  |  | | |  | | |
| **C** |  | | **NYC** |  |

**Final 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. | |  | |  |  | |

## 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 | |  | | |