**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** | | | | | | | | |
| Name | Liberty Dhlakama | | | | | | | |
| SETA | MICT | | Registration No: | | | | | RAS/07/2018/0091 |
| Contact Details | e mail: | [leekudzid@gmail.com](mailto:leekudzid@gmail.com) | | | | | | |
| Phone: | 0670020214 | Fax: | | N/A | | | |
| **Moderator Details** | | | | | | | | |
| Name |  | | | | | | | |
| SETA |  | | | | | | | |
| Contact Details | e mail: |  | Registration No: | | | |  | |
| Phone: |  | Fax: | |  | | | |
| **Candidate Details** | | | | | | | | |
| Surname |  | | | Name | |  | | |
| Employer |  | | | ID No | |  | | |
| Branch |  | | | | | | | |
| Contact Details | e mail: |  | | | | | | |
| Phone: |  | | Fax: |  | | | |

***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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading Strategy** | **Use** | | | | |
| Skimming | Quickly identifying the main ideas of a text by reading headings, subheadings, and key sentences. Useful for getting a general overview | | | | |
| Scanning | Searching for specific information within a text, such as names, dates, or keywords, without reading everything. | | | | |
| Prediction | Using prior knowledge and contextual clues to anticipate what will come next in a text, improving comprehension | | | | |
| Knowledge of form of text types & different genres | Understanding the structure and conventions of different text types to interpret meaning effectively. | | | | |
| **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 | Provide a brief overview of content. | | | | |
| Headings | Organize and structure the text. | | | | |
| Introductions | Provide context and background information. | | | | |
| Paragraphs | Present and develop ideas and information. | | | | |
| Conclusions | Summarize and wrap up the main points | | | | |
| Outcome statements | Clearly state the expected results or outcomes. | | | | |
| Chapters | Divide the text into major sections. | | | | |
| Summaries | Condense and highlight key points. | | | | |
| Contents | Outline the structure of the texts | | | | |
| Diagrams | Provide visual representations of information. | | | | |
| Appendices or addenda | Include additional or supplementary material. | | | | |
| Foreword | Introduce the text, often by a different author or expert | | | | |
| Index | Alphabetical list of terms and their page numbers. | | | | |
| Content list glossary | Define terms used in the text. | | | | |
| Hyper-links | Connect to additional resources or related content. | | | | |
| Layout | Organize and present the text visually | | | | |
| Icons | Symbolic representations of concepts or actions | | | | |
| Tables | Display data in a structured format | | | | |
| Graphics | Enhance understanding through visual elements | | | | |
| Font size and/or type | Emphasize or differentiate text visually | | | | |
| Photographs | Provide visual representations of real-life objects or scenes | | | | |
| Captions | Provide context or explanation for visuals. | | | | |
| Visuals | Enhance understanding through visual elements. | | | | |
| **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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * **Message of Possibility**: Obama reassures doubters that America is a place where dreams can come true. | | | | |
| * **Symbolism of Voter Turnout**: Highlights long voting lines and first-time voters as proof of change. | | | | |
| * **Unity Across Differences**: Emphasizes inclusivity by listing diverse groups who participated in the election. | | | | |
| * **National Identity**: Reinforces the idea that America is united, not divided by political or social differences. | | | | |
| * Techniques: Inclusive language, Strong delivery, Repetition and Sensory triggers | | | | |
| **C** |  | **NYC** |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Surface Meaning:** A text's literal or explicit meaning is referred to here. Direct statements, the main plot, the characters, and the events as they are presented are all included. For instance, the surface meaning of a story about a character looking for treasure is just the adventure itself. | | | | |
| **Embedded Meaning**: This refers to more profound, subliminal themes, symbolism, messages, or social commentary that might not be immediately obvious. For example, the story's treasure hunt could represent the quest for knowledge or personal development. | | | | |
|  | | | | |
| **C** |  | **NYC** |  |

1. 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.

SO2, AC2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Message of Hope and Possibility**: Obama reassures doubters that America is a place where dreams can come true. | | | | |
| **Symbolism of Voter Turnout**: Highlights long voting lines and first-time voters as proof of change. | | | | |
| **Unity Across Differences**: Emphasizes inclusivity by listing diverse groups who participated in the election. | | | | |
| **C** |  | **NYC** |  |

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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| --- | --- | --- | --- | --- |
| **Establishes Credibility**: Demonstrates that the writer's position is supported by experts, making their argument more trustworthy | | | | |
| **Provides Validation**: Strengthens arguments by referencing authoritative sources, ensuring accuracy and reliability | | | | |
| **Enhances Persuasiveness**: Makes the argument more compelling by showing that it aligns with established knowledge | | | | |
| **C** |  | **NYC** |  |

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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| --- | --- | --- | --- | --- |
| **Emotional Impact**: Content can evoke different emotions based on personal experiences. *Example*: A story about overcoming adversity may inspire hope in some readers while triggering sadness in others | | | | |
| **Cognitive Influence**: Content can shape thoughts and beliefs. *Example*: An article on climate change may reinforce beliefs in environmentally conscious readers but cause skepticism in others | | | | |
| **Behavioral Change**: Content can motivate or discourage actions. *Example*: A persuasive essay on volunteerism may inspire some to get involved, while others may resist the idea | | | | |
| **Cultural Interpretation**: Readers from different backgrounds may interpret content differently. *Example*: A novel depicting a specific tradition may resonate deeply with some but lead to misunderstanding among others | | | | |
| **C** |  | **NYC** |  |

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 | Short sentences create urgency and directness, keeping the reader engaged. Long sentences provide depth and detail but can lead to fatigue if overused. |
| Punctuation | Influences tone and pacing. Dishes, ellipse, and exclamation marks add emphasis, pause, or emotion, shaping how the reader interprets the text |
| Diction or choice of words | Evokes emotions, sets the tone, and conveys the writer’s attitude, shaping the reader’s perception of the content. |
| Use of figurative language | Metaphors, similes, and other literary devices create vivid imagery, evoke emotions, and add deeper meaning, enhancing the reader’s connection to the text. |

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

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| --- | --- | --- | --- | --- | --- |
| **Language Structure** | **Impact / Influence** | | | | |
| Bias | Shapes perception, influences attitudes, and can perpetuate discrimination. | | | | |
| Humour | Enhances engagement, lightens the mood, and can convey complex ideas in an accessible way. | | | | |
| Irony | Conveys sarcasm or satire, challenges assumptions, and encourages critical thinking. | | | | |
| Sarcasm | Can express disdain or mockery, but may also create a sense of camaraderie. | | | | |
| Use of omission and silence | Creates suspense, invites interpretation, and can convey unspoken emotions or ideas | | | | |
| Figurative expressions | Adds depth and vividness to communication, evoking emotions and stimulating imaginations. | | | | |
| Repetition | Emphasizes key points, reinforces ideas, and can create a sense of rhythm or urgency | | | | |
| Hyperbole | Exaggerates for effect, emphasizes a point, and can evoke strong emotion responses. | | | | |
| Generalisations | Oversimplifies complex issues, may lead to stereotypes, and can overlook individual differences. | | | | |
| Stereotyping | Reinforce prejudices, oversimplifies diversity, and can perpetuate discrimination. | | | | |
| Pictures and captions | Enhances visual communication, adds context, and can influence interpretation. | | | | |
| Typography and grammar | Refers to the style, arrangement, and appearance of text and influences readability, tone, and engagement.  Provides structure and rules for clear communication and ensures coherence and prevents misinterpretation. | | | | |
| **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 | Enhanced | Enhanced | Enhanced | | | Enhanced | | |
| Borders | Worsened | Worsened | Enhanced | | | Worsened | | |
| Layout features | Enhanced | Enhanced | Enhanced | | | Worsened | | |
| Cinematographic devices | Enhanced | Enhanced | Enhanced | | | Enhanced | | |
| Foregrounding | Enhanced | Enhanced | Enhanced | | | Enhanced | | |
| Back-grounding | Worsened | Worsened | Enhanced | | | Enhanced | | |
| Overlays | Enhanced | Enhanced | Enhanced | | | Enhanced | | |
| Selection and/or omission | Enhanced | Enhanced | Enhanced | | | Enhanced | | |
| Scale | Enhanced | Enhanced | Enhanced | | | Enhanced | | |
| Size | Enhanced | Enhanced | Enhanced | | | Enhanced | | |
| **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 | |  | | |