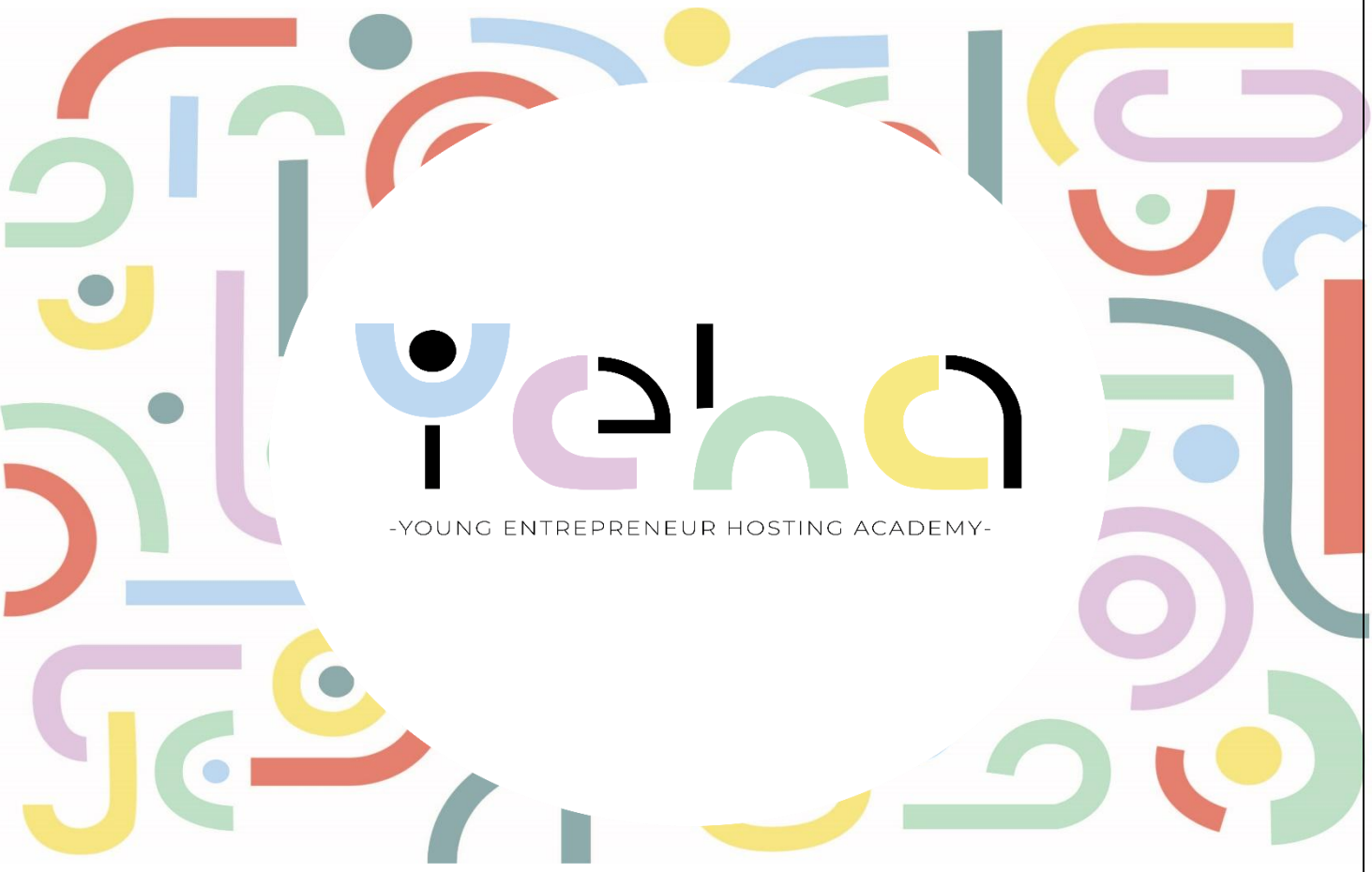
yeha
-YOUNG ENTREPRENEUR HOSTING ACADEMY-

National Certificate: New Venture Creation (SMME)

SAQA ID 49648 Level 2

LEARNER SUMMATIVE ASSESSMENT GUIDE & PoE

Module 2

Communication Level 2

Access and use information from texts

Unit Standard 8963, Level 2 Credits 5

Write for a defined context

Unit Standard 8964, Level 2 Credits 5

Maintain and adapt oral communication

Unit Standard 8962, Level 2 Credits 5

Use language and communication in occupational learning programmes

Unit Standard 8967, Level 2 Credits 5

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Contact Details

Assessor Details				
Name				
SETA			Registration No:	
Contact Details	e mail:			
	Phone:		Fax:	
Moderator Details				
Name				
SETA			Registration No:	
Contact Details	e mail:			
	Phone:		Fax:	
Candidate Details				
Surname			Name	
Employer			ID No	
Branch				
Contact Details	e mail:			
	Phone:		Fax:	

Competence

Congratulations on completing the following programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

- Foundational competence: an understanding of what you do and why
- Practical competence: the ability to perform a set of tasks in an authentic context
- Reflexive competence: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a Services SETA accredited assessor.

You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments. When learners have to undergo re-assessment, the following conditions will apply:

- Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent
- Re-assessment will take place in the same situation or context and under the same conditions as the original assessment
- Only the specific outcomes that were not achieved will be re-assessed

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts. This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

Appeals & Disputes

The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

- Unfair assessment
- Invalid assessment
- Unreliable assessment
- Unethical practices
- Inadequate expertise and experience of the assessor

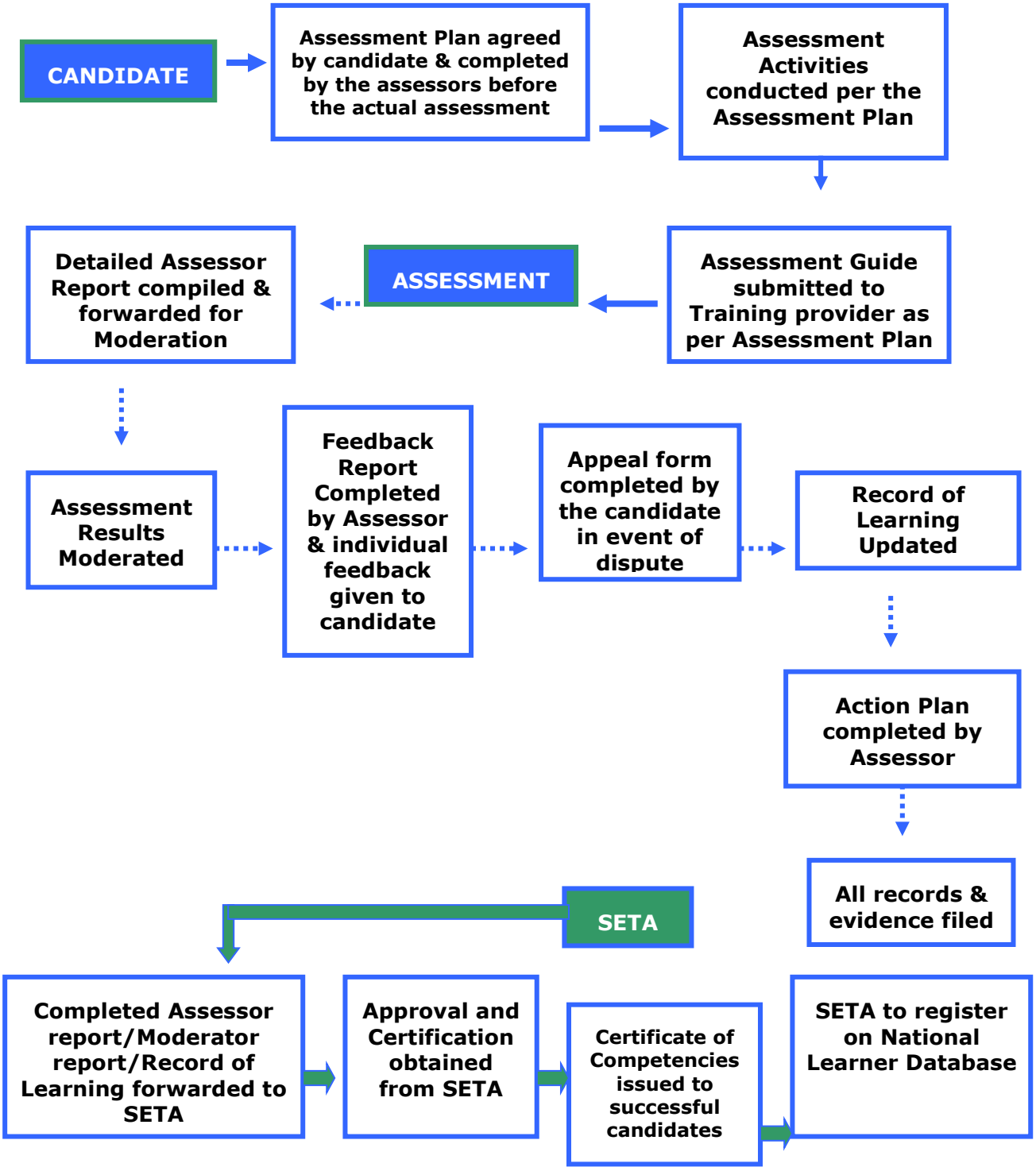
Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the SETA ETQA.

Abbreviations Used In This Guide:

C = Competent

NYC = Not Yet Competent

Assessment Process Flow



PORTFOLIO OF EVIDENCE

Portfolio Building

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

- Knowledge evidence (your knowledge questionnaire)
- Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape)
- Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.)
- Supplementary evidence (to confirm the authenticity of your evidence)

Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

- Valid (relevant to the unit standard/s being assessed)
- Authentic (clearly your own work)
- Current (not more than 2 years old)
- Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s)

Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.

Organise Your Information

How you structure your portfolio is critical. Your design and layout must look professional and clearly articulate your achievements, and it should make sense to someone seeing it for the first time. Use the following structure as a guide:

1. A title page indicating:
    - The title of the programme
    - The unit standard titles to which the programme is aligned
    - The assessment centre (The training provider)
    - Your name, position and organisation
    - Your contact details
    - The name of your assessor
    - The name of your moderator
    - The date
2. An index
3. Background information
    - Curriculum Vitae
    - Organisation profile
    - Job profile
    - Organisation/department structure
4. A copy of the unit standard/s
5. Your assessment plan
6. Your completed Knowledge Questionnaire
7. An evidence locator grid
8. The evidence itself
9. Supporting evidence e.g. witness testimonies, reflections and witness status list
10. Assessment records

Learner Documents

Learner Curriculum Vitae

Please file your CV behind this page. Please remember to include a copy of your Identity Document (ID).

Attendance Registers

File your attendance registers behind this page.

ASSESSMENT STRATEGY

These assessment exercises will cover the assessment criteria for the unit standard in order to prove competence. The purpose of the assessment process is to gather enough evidence to prove that the assessment criteria were achieved.

Competency will be assessed through a knowledge questionnaire as well as workplace activities and assignments recorded in POE. Assessment evidence should be sufficient to prove that the candidate is capable in all required tasks set by the unit standards and a competency judgement will be made regarding the exit level outcome. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

<table>
<tr><td>Unit standard</td><td colspan="2">Communication Level 2</td><td>Unit Standard Codes</td><td>8963, 8964, 8962, 8967</td></tr>
<tr><td>Level</td><td colspan="2">2</td><td>Credits</td><td>20</td></tr>
<tr><td>Purpose of Assessment</td><td colspan="4">The purpose of this assessment is to achieve the first step into applying the acquired skills and knowledge in the workplace</td></tr>
<tr><td>Assessment Procedures</td><td colspan="4">❖ An integrated assessment approach will be followed to allow for practical and theoretical components. The entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity
❖ Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values
❖ A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.
❖ Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment
❖ Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed
❖ All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current
❖ An Internal/External moderator will moderate assessment practices
❖ The SETA will also conduct external moderation</td></tr>
<tr><td rowspan="2">Context of Assessment</td><td>Assessment Method</td><td>Assessment Conditions</td><td>Who will conduct assessment</td><td>Assessment results and feedback</td></tr>
<tr><td>Questionnaires
Work sample
Observation</td><td>Input based assessments</td><td>Assessor</td><td>Immediate</td></tr>
</table>

Assessment Preparation

Preparing The Candidate

Name of Candidate		**Date**	
		Time	
Name of Assessor		**Venue**	

How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why your are meeting and the purpose of the assessment	NQF Framework Assessment process		
Discuss the assessment plan in detail	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions	Assessment instruments		
Identify the role-players during assessment	Assessors Moderator		
Describe the evidence required to be declared competent	Examples of evidence		
Explain how evidence will be judged			
Explain to the candidate how to prepare: Give candidate summative task description	Summative task description		
Confirm with the candidate what he/she should bring to the assessment	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs	List needs		

Check with candidate that he/she clearly understands the assessment procedure			
Comments or questions:			

Assessor's declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Assessor Name	Signature

Agreed Assessment Plan 8963 & 8964

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	8963 Access and use information from texts 8964 Write for a defined context		
Special Assessment Requirements			
Event	**Date, Time And Location**	**Resources Required**	**Evidence to be generated**
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer		
Responsibilities	❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes		

Candidate roles and responsibility	
Roles	❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	❖ Portfolio of evidence ❖ Work sample ❖ Observation

Assessment Process	
Step	**Date**
❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process	

Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal

	Step	Date
Accessibility and safety of environment	❖ Site inspection conducted ❖ Pre-assessment moderation conducted	
Resources Required	❖ Assignments ❖ POE ❖ Assessments	

I confirm that:

- ❖ I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide
- ❖ I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable
- ❖ I have read and understood the appeal procedure
- ❖ I know that assessments may be moderated or verified by an external party
- ❖ The purpose of the assessment has been clearly explained to me
- ❖ The criteria have been discussed with me, and I know I will be assessed against these criteria
- ❖ I know when and where I will be assessed, and I was given fair notice
- ❖ I know how the assessment will be done, and any other requirements related to the assessment
- ❖ I am ready to be assessed

Signed: _____ **Date:** _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		**Date**	
Assessor's Signature		**Date**	
Moderator's Signature		**Date**	

UNIT STANDARD 8963

Unit Standard Title

Access and use information from texts

NQF Level

2

Credits

5

Purpose Of The Unit Standard

Learners at this level are able to read or view, understand and respond to texts on a range of topics.
Learners credited with this unit standard are able to:

- identify the main ideas in different text types
- read and respond to texts for a variety of purposes
- use a range of reading and viewing strategies to make meaning of texts
- identify and discuss how language structures and features may influence a reader.

Learning Assumed To Be In Place And Recognition Of Prior Learning

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge laid down in the national curriculum statements up to and including GETC or NQF level 1.
Learners can:

- read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

Unit Standard Range

Written and visual texts appropriate to the needs and interests of learners.
Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

Specific Outcome 1

Identify the main ideas in different text types.

Assessment Criteria

- The main ideas are identified and distinguished from supporting information.
- The author's purpose is identified and the identification is justified by reference to the text.
- Information or ideas from the text are presented in a form appropriate to a learning task or activity.
  - **RANGE** Summary (e.g. mind-map, point-form, sub-headings, paragraph form), paraphrase, illustrations, role-play, dramatised key scenes.
- Socio-cultural beliefs in texts are identified and explained with reference to relevant passages or extracts from the text.
  - **RANGE** Idioms, jargon (language specific to a trade, business or industry), proverbs.

Specific Outcome 2

Read and respond to texts for a variety of purposes.

Outcome Range

Textbooks, magazines, newspapers, brochures, policies, questionnaires, notices, memoranda, agendas, application forms, documentaries, novels, photographs, diagrams, blueprints, films, and any other appropriate types.

Assessment Criteria

- Different text types categorised in terms of their intended target audience.
- The purpose of the text is identified and the identification is justified by reference to the text and context.
- Different points of view in texts are identified and observations are justified by reference to the text and context.
- One's ideas and/or arguments are supported with a simple range of reasons and facts relevant to the topic of discussion.
- The relevance of texts is evaluated and justified in terms of meaning to self and others in peer, community or work group.
- Implicit and explicit messages in texts are identified and explained with reference to the purpose of the text.

Specific Outcome 3

Use a range of reading and viewing strategies to make meaning of texts.

Assessment Criteria

- Reading and viewing strategies employed in searching for meaning in texts are flexible and appropriate to the particular text and nature of the search.
  - **RANGE** Skimming, scanning, pre-reading, re-reading, predicting and sifting.
- Simple questions used are appropriate to the context; the type of information required and/or attempts to clarify meaning.
  - **RANGE** Who; what; when; where; why and how questions.
- Information from texts is recorded logically and coherently according to the purpose of the task or learning activity.
  - **RANGE** Use and effect patterns; summaries; notes; annotations; time-lines; tree diagrams; highlighting; paraphrasing; flow charts; pie charts; bar graphs; Venn diagrams.
- Simple instructions and directions are read and interpreted and subsequent explanations are consistent with the intention of the text.
  - **RANGE** Games; repairing objects; classroom, workplace or laboratory procedures; recipes; schedules; forms; maps; and warranties.
- The structural features of texts are identified and their uses in accessing meaning are explored.
  - **RANGE** Title, sub-title, font, size of font, index page, layout, resume, summary, use of visuals/ bold/ italics/underlining, captions.
- Reference materials are used to clarify meanings of words, concepts, language structures and conventions.
  - **RANGE** Dictionaries; instruction manuals; textbooks; thesaurus; encyclopaedia; the internet.

Specific Outcome 4

Identify and discuss how language structures and features may influence a reader.

Assessment Criteria

- The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported.
  - **RANGE** Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar

Unit Standard Accreditation And Moderation Options

- Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.
- Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

Unit Standard Essential Embedded Knowledge

The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria:

- Learners can understand and explain that language have certain features and conventions which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.
- Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate`s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

Critical Cross-field Outcomes (CCFO):

Identifying

Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

Working

Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.

Organising

Organise and manage oneself and one`s activities responsibly and effectively through using language.

Collecting

Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.

Communicating

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

Science

Use science and technology effectively and critically: using technology to access and present texts.

Demonstrating

Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

Contributing

Contribute to the full development of self by engaging with texts that stimulate awareness and development

UNIT STANDARD 8964

Unit Standard Title

Write for a defined context

NQF Level

2

Credits

5

Purpose Of The Unit Standard

Learners credited with this unit standard are able to write to suit a range of contexts. They use complex sentence structures and show some control of style and register. Writers can match the choice of text type, structure, tone and word selection in their writing to the needs of specific audiences. They express themselves reasonably clearly and precisely when writing, and they are willing to explore new forms of writing in thoughtful and organised ways.

Learners at this level also use appropriate language in familiar and unfamiliar situations in their writings and in their written observations and responses based on texts they encounter. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required.

Learners credited with this unit standard are able to:

- write for a specific purpose and audience
- use grammatical structures and writing conventions to produce coherent and cohesive texts for specific contexts
- adapt language to suit context
- draft and edit own writing.

Learning Assumed To Be In Place And Recognition Of Prior Learning

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF level 1 or GETC language standards.
Learners can:

- write different kinds of texts for a wide range of purposes.

Unit Standard Range

- Appropriate language patterns and structures, which take account of aspects of context, purpose and audience, are used.
- Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

Specific Outcome 1

Write for a specific audience and purpose.

Outcome Range

Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations.

Assessment Criteria

- A range of appropriate texts is selected and produced in response to tasks or learning activities.

- Form and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task.
  - **RANGE** Format, visual presentation (headings, sub-headings, bullets, numbering, font, etc.)

Specific Outcome 2
Use grammatical structures and writing conventions.
Outcome Notes
Use grammatical structures and writing conventions to produce coherent and cohesive texts for specific contexts.
Assessment Criteria
Clear, simple sentences are used.

- A variety of sentence lengths and types are employed where appropriate.
- Paragraphs showing awareness of topic sentence are constructed.
- Punctuation conventions are used appropriately.
- Register is chosen to suit audience and purpose.
- Link devices are used correctly to write sustained pieces.
- Different sentence beginnings and clause structure options are correctly employed.
- Texts are organised and structured so that they have a clearly defined beginning, middle and end.

Specific Outcome 3
Adapt language to suit context.
Outcome Range
Socio-cultural, technical/workplace.
Assessment Criteria

- Inappropriate language is identified and adapted.
  - **RANGE** Excessive use of jargon, insensitive choice of words, (gender; rank; hierarchies in familiar settings or organisations; family; sports; wealth), offensive or incorrect register.
- Complex ideas are reworded more simply.

Specific Outcome 4
Draft and edit own writing.
Assessment Criteria

- The planning, drafting, editing and redrafting of texts improves its suitability for the intended purpose and audience.
- Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text.
- Major grammatical errors are identified and changes improve structure and readability of text.
- Spelling, punctuation, register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content.
- Points of view, where expressed, are supported with a simple range of reasons and facts.
- Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity.

Unit Standard Accreditation And Moderation Options

- Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.
- Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

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The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria:

- Learners can understand and explain that language have certain features and conventions which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.
- Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate`s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

Critical Cross-field Outcomes (CCFO):

Identifying

Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

Working

Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.

Organising

Organise and manage oneself and one`s activities responsibly and effectively through using language.

Collecting

Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.

Communicating

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

Science

Use science and technology effectively and critically: using technology to access and present texts.

Demonstrating

Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

Contributing

Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.

Summative Assessment Readiness Statement 8963

Note: **R = Ready** for summative assessment. **Nyr = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8963 Access and use information from texts		

ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Identify the main ideas in different text types			
Read and respond to texts for a variety of purposes			
Use a range of reading and viewing strategies to make meaning of texts			
Identify and discuss how language structures and features may influence a reader			

Assessor's / Facilitator declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature

Summative Assessment Readiness Statement 8964

Note: **R = Ready** for summative assessment. **Nyr = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8964 Write for a defined context		

ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Write for a specific audience and purpose			
Use grammatical structures and writing conventions			
Adapt language to suit context			
Draft and edit own writing			

Assessor's / Facilitator declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature

SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 8963 & 8964

1. What is the purpose of a bilingual dictionary? (1)
2. What is the purpose of an explanatory dictionary? (3)
3. What is the purpose of a thesaurus? (1)
4. What is the purpose of an instruction manual? (1)
5. What is the purpose of an encyclopaedia? (1)
6. Is the Internet a source of information? (1)
7. What is an idiom? (1)
8. What is a proverb? (1)
9. What is slang? (1)
10. What is jargon? (1)
11. Explain sarcasm. (1)
12. What is a hyperbole? (1)
13. What is a generalisation? (1)
14. List four things you should do when you are planning your writing/signing. (4)
15. List four things you can do to make your writing more interesting. (4)
16. Explain the narrative style. (1)
17. Explain a multi-media presentation. (1)
18. Where is a period used? (1)
19. Where is a comma used? Give one instance. (1)
20. Name two things you should do to ensure your paragraphs are well written. (2)
21. Name three techniques you can use to make sure that your paragraphs follow each other logically. (3)
22. List the four steps you should take when you are organising your material. (4)

TOTAL: 36

Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

_____

Signature of Learner

_____

Name of Facilitator/Mentor/Supervisor:

_____

Signature of Facilitator/Mentor/Supervisor

Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- Team outputs
- Work completed at an earlier stage
- Performance appraisals
- Training records
- Testimonials
- Reviews and commendations
- Certificates and qualifications
- Medals, prizes and trophies
- Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:	
❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider	
I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date

Evidence Locator & Sign-off 8963

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8963	Sources of evidence (where/how the assessor can find the evidence)	✓	X	**Assessor's comments in support of judgement (where required)**
SO1, AC1 The main ideas are identified and distinguished from supporting information	Knowledge Questionnaire Assignment 2			
SO1, AC2 The author's purpose is identified and the identification is justified by reference to the text	Knowledge Questionnaire Assignment 2			
SO1, AC3 Information or ideas from the text are presented in a form appropriate to a learning task or activity **RANGE:** Summary (e.g. mind-map, point-form, sub-headings, paragraph form), paraphrase, illustrations, role-play, dramatised key scenes	Knowledge Questionnaire Assignment 2			
SO1, AC4 Socio-cultural beliefs in texts are identified and explained with reference to relevant passages or extracts from the text **RANGE:** Idioms, jargon (language specific to a trade, business or industry), proverbs	Knowledge Questionnaire Assignment 2			
SO2, AC1 Different text types categorised in terms of their intended target audience	Knowledge Questionnaire Assignment 3			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8963	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO2, AC2 The purpose of the text is identified and the identification is justified by reference to the text and context	Knowledge Questionnaire Assignment 3			
SO2, AC3 Different points of view in texts are identified and observations are justified by reference to the text and context	Knowledge Questionnaire Assignment 3			
SO2, AC4 One's ideas and/or arguments are supported with a simple range of reasons and facts relevant to the topic of discussion	Knowledge Questionnaire Assignment 3			
SO2, AC5 The relevance of texts is evaluated and justified in terms of meaning to self and others in peer, community or work group	Knowledge Questionnaire Assignment 3			
SO2, AC6 Implicit and explicit messages in texts are identified and explained with reference to the purpose of the text	Knowledge Questionnaire Assignment 3			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8963	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO3, AC1 Reading and viewing strategies employed in searching for meaning in texts are flexible and appropriate to the particular text and nature of the search **RANGE:** Skimming, scanning, pre-reading, re-reading, predicting and sifting	Knowledge Questionnaire Assignment 1			
SO3, AC2 Simple questions used are appropriate to the context; the type of information required and/or attempts to clarify meaning **RANGE:** Who; what; when; where; why and how questions	Knowledge Questionnaire Assignment 1			
SO3, AC3 Information from texts is recorded logically and coherently according to the purpose of the task or learning activity **RANGE:** Use and effect patterns; summaries; notes; annotations; time-lines; tree diagrams; highlighting; paraphrasing; flow charts; pie charts; bar graphs; Venn diagrams	Knowledge Questionnaire Assignment 1			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8963	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO3, AC4 Simple instructions and directions are read and interpreted and subsequent explanations are consistent with the intention of the text **RANGE:** Games; repairing objects; classroom, workplace or laboratory procedures; recipes; schedules; forms; maps; and warranties	Knowledge Questionnaire Assignment 1			
SO3, AC5 The structural features of texts are identified and their uses in accessing meaning are explored **RANGE**: Title, sub-title, font, size of font, index page, layout, resume, summary, use of visuals/ bold/ italics/underlining, captions	Knowledge Questionnaire Assignment 1			
SO3, AC6 Reference materials are used to clarify meanings of words, concepts, language structures and conventions **RANGE:** Dictionaries; instruction manuals; textbooks; thesaurus; encyclopaedia; the internet	Knowledge Questionnaire Assignment 1			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8963	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO4, AC1 The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported **RANGE:** Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar	Knowledge Questionnaire Assignment 4			

Evidence Locator & Sign-off 8964

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8964	Sources of evidence (where/how the assessor can find the evidence)	✓	X	**Assessor's comments in support of judgement (where required)**
SO1, AC1 A range of appropriate texts is selected and produced in response to tasks or learning activities	Knowledge Questionnaire Assignment 5			
SO1, AC2 Form and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task **RANGE:** Format, visual presentation (headings, sub-headings, bullets, numbering, font, etc.)	Knowledge Questionnaire Assignment 5			
SO2, AC1 Clear, simple sentences are used	Knowledge Questionnaire Assignment 6			
SO2, AC2 A variety of sentence lengths and types are employed where appropriate	Knowledge Questionnaire Assignment 6			
SO2, AC3 Paragraphs showing awareness of topic sentence are constructed	Knowledge Questionnaire Assignment 6			
SO2, AC4 Punctuation conventions are used appropriately	Knowledge Questionnaire Assignment 6			
SO2, AC5 Register is chosen to suit audience and purpose	Knowledge Questionnaire Assignment 6			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8964	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO2, AC6 Link devices are used correctly to write sustained pieces	Knowledge Questionnaire Assignment 6			
SO2, AC7 Different sentence beginnings and clause structure options are correctly employed	Knowledge Questionnaire Assignment 6			
SO2, AC8 Texts are organised and structured so that they have a clearly defined beginning, middle and end	Knowledge Questionnaire Assignment 6			
SO3, AC1 Inappropriate language is identified and adapted **RANGE:** Excessive use of jargon, insensitive choice of words, (gender; rank; hierarchies in familiar settings or organisations; family; sports; wealth), offensive or incorrect register	Knowledge Questionnaire Assignment 7			
SO3, AC2 Complex ideas are reworded more simply	Knowledge Questionnaire Assignment 7			
SO4, AC1 The planning, drafting, editing and redrafting of texts improves its suitability for the intended purpose and audience	Knowledge Questionnaire Assignment 7			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8964	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO4, AC2 Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text	Knowledge Questionnaire Assignment 7			
SO4, AC3 Major grammatical errors are identified and changes improve structure and readability of text	Knowledge Questionnaire Assignment 7			
SO4, AC4 Spelling, punctuation, register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content	Knowledge Questionnaire Assignment 7			
SO4, AC5 Points of view, where expressed, are supported with a simple range of reasons and facts	Knowledge Questionnaire Assignment 7			
SO4, AC6 Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity	Knowledge Questionnaire Assignment 7			

Record Of Learning

Candidate's Name:	ID No	
Assessor's Name:	Ass. Reg. No	
Moderator's Name:	Mod. Reg. No	
Date:		

UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
8963	2	5			
8964	2	5			

ASSESSMENT REVIEW

NAME of LEARNER	**NAME of ASSESSOR**
VENUE	**DATE of REVIEW**
UNIT STANDARD	8963 Access and use information from texts 8964 Write for a defined context

Review Dimension	**ASSESSOR**	**LEARNER/ CANDIDATE**	**ACTION**
The principles/criteria for good assessment were achieved?	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment related to the registered unit standard?	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment was practical?	☐Agree ☐Disagree	☐Agree ☐Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment instruments were fair, clear and understandable	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment judgements was made against set requirements	☐Agree ☐Disagree	☐Agree ☐Disagree	
The venue and equipment was functional?	☐Agree ☐Disagree	☐Agree ☐Disagree	
Special needs were identified and the assessment plan was adjusted	☐Agree ☐Disagree	☐Agree ☐Disagree	
Feedback was constructive against the evidence required	☐Agree ☐Disagree	☐Agree ☐Disagree	
An opportunity to appeal was given	☐Agree ☐Disagree	☐Agree ☐Disagree	
The evidence was recorded	☐Agree ☐Disagree	☐Agree ☐Disagree	

LEARNER'S DECLARATION OF UNDERSTANDING

I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid

Learner **Date**	**Assessor** **Date**	**Moderator** **Date**

Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	**YES**	**NO**
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		

What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date

Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8963 Access and use information from texts 8964 Write for a defined context		

Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate

Candidate Appeal Form

Candidate's Name:		ID No.	
Assessor's Name:		Reg. No.	
Unit Standard Title:	8963 Access and use information from texts 8964 Write for a defined context		
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	

Please send this form to: The Training Provider

Assessor's Report 8963

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8963 Access and use information from texts		

ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Identify the main ideas in different text types			
Read and respond to texts for a variety of purposes			
Use a range of reading and viewing strategies to make meaning of texts			
Identify and discuss how language structures and features may influence a reader			
Overall Assessment Decision			
Comments			
Date			

Signature of Assessor	Signature of Candidate

Moderator's Report 8963

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	8963 Access and use information from texts		

MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Identify the main ideas in different text types			
Read and respond to texts for a variety of purposes			
Use a range of reading and viewing strategies to make meaning of texts			
Identify and discuss how language structures and features may influence a reader			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			

Signature of Moderator	
Signature of Assessor	
Signature of Candidate	

Assessor's Report 8964

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8964 Write for a defined context		

ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Write for a specific audience and purpose			
Use grammatical structures and writing conventions			
Adapt language to suit context			
Draft and edit own writing			
Overall Assessment Decision			
Comments			
Date			

Signature of Assessor	Signature of Candidate

Moderator's Report 8964

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	8964 Write for a defined context		

MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Write for a specific audience and purpose			
Use grammatical structures and writing conventions			
Adapt language to suit context			
Draft and edit own writing			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			

Signature of Moderator	
Signature of Assessor	
Signature of Candidate	

Agreed Assessment Plan 8962

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	8962 Maintain and adapt oral communication		
Special Assessment Requirements			
Event	**Date, Time And Location**	**Resources Required**	**Evidence to be generated**
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer		
Responsibilities	❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes		

Candidate roles and responsibility	
Roles	❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	❖ Portfolio of evidence ❖ Work sample ❖ Observation

Assessment Process	
Step	**Date**
❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process	

Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal

	Step	Date
Accessibility and safety of environment	❖ Site inspection conducted ❖ Pre-assessment moderation conducted	
Resources Required	❖ Assignments ❖ POE ❖ Assessments	

I confirm that:

- ❖ I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide
- ❖ I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable
- ❖ I have read and understood the appeal procedure
- ❖ I know that assessments may be moderated or verified by an external party
- ❖ The purpose of the assessment has been clearly explained to me
- ❖ The criteria have been discussed with me, and I know I will be assessed against these criteria
- ❖ I know when and where I will be assessed, and I was given fair notice
- ❖ I know how the assessment will be done, and any other requirements related to the assessment
- ❖ I am ready to be assessed

Signed: _____ **Date:** _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		**Date**	
Assessor's Signature		**Date**	
Moderator's Signature		**Date**	

UNIT STANDARD 8962

Unit Standard Title

Maintain and adapt oral communication

NQF Level

2

Credits

5

Purpose Of The Unit Standard

This unit standard will be useful to learners who need a sound foundation of spoken language ability for further language growth, and for application in real life contexts. Learners talk confidently in both formal and informal contexts and actively listen for ideas and information in interactions with other people. They are aware of the ways others speak to influence listeners and audiences. In conveying their ideas and information they select language and a register that is accessible to their audience and fit for their purpose.
Learners credited with this unit standard are able to:

- use a variety of strategies to maintain communication
- adapt speech to accommodate cultural sensitivities without losing own meaning
- use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions
- organise and present information in a focused and coherent manner
- identify and explain how speakers influence audiences.

Learning Assumed To Be In Place And Recognition Of Prior Learning

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge laid down in the national curriculum statements up to and including GETC or NQF level 1.
Learners can:

- listen for information and enjoyment, and respond appropriately and critically in a wide range of situations;
- communicate confidently and effectively in spoken language in a wide range of situations.

Unit Standard Range

- Speaking and listening in defined oral interactions in socio-cultural, learning and workplace situations, in both formal and informal contexts.
- Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

Specific Outcome 1

Use a variety of speaking and listening strategies to maintain communication.

Assessment Criteria

- Questions to obtain information and clarify meaning are appropriate to the context, and are used to maintain interaction.
  - **RANGE** Questions must include: who, what, when, where, why and how questions.

- Interaction is sustained through exchanges with others to clarify understanding, information, ideas and opinions.
- Intonation (tone), volume, pitch, stress, repetition and pace are used in a manner that supports and conveys meaning.
- Sustained interactions reflect an ability to discuss a series of events.
- The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion.
- Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered.
- One's speech is corrected or adapted to promote clarity and understanding during the interaction.

Specific Outcome 2
Adapt speech to accommodate socio-cultural sensitivities without losing own meaning.
Assessment Criteria

- The effects of combining the spoken word with visual features and body language is explained with reference to purpose and audience, and used appropriately.
- Intonation is used appropriately to support intentions in spoken texts and its impact is explained.
- The impact of using appropriate or inappropriate forms of politeness on interaction in a specific context is explained.
- One's ideas and opinions are expressed in ways that reflect respect for others and sensitivity to cultural differences and ways of constructing meaning.

Specific Outcome 3
Shape or decode meaning of unfamiliar vocabulary or constructions.
Outcome Notes
Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions.
Assessment Criteria

- New or borrowed words, idioms, slang, acronyms and technical terms are identified and used appropriately in speaking.
- New words are explored and meaning constructed from a range of contextual clues in order to extend vocabulary.
  - **RANGE** Contextual clues include: parts of speech; derivatives; compound words; roots, prefixes, suffixes; compound derivatives; etymology; synonym, antonym, homonym; homophone.
- Meaning in speaking is supported by the appropriate use of a variety of sentence structures, the pause, intonation, pace and stress.

Specific Outcome 4
Organise and present information in a focused and coherent manner.
Outcome Range
Coherent in articulation, pronunciation, volume, tempo, intonation, use of non-verbal cues, body language, tone, volume, gestures and eye contact.
Assessment Criteria

- Speech is organised in a way that makes its meaning and purpose accessible to listeners.
- Style and register suit purpose and audience.

- Data and information appropriate to purpose and audience and context are identified, located and selected, and logically structured and presented.
  - **RANGE** Sources of information include (where available) libraries, manuals, directories, internet, atlases, files, journals, archives, museums, schedules, government departments.
- Illustrative aids used to promote understanding in the communication process are appropriate to the topic, audience and context.
- Own points of view and ideas are presented coherently in prepared and unprepared talks.
  - **RANGE** At least two different techniques of speech and delivery, two purposes and two different audiences.
- Conclusions are formulated in clear, simple language that summarises the main supporting evidence and states own point of view.

Specific Outcome 5
Identify and explain how speakers influence audiences.
Assessment Criteria

- Speaker's choice of words, language usage, symbols, pictures and tone is explored and explained in terms of impact on audience.
  - **RANGE** Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm
- Speaker's omission of pertinent facts and opinions is recognised and explained in terms of impact on audience.
- The impact of different techniques of spoken communication are identified and evaluated in terms of their influence on selected audiences.
  - **RANGE** Stress, intonation, rhythm, repetition, rhetorical questions, use of first person for inclusion, analogies, use of passive, 'politically correct' language.

Unit Standard Accreditation And Moderation Options

- Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.
- Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

Unit Standard Essential Embedded Knowledge

The following essential embedded knowledge will be assessed by means of the specific outcomes in terms of the stipulated assessment criteria:

- Learners can understand and explain that languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.
- Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate`s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

Critical Cross-field Outcomes (CCFO):

Identifying
Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

Working
Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.

Organising
Organise and manage oneself and one`s activities responsibly and effectively through using language.

Collecting
Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.

Communicating
Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

Demonstrating
Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

Unit Standard CCFO
Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.

Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8962 Maintain and adapt oral communication		

ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Use a variety of speaking and listening strategies to maintain communication			
Adapt speech to accommodate socio-cultural sensitivities without losing own meaning			
Shape or decode meaning of unfamiliar vocabulary or constructions			
Organise and present information in a focused and coherent manner			
Identify and explain how speakers influence audiences			

Assessor's / Facilitator declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature

SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 8962

1. List the five questions you should ask obtain information and clarify meaning. (5)
2. List four new words you learnt during this training intervention. (4)
3. Name three phrases that you can use to request a speaker to elaborate. (3)
4. Explain the tone of your voice. (1)
5. Explain the pitch of your voice. (1)
6. Give an example of repetition. (1)
7. Name 3 barriers to effective communication. (3)
8. Explain what borrowed words are. (1)
9. Explain what Jargon or Technical language is. (1)
10. Explain what an acronym is. (1)
11. Name the three types of sentences. (3)
12. Name 3 ways to use to sort your paragraphs. (3)
13. Name 3 kinds of visual aids. (3)
14. What techniques do people use to influence the audience? Name 3. (3)

TOTAL: 33

Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

_____

Signature of Learner

_____

Name of Facilitator/Mentor/Supervisor:

_____

Signature of Facilitator/Mentor/Supervisor

Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- Team outputs
- Work completed at an earlier stage
- Performance appraisals
- Training records
- Testimonials
- Reviews and commendations
- Certificates and qualifications
- Medals, prizes and trophies
- Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:	
❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider	
I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date

Evidence Locator & Sign-off 8962

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8962	Sources of evidence (where/how the assessor can find the evidence)	✓	X	**Assessor's comments in support of judgement (where required)**
SO1, AC1 Questions to obtain information and clarify meaning are appropriate to the context, and are used to maintain interaction **RANGE:** Questions must include: who, what, when, where, why and how questions	Knowledge Questionnaire Assignment 8, 9 & 10			
SO1, AC2 Interaction is sustained through exchanges with others to clarify understanding, information, ideas and opinions	Knowledge Questionnaire Assignment 8, 9 & 10			
SO1, AC3 Intonation (tone), volume, pitch, stress, repetition and pace are used in a manner that supports and conveys meaning	Knowledge Questionnaire Assignment 8, 9 & 10			
SO1, AC4 Sustained interactions reflect an ability to discuss a series of events	Knowledge Questionnaire Assignment 8, 9 & 10			
SO1, AC5 The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion	Knowledge Questionnaire Assignment 8, 9 & 10			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8962	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO1, AC6 Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered	Knowledge Questionnaire Assignment 8, 9 & 10			
SO1, AC2 One's speech is corrected or adapted to promote clarity and understanding during the interaction	Knowledge Questionnaire Assignment 8, 9 & 10			
SO2, AC1 The effects of combining the spoken word with visual features and body language is explained with reference to purpose and audience, and used appropriately	Knowledge Questionnaire Assignment 8, 9 & 10			
SO2, AC2 Intonation is used appropriately to support intentions in spoken texts and its impact is explained	Knowledge Questionnaire Assignment 8, 9 & 10			
SO2, AC3 The impact of using appropriate or inappropriate forms of politeness on interaction in a specific context is explained	Knowledge Questionnaire Assignment 8, 9 & 10			
SO2, AC4 One's ideas and opinions are expressed in ways that reflect respect for others and sensitivity to cultural differences and ways of constructing meaning	Knowledge Questionnaire Assignment 8, 9 & 10			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8962	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO3, AC1 New or borrowed words, idioms, slang, acronyms and technical terms are identified and used appropriately in speaking	Knowledge Questionnaire Assignment 8, 9 & 10			
SO3, AC2 New words are explored and meaning constructed from a range of contextual clues in order to extend vocabulary **RANGE**: Contextual clues include: parts of speech; derivatives; compound words; roots, prefixes, suffixes; compound derivatives; etymology; synonym, antonym, homonym; homophone	Knowledge Questionnaire Assignment 8, 9 & 10			
SO3, AC3 Meaning in speaking is supported by the appropriate use of a variety of sentence structures, the pause, intonation, pace and stress	Knowledge Questionnaire Assignment 8, 9 & 10			
SO4, AC1 Speech is organised in a way that makes its meaning and purpose accessible to listeners	Knowledge Questionnaire Assignment 8, 9 & 10			
SO4, AC2 Style and register suit purpose and audience	Knowledge Questionnaire Assignment 8, 9 & 10			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8962	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO4, AC3 Data and information appropriate to purpose and audience and context are identified, located and selected, and logically structured and presented **RANGE**: Sources of information include (where available) libraries, manuals, directories, internet, atlases, files, journals, archives, museums, schedules, government departments	Knowledge Questionnaire Assignment 8, 9 & 10			
SO4, AC4 Illustrative aids used to promote understanding in the communication process are appropriate to the topic, audience and context	Knowledge Questionnaire Assignment 8, 9 & 10			
SO4, AC5 Own points of view and ideas are presented coherently in prepared and unprepared talks **RANGE**: At least two different techniques of speech and delivery, two purposes and two different audiences	Knowledge Questionnaire Assignment 8, 9 & 10			
SO4, AC6 Conclusions are formulated in clear, simple language that summarises the main supporting evidence and states own point of view	Knowledge Questionnaire Assignment 8, 9 & 10			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8962	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO5, AC1 Speaker's choice of words, language usage, symbols, pictures and tone is explored and explained in terms of impact on audience **RANGE**: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm	Knowledge Questionnaire Assignment 11			
SO5, AC2 Speaker's omission of pertinent facts and opinions is recognised and explained in terms of impact on audience	Knowledge Questionnaire Assignment 11			
SO5, AC3 The impact of different techniques of spoken communication are identified and evaluated in terms of their influence on selected audiences **RANGE**: Stress, intonation, rhythm, repetition, rhetorical questions, use of first person for inclusion, analogies, use of passive, 'politically correct' language	Knowledge Questionnaire Assignment 11			

Record Of Learning

Candidate's Name:	ID No	
Assessor's Name:	Ass. Reg. No	
Moderator's Name:	Mod. Reg. No	
Date:		

UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
8962	2	5			

ASSESSMENT REVIEW

NAME of LEARNER	**NAME of ASSESSOR**
VENUE	**DATE of REVIEW**
UNIT STANDARD	8962 Maintain and adapt oral communication

Review Dimension	**ASSESSOR**	**LEARNER/ CANDIDATE**	**ACTION**
The principles/criteria for good assessment were achieved?	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment related to the registered unit standard?	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment was practical?	☐Agree ☐Disagree	☐Agree ☐Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment instruments were fair, clear and understandable	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment judgements was made against set requirements	☐Agree ☐Disagree	☐Agree ☐Disagree	
The venue and equipment was functional?	☐Agree ☐Disagree	☐Agree ☐Disagree	
Special needs were identified and the assessment plan was adjusted	☐Agree ☐Disagree	☐Agree ☐Disagree	
Feedback was constructive against the evidence required	☐Agree ☐Disagree	☐Agree ☐Disagree	
An opportunity to appeal was given	☐Agree ☐Disagree	☐Agree ☐Disagree	
The evidence was recorded	☐Agree ☐Disagree	☐Agree ☐Disagree	

LEARNER'S DECLARATION OF UNDERSTANDING

I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid

Learner **Date**	**Assessor** **Date**	**Moderator** **Date**

Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	**YES**	**NO**
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		

What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date

Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8962 Maintain and adapt oral communication		

Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate

Candidate Appeal Form

Candidate's Name:		ID No.	
Assessor's Name:		Reg. No.	
Unit Standard Title:	8962 Maintain and adapt oral communication		
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	

Please send this form to: The Training Provider

Assessor's Report 8962

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8962 Maintain and adapt oral communication		

ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Use a variety of speaking and listening strategies to maintain communication			
Adapt speech to accommodate socio-cultural sensitivities without losing own meaning			
Shape or decode meaning of unfamiliar vocabulary or constructions			
Organise and present information in a focused and coherent manner			
Identify and explain how speakers influence audiences			
Overall Assessment Decision			
Comments			
Date			

Signature of Assessor	Signature of Candidate

Moderator's Report 8962

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	8962 Maintain and adapt oral communication		

MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Use a variety of speaking and listening strategies to maintain communication			
Adapt speech to accommodate socio-cultural sensitivities without losing own meaning			
Shape or decode meaning of unfamiliar vocabulary or constructions			
Organise and present information in a focused and coherent manner			
Identify and explain how speakers influence audiences			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			

Signature of Moderator	
Signature of Assessor	
Signature of Candidate	

Agreed Assessment Plan 8967

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	8967 Use language and communication in occupational learning programmes		
Special Assessment Requirements			
Event	**Date, Time And Location**	**Resources Required**	**Evidence to be generated**
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer		
Responsibilities	❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes		

Candidate roles and responsibility	
Roles	❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	❖ Portfolio of evidence ❖ Work sample ❖ Observation

Assessment Process	
Step	**Date**
❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process	

Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal

	Step	Date
Accessibility and safety of environment	❖ Site inspection conducted ❖ Pre-assessment moderation conducted	
Resources Required	❖ Assignments ❖ POE ❖ Assessments	

I confirm that:

- ❖ I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide
- ❖ I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable
- ❖ I have read and understood the appeal procedure
- ❖ I know that assessments may be moderated or verified by an external party
- ❖ The purpose of the assessment has been clearly explained to me
- ❖ The criteria have been discussed with me, and I know I will be assessed against these criteria
- ❖ I know when and where I will be assessed, and I was given fair notice
- ❖ I know how the assessment will be done, and any other requirements related to the assessment
- ❖ I am ready to be assessed

Signed: _____ **Date:** _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		**Date**	
Assessor's Signature		**Date**	
Moderator's Signature		**Date**	

UNIT STANDARD 8967

Unit Standard Title

Use language and communication in occupational learning programmes

NQF Level

2

Credits

5

Purpose Of The Unit Standard

The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.
Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplaces of the workplaces and occupations to which their learning programmes refer.
Learners credited with this standard are able to:

- find and use suitable learning resources
- use learning strategies
- manage occupational learning programme materials
- plan and gather relevant information for use in a given context
- function in a team
- reflect on how characteristics of the workplace and occupational context affect learning

Learning Assumed To Be In Place And Recognition Of Prior Learning

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge and communication skills laid down in the national curriculum statements up to and including GETC or NQF level 1.

Unit Standard Range

- Learning materials appropriate to the learners in a given context.
- Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

Specific Outcome 1

Find and use suitable learning resources.

Assessment Criteria

- Relevant learning resources are identified.
  - **RANGE** Resource centres, dictionaries, internet, other learners.
- Learning resources are used effectively through appropriate selection of information and acknowledgement of sources.

Specific Outcome 2
Use learning strategies.
Assessment Criteria

- ❖ Information is summarised for learning purposes.
- ❖ Specific techniques are selected and applied appropriately.
  - **RANGE** Mind maps, note taking, memorising, key words, underlining, skimming and scanning.
- ❖ Relevant questions are asked.
  - **RANGE** Checking understanding, clarifying meaning, getting information, asking for help.
- ❖ Texts are read for detail.
- ❖ Spoken input is listened to for detail.
- ❖ Learning takes place through communicating with others in groups or as individuals.
  - **RANGE** Facilitators, other learners, colleagues.

Specific Outcome 3
Manage occupational learning materials.
Assessment Criteria

- ❖ Occupational learning materials are well organised.
  - **RANGE** Texts, handouts, textbooks, charts, maps, plans, and diagrams.
- ❖ Layout and presentation of learning materials is understood and used effectively.
  - **RANGE** Index, contents page, or glossaries are used effectively.
- ❖ Technical language/terminology is engaged with, and clarification sought if needed.

Specific Outcome 4
Plan and gather relevant information for a given context.
Assessment Criteria

- ❖ Appropriate or relevant topic and scope is identified and defined.
- ❖ Information gathering steps are planned and sequenced appropriately.
- ❖ Information gathering techniques are applied.
  - **RANGE** Gathering information, reading, interviewing, using appropriate electronic sources.
  - Information is sifted for relevance.
  - Information is classified, categorised and sorted.
  - Conclusions are presented in the appropriate format.

Specific Outcome 5
Function in a team.
Assessment Criteria

- ❖ Active participation happens in group learning situations.
  - **RANGE** Discussions, activities, workshops.
- ❖ Responsibilities in the team are taken up and group work conventions are applied in learning situations.
  - **RANGE** Turn taking, rotation of roles: conducting, chairing, recording, and reporting.

- Conflict management and negotiating techniques are practised.
- Teamwork results in meaningful products or outcomes.

Specific Outcome 6
Reflect on how characteristics of the workplace and occupational context affect learning.
Assessment Criteria

- Features of the occupational environment are described and discussed.
  - **RANGE** Workplace/occupational focus:
  - Services, manufacturing, financial, educational.
  - Organisation type:
  - Government, parastatal, heavy/light industry, large organisation, small business.
- Ways in which these features affect learning processes and/or application of learning are described and discussed.
  - **RANGE** Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction.

Unit Standard Accreditation And Moderation Options

- Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.
- Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

Unit Standard Essential Embedded Knowledge

Learners can understand and explain that language has certain features and conventions, which can be managed for learning purposes. Learners are aware that there are skills, strategies and resources, which will facilitate learning. They are familiar with the workplace context in which their learning will be applied.

Critical Cross-field Outcomes (CCFO):

Identifying
Identify and solve problems: using learning programme material and learning tasks to solve problems.

Working
Working effectively with others and in teams: using interactive speech and roles in activities, discussions and projects.

Organising
Organise and manage oneself and one`s activities responsibly and effectively: through organisation of learning materials and assignments.

Collecting
Collecting, analysing, organising and critically evaluating information: through application of information processing skills in study.

Communicating
Communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations.

Science

Use science and technology effectively and critically: using electronic media for learning.

Demonstrating
Reflect on and explore a variety of strategies to learn more effectively.

Contributing
Explore education and career opportunities.

Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.

Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8967 Use language and communication in occupational learning programmes		

ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Find and use suitable learning resources			
Use learning strategies			
Manage occupational learning materials			
Plan and gather relevant information for a given context			
Function in a team			
Reflect on how characteristics of the workplace and occupational context affect learning			

Assessor's / Facilitator declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature

SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 8967

1. What is the purpose of a Contents Page in a text book? (1)
2. What is the purpose of an Index? (1)
3. Explain what an archive is. (1)
4. Explain what a museum is. (1)
5. What is a bibliography? (1)
6. What information should you include in a bibliography? (5)
7. Explain the Overview, Questions, Read, Summary, Memorise, Revise study method. (5)
8. How will you check your information for validity and reliability? List two ways. (2)
9. What does a team member have to commit to for the team to function effectively? Name 5 things. (5)
10. List the steps in the negotiation process. (8)

TOTAL: 30

Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

_____

Signature of Learner

_____

Name of Facilitator/Mentor/Supervisor:

_____

Signature of Facilitator/Mentor/Supervisor

Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- Team outputs
- Work completed at an earlier stage
- Performance appraisals
- Training records
- Testimonials
- Reviews and commendations
- Certificates and qualifications
- Medals, prizes and trophies
- Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:	
❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider	
I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date

Evidence Locator & Sign-off 8967

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8967	Sources of evidence (where/how the assessor can find the evidence)	✓	X	**Assessor's comments in support of judgement (where required)**
SO1, AC1 Relevant learning resources are identified **RANGE**: Resource centres, dictionaries, internet, other learners	Knowledge Questionnaire Assignment 13			
SO1, AC2 Learning resources are used effectively through appropriate selection of information and acknowledgement of sources	Knowledge Questionnaire Assignment 13			
SO2, AC1 Information is summarised for learning purposes	Knowledge Questionnaire Assignment 14			
SO2, AC2 Specific techniques are selected and applied appropriately **RANGE**: Mind maps, note taking, memorising, key words, underlining, skimming and scanning	Knowledge Questionnaire Assignment 14			
SO2, AC3 Relevant questions are asked **RANGE**: Checking understanding, clarifying meaning, getting information, asking for help	Knowledge Questionnaire Assignment 14			
SO2, AC4 Texts are read for detail	Knowledge Questionnaire Assignment 14			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8967	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO2, AC5 Spoken input is listened to for detail	Knowledge Questionnaire Assignment 14			
SO2, AC6 Learning takes place through communicating with others in groups or as individuals **RANGE**: Facilitators, other learners, colleagues	Knowledge Questionnaire Assignment 14			
SO3, AC1 Occupational learning materials are well organised **RANGE**: Texts, handouts, textbooks, charts, maps, plans, and diagrams	Knowledge Questionnaire Assignment 15			
SO3, AC2 Layout and presentation of learning materials is understood and used effectively **RANGE**: Index, contents page, or glossaries are used effectively	Knowledge Questionnaire Assignment 15			
SO3, AC3 Technical language/terminology is engaged with, and clarification sought if needed	Knowledge Questionnaire Assignment 15			
SO4, AC1 Appropriate or relevant topic and scope is identified and defined	Knowledge Questionnaire Assignment 12			
SO4, AC2 Information gathering steps are planned and sequenced appropriately	Knowledge Questionnaire Assignment 12			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8967	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO4, AC3 Information gathering techniques are applied **RANGE**: Gathering information, reading, interviewing, using appropriate electronic sources	Knowledge Questionnaire Assignment 12			
SO4, AC4 Information is sifted for relevance	Knowledge Questionnaire Assignment 12			
SO4, AC5 Information is classified, categorised and sorted	Knowledge Questionnaire Assignment 12			
SO4, AC6 Conclusions are presented in the appropriate format	Knowledge Questionnaire Assignment 12			
SO5, AC1 Active participation happens in group learning situations **RANGE**: Discussions, activities, workshops	Knowledge Questionnaire Assignment 16			
SO5, AC2 Responsibilities in the team are taken up and group work conventions are applied in learning situations **RANGE**: Turn taking, rotation of roles: conducting, chairing, recording, and reporting	Knowledge Questionnaire Assignment 16			
SO5, AC3 Conflict management and negotiating techniques are practised	Knowledge Questionnaire Assignment 16			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 8967	Sources of evidence (where/how the assessor can find the evidence)			**Assessor's comments in support of judgement (where required)**
		✓	**X**	
SO5, AC4 Teamwork results in meaningful products or outcomes	Knowledge Questionnaire Assignment 16			
SO6, AC1 Features of the occupational environment are described and discussed **RANGE**: Workplace/occupational focus: ○ Services, manufacturing, financial, educational. Organisation type: ○ Government, parastatal, heavy/light industry, large organisation, small business	Knowledge Questionnaire Assignment 13			
SO6, AC2 Ways in which these features affect learning processes and/or application of learning are **RANGE**: Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction described and discussed	Knowledge Questionnaire Assignment 13			

Record Of Learning

Candidate's Name:	ID No	
Assessor's Name:	Ass. Reg. No	
Moderator's Name:	Mod. Reg. No	
Date:		

UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
8967	2	5			

ASSESSMENT REVIEW

NAME of LEARNER	**NAME of ASSESSOR**
VENUE	**DATE of REVIEW**
UNIT STANDARD	8967 Use language and communication in occupational learning programmes

Review Dimension	**ASSESSOR**	**LEARNER/ CANDIDATE**	**ACTION**
The principles/criteria for good assessment were achieved?	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment related to the registered unit standard?	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment was practical?	☐Agree ☐Disagree	☐Agree ☐Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment instruments were fair, clear and understandable	☐Agree ☐Disagree	☐Agree ☐Disagree	
The assessment judgements was made against set requirements	☐Agree ☐Disagree	☐Agree ☐Disagree	
The venue and equipment was functional?	☐Agree ☐Disagree	☐Agree ☐Disagree	
Special needs were identified and the assessment plan was adjusted	☐Agree ☐Disagree	☐Agree ☐Disagree	
Feedback was constructive against the evidence required	☐Agree ☐Disagree	☐Agree ☐Disagree	
An opportunity to appeal was given	☐Agree ☐Disagree	☐Agree ☐Disagree	
The evidence was recorded	☐Agree ☐Disagree	☐Agree ☐Disagree	

LEARNER'S DECLARATION OF UNDERSTANDING

I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid

Learner **Date**	**Assessor** **Date**	**Moderator** **Date**

Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	**YES**	**NO**
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		

What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date

Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8967 Use language and communication in occupational learning programmes		

Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate

Candidate Appeal Form

Candidate's Name:		ID No.	
Assessor's Name:		Reg. No.	
Unit Standard Title:	8967 Use language and communication in occupational learning programmes		
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	

Please send this form to: The Training Provider

Assessor's Report 8967

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	8967 Use language and communication in occupational learning programmes		

ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Find and use suitable learning resources			
Use learning strategies			
Manage occupational learning materials			
Plan and gather relevant information for a given context			
Function in a team			
Reflect on how characteristics of the workplace and occupational context affect learning			
Overall Assessment Decision			
Comments			
Date			

Signature of Assessor	Signature of Candidate

Moderator's Report 8967

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	8967 Use language and communication in occupational learning programmes		

MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Find and use suitable learning resources			
Use learning strategies			
Manage occupational learning materials			
Plan and gather relevant information for a given context			
Function in a team			
Reflect on how characteristics of the workplace and occupational context affect learning			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			

Signature of Moderator	
Signature of Assessor	

Signature of Candidate	

MODERATION

Moderation Of Assessments Must Be Planned In Order To:

- Identify the outcomes as per unit standards
- Identify the evidence to be collected
- Identify steps of a logical process
- Design an appropriate assessment (criteria and tool)
- Review success or adjustments to be made to the assessments
- Provide appropriate feedback and set targets and action plans

Pre-Assessment Moderation

This occurs prior to assessment taking place and includes moderation of:

- Assessor suitability/qualifications
- Assessment guidelines which are explained to all assessors in bi-weekly meetings
- Standardised assessment tools which are reviewed in assessor meetings
- Guidelines for organising evidence (see Portfolio of Evidence guidelines)
- Assessor/candidate appeals process
- The assessor must consult with the moderator to ensure that the assessment instrument is valid, reliable and practicable. The moderation model will be the assessor moderator comparison, so as to ensure that the assessment instrument is fit for purpose and that the assessment plan is adequate in order to achieve the outcomes of the assessment process.

Post Assessment Moderation

Post-assessment moderation must take place at the end of the assessment process, once feedback has been given to the candidate.

Post-assessment moderation must check specifically that the evidence on which the decision of competence is based is valid, authentic, current and sufficient. Until post-assessment moderation has taken place, the assessment process is incomplete, as there is a chance that the moderator may disagree with the assessor regarding the decision reached in terms of competence.

Even so, the candidate needs to be cautioned that external moderation/verification needs to take place prior to candidate achievement being confirmed and recorded on the National Candidate Record Database.

The focus in post-assessment moderation is also to address continuous improvement of assessment activities and tools. The moderator needs to critically evaluate the review process and ensure that candidate consultation in the review process was both meaningful and constructive i.e. avoid simplistic yes/no questions which give little qualitative data.

25% of all assessment sampling across the board is moderated. The samples are representative of assessments conducted by each assessor and for each project

WORKPLACE ASSIGNMENT WORKBOOK

Name	
Contact Address	
Code	
Telephone (H)	
Telephone (W)	
Cellular	
Learner Number	
Identity Number	

Employer	
EMPLOYER CONTACT ADDRESS	
Code	
Supervisor Name	
Supervisor Contact Address	
Code	
Telephone (H)	
Telephone (W)	
Cellular	

Introduction to the Practical Workplace Logbook

Congratulations completing the program. As part of your training you are required to keep a logbook of all practical on the job training and exposure you receive during the learning process.

You will now be assigned to a mentor who will oversee your off-site training, usually referred to as on-the-job training.

The mentor will assist and advise you on the practical aspects of the job, how to fit into the company, what is expected of you as an employee and as a future supervisor.

This Practical Workplace Logbook must be used as a guide to enable learners to achieve the specific outcomes, including the critical cross-field outcomes of the unit standard for this Learning Programme.

The purpose of the Logbook is to indicate to learners and their workplace coaches / mentors / assessors the practical skills to be developed and to be demonstrated by them in the workplace in order for them to meet the requirements of the specific outcomes and critical cross-field outcomes listed in the unit standard.

Learners must be able to prove their competence at the prescribed skills by being given the opportunity to participate in and perform the tasks / responsibilities that will expose them to the specific outcomes and critical cross-field outcomes and associated skills.

Workplace coaches / mentors / assessors must assess competence in the workplace by looking for evidence in a learner to perform the different tasks in a manner that meets the requirements of the unit standard.

Workplace coaches / mentors / assessor must also ensure that the workplace:

- Is conducive to fair and objective assessments
- Enables the learner to apply and demonstrate skill and knowledge
- Allows the learners to feel comfortable to learn and to be assessed
- Is supportive of the learning interventions

Organisation Name	
Programme Coordinator	
Coordinator Contact Details	
Training Provider	
Provider Role: • Manage delivery • Manage assessment • Manage full provision	
Programme Nature and Name • Qualification • Learnership • Learning Programme • Skills Programme	
Programme Duration (Notional Hours)	
Workplace Component (Notional Hours)	

Criteria	Met	Not Yet Met
The learner is familiar with all required workplace exposure for this learning programme, and has access to the logbook requirements		
The employer / organisation is familiar with all required workplace exposure for this learning programme and has access to the logbook requirements		
All required assessment instruments and resources are available in advance to the employer to carry out workplace assessments		

Responsibilities

Responsibilities of the learner

include:

- One hundred percent commitment to the learning process. Learners are encouraged to study any additional source of information relevant to this learning process.
- Doing all assignments contained in this logbook as well any tasks and assignments received from your mentor or supervisor to whom you have been assigned.
- Although the mentor is responsible to sign off all sections completed, it is the learner's responsibility to ensure that all paperwork is completed and handed in for filing on his/her record of learning. It should be clearly stated to learners that a 100% complete record of learning, as prescribed by this logbook, is their sole responsibility. Any document missing from the record may result in your not being declared competent.
- Discuss any problems that you may have with your mentor.

Mentor

Congratulations on your appointment as a mentor to the learner. This is a very responsible assignment because you have been tasked with the responsibility of rounding off the learner's practical exposure.

You must ensure that you are familiar with all aspects of the work covered in this logbook because you must keep a daily account of the learner's performance.

You are also required to report to the skills development facilitator, or as agreed between yourself, the coordinator and the learner regarding the learner's progress. Your responsibilities as mentor are as follows:

- Attend the mentoring course
- Study the logbook and acquaint yourself with its content and format
- Remember this logbook is the learner's full record of learning and workplace exposure. All activities which the learner participates in must be recorded, and all documents produced in relation to this learnership must form part of the record of learning
- Get all the learners together and explain its purpose to them and also what is required of them
- Remember the mentor is the creator of learning and exposure opportunities. You should therefore not confine the learner's exposure to this logbook alone
- Continuously guide them in doing the assignments and arranging the planned exposure with the relevant departments
- File all duplicate records of learning on a file for each learner
- Send all original records to the training provider at the end of end of each month. The Seta also requires that copies be held at the companies
- This logbook need not be followed chronologically, but please note that the learner is required to work through the entire logbook by the end of the learning period

Responsibilities of the Employer

- Creating an atmosphere conducive to learning
- Giving learners ample access to the working environment. Remember that learners should be productive employees to get practical exposure to all aspects of the transport operation as required by the learnership
- Ensure that learners, mentors and assessors attend all training required and arrange and pay travelling and accommodation costs
- Ensure availability of sufficient mentors and workplace assessors

Training Provider Responsibility

- Provide all practical learning material in electronic and/or hard copy, depending on the circumstances
- Provide training for mentors and workplace assessors if required and provide the learning material
- Visit employers to monitor progress and provide guidance and feedback.
- Provide an online and telephonic support system to all mentors and learners

SUMMATIVE WORKPLACE ASSESSMENTS

Workplace Assignments 8963 & 8964

Assignment 1: Use a Range Of Reading Strategies

Activity 1.1

Read the following text and then follow the instructions below.

CHECK YOUR ATTITUDE

A positive, enthusiastic attitude makes all the difference. If you allow yourself to get down-hearted you will convey this frame of mind to your colleagues and employees. One of the problems with a negative attitude is that it destroys action. People who have failed spend so much time negatively analysing their business, that they take no action. Winners do not have time for this. They simply carry on with the tasks that have to be done.

Associate with successful people. Meet with other business people who feel excited about what they are doing. Enthusiasm is a wonderful thing. It is contagious. Just think of how quickly a crowd at a soccer match or other sport gathering can become enthusiastic. As a leader, you have to set an example for everyone in your business. If you are confident, have a positive attitude and act as though you are a winner, you will find that you are surrounded by other high performers.

Checklist: how do you match up?

Do you:	Yes/No
Project an attitude of success	
Have confidence in what you do	
Encourage yourself all the time that you are doing the right thing	
Associate with other successful and positive people – the winners of this world	
Know what you are doing	
Work at building up relationships and providing your customers with complete satisfaction.	

Activity 1.2

Which reading strategy did you use when you read the above text?

Activity 1.3

Give examples of the following questions as they relate to the text:

Who? (1)

What? (1)

When? (1)

Where? (1)

Why? (1)

How? (1)

Activity 1.4

Make rough notes of the text. (3)

.

Activity 1.6

Summarise the text in point form (1)

Activity 1.7

Summarise the text as a mind map. (1)

Assignment 2: Identify the Main Idea

Activity 2.1

1. Refer to the text of the previous assignment. What is the purpose of the text? Quote from the text to motivate your answer.
2. Did the author make use of headings, sub-headings and numbers or bullets? Give an example of each one you can identify.
3. What is the main idea of the text quoted above?
4. What is the purpose of the author?

Assignment 3: Read and Respond To Texts

Activity 3.1

Select an article from a newspaper or a magazine that deals with a subject that you feel strongly about. (For example, the performance of the soccer team, crime, the lack of service delivery, etc.) Attach the article or a copy to your assignment. Answer the following questions.

Did the author of the text make use of different text types? Why?

Activity 3.2

Do you agree with the writer of the text? Motivate your answer.

Activity 3.3

Are there are implicitly stated messages in the text? Name and explain one.

Activity 3.4

Are there are explicitly stated messages in the text? Name and explain one.

Activity 3.5

Do you agree with the author? Give reasons for your answer.

Activity 3.6

Discuss the relevance of the article in terms of what it means to you and the community.

Assignment 4: Language Structures

Activity 4.1

Refer to the article in assignment 3 and discuss the following:

1. Does the author of the text use stereotyping? Motivate your answer.
2. Does the author discriminate? Explain your answer
3. How many short sentences are there in the text? Write down one.
4. Are the short sentences effective in that they create a sense of pace and urgency? Explain your own feelings about the short sentences in the text.
5. Does the author make use of humour?
6. Is the author sarcastic?
7. Does the author make use of generalisation?

Assignment 5: Write For a Specific Audience and Purpose Using Grammatical Structures and Writing Conventions

Activity 5.1

Write an e-mail to a friend about the plans you have for the weekend. Write in the narrative style. The text should not be more than two paragraphs.

Activity 5.2

Write a reply to the author of the article in assignment 3, expressing your own ideas about the article. Make sure that you write in the correct register. Make sure that your sentences are well structured and that you vary the length of the sentences. Avoid using offensive language, stereotyping and beware of your own biases. Make use of paragraphs

Activity 5.3

Identify a social issue that is close to your heart. You have been invited to act as a guest speaker at a community event and you want to address the social issue. Prepare for the presentation, including visual aids. Make sure that you use headings, sub-headings, paragraphs, numbers and/or bullets. Also make sure that you write in the correct register.

Assignment 6: Produce Coherent Texts

Activity 6.1

Rewrite the presentation from assignment 6.3 as though you were going to address a group of business people. Prepare for the presentation, including visual aids. Make sure that you use headings, sub-headings, paragraphs, numbers and/or bullets. Also make sure that you write in the correct register

Assignment 7: Rewrite Text to Adapt Language and Edit Own writing

Activity 7.1

Rewrite the presentation from assignment 6.1. Make changes to the layout, check your grammar and make corrections where needed. Also check your use of jargon and possible offensive language. Make sure that you use headings, sub-headings, paragraphs, numbers and/or bullets. Also make sure that you write in the correct register

Activity 7.2

Rewrite your reply to the author of the article in assignment 3, expressing your own ideas about the article. Make changes to the layout, check your grammar and make corrections where needed. Also check your use of jargon and possible offensive language. Make sure that you write in the correct register. Make sure that your sentences are well structured and that you vary the length of the sentences. Avoid using offensive language, stereotyping and beware of your own biases. Make use of paragraphs

Activity 7.3

Paraphrase the text from assignment 1.1. Write in the informal register as though you were explaining this to a friend. Make sure that you use headings, sub-headings, paragraphs, numbers and/or bullets

Activity 7.4

Rewrite your text from assignment 7.3. Make changes to the layout, check your grammar and make corrections where needed. Also check your use of jargon and possible offensive language. Make sure that you write in the correct register. Make sure that your sentences are well structured and that you vary the length of the sentences. Avoid using offensive language, stereotyping and beware of your own biases. Make use of paragraphs

Workplace Assignments 8962

Assignment 8: Unprepared speech

Activity 8.1

You have 30 minutes to prepare a talk about one of your interests or hobbies. You have to allow time for questions from the audience. Your talk should not be longer than 10 minutes, with five minutes allowed for questions from the audience. You will be marked by the facilitator according to the following table.

Evaluate the learner as follows:

Outcomes	**Achieved Y/N**
Sustained interactions reflect an ability to discuss a series of events	
Adapt speech/signing to accommodate socio-cultural sensitivities without losing own intention	
Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions	
Organise and present information in a focused and coherent manner	

Assignment 9: Prepared presentation

Activity 9.1

Prepare a presentation that covers the following topics:

(NOTE: keep your rough notes, list of learning resources, mind maps, etc. that you used for your research, for the assignments of the next unit standard?

Marking sheet for contents of presentation	
Indicate whether learner addressed the following topics	
What precautions are used in South Africa to ensure that blood products are HIV free	
Outline the relationship between human behaviour and HIV/AIDS	
Explain why certain behaviours and activities carry a low risk of infection	
Explain how STD's can increase the risk of HIV/AIDS	
List and discuss the possible problems that a worker with HIV/AIDS could encounter in the workplace.	
Why should employers play a proactive role in addressing the AIDS pandemic?	
What HIV/AIDS prevention and wellness programmes are provided by medical schemes and other organisations?	
Create a table listing the treatment options available to a person with HIV/AIDS in South Africa.	
What are the rights of workers? List at least three	
Explain the needs of AIDS orphans	
What would be the result of the burden of a large number of orphans on society and the economy	
What effect would a population composed mainly of children and the aged have on the economy and the State	
People with HIV/AIDS have need for medical care. What would the effect of this be on employers and the state?	
What effect does HIV/AIDS have on family income?	
What effect does HIV/AIDS have on the workforce?	
What effect does HIV/AIDS have on the transport industry?	
Formulate a conclusion as to why it is important to practice safe sex.	

Present the presentation to your facilitator. Your facilitator has a marking sheet against which s/he will mark your presentation.

MARKING SHEET FOR HIV/AIDS PRESENTATION	
Allocate one mark for each criterion that is met successfully	**Marks**
Sustained interactions reflect an ability to discuss a series of events	
The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion	
Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered.	
Own speech/signing is corrected or adapted to promote clarity and understanding during the interaction.	
The effects of combining the spoken/signed word with visual features and body language are explained and used appropriately with reference to purpose, audience and context	
Intonation/NMFs is/are used appropriately to support intentions in spoken/signed texts and its impact is explained	
The impact on interaction of using appropriate or inappropriate forms of politeness in a -specific context is explained	
Own ideas and opinions are expressed in ways that reflect respect for others and sensitivity to socio- cultural differences and ways of constructing meaning	
Meaning in speaking/signing is supported by the appropriate use of pause, intonation/NMFs, pace, stress and a variety of sentence structures	
Speech/signing is organised in a way that makes its meaning and purpose accessible to listeners/audience	
Style and register suit purpose and audience	
Information appropriate to purpose, audience and context is identified, located, selected, logically structured and presented	
Illustrative aids used to promote understanding in the communication process are appropriate to the topic, audience and context. Use the table that the learner prepared to judge this criterion.	
Conclusions are formulated in clear, simple language, summarising the main evidence and stating own point of view	
TOTAL OUT OF 15	

Assignment 10: Present to an outside party

Assessment activity 10.1

Request permission from the local community centre or a school or any other venue identified by you to give your HIV/AIDS presentation. Request an employee to mark you as per the marking sheet. Remember to allow time for questions from the audience.

MARKING SHEET FOR HIV/AIDS PRESENTATION	
Allocate one mark for each criterion that is met successfully	**Marks**
Sustained interactions reflect an ability to discuss a series of events	
The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion	
Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered.	
Own speech/signing is corrected or adapted to promote clarity and understanding during the interaction.	
The effects of combining the spoken/signed word with visual features and body language are explained and used appropriately with reference to purpose, audience and context	
Intonation/NMFs is/are used appropriately to support intentions in spoken/signed texts and its impact is explained	
The impact on interaction of using appropriate or inappropriate forms of politeness in a -specific context is explained	
Own ideas and opinions are expressed in ways that reflect respect for others and sensitivity to socio- cultural differences and ways of constructing meaning	
Meaning in speaking/signing is supported by the appropriate use of pause, intonation/NMFs, pace, stress and a variety of sentence structures	
Speech/signing is organised in a way that makes its meaning and purpose accessible to listeners/audience	
Style and register suit purpose and audience	
Information appropriate to purpose, audience and context is identified, located, selected, logically structured and presented	
Illustrative aids used to promote understanding in the communication process are appropriate to the topic, audience and context. Use the table that the learner prepared to judge this criterion.	
Conclusions are formulated in clear, simple language, summarising the main evidence and stating own point of view	
TOTAL OUT OF 15	

Assignment 11: Identify and explain how speakers influence audiences

Activity 11.1

Explain how speakers use the following to influence the audience. You can use any public event that you attended for this activity.

1. You have to give details of the date and time of the event, the purpose of the event and who the speaker was.
2. Bias: give an example of a biased statement that the speaker made and how this influenced the audience
3. Humour: give an example of a humorous statement the speaker made and how this influenced the audience
4. Omission: give an example of a fact or incident that the speaker omitted and how this influenced the audience
5. Inclusion: Give an example of a fact or incident that the speakers included and how this influenced the audience
6. How did the speaker use the following to influence the audience: (give examples of each
7. Pitch
8. Tone
9. Volume
10. Stressing of keywords

Workplace Assignments 8967

Assignment 12: Gather information about characteristics of a workplace

Activity 12.1

1. Select a large corporate business, such as a bank, a mine or a manufacturing business. Do research about the following:
   - Communication channels in the organisation
   - Communication resources such as telephone, fax, computers
   - Technological resources used by the organisation, such as computers
   - What multilingual needs exist in the organisation
2. Write a report about:
   - The communication channels in the organisation
   - The communication resources they use. List at least two.
   - The technological resources the organisation uses. List at least two.
   - How many languages are spoken in the organisation? Name them.
3. In your own words explain how the resources or lack of them and the multilingual needs in the organisation will assist people to learn or prevent them from learning

Activity 12.2

1. Select a small, one-man business such as a spaza shop, a hairdresser, etc. Do research about the following:
   - Communication channels in the organisation
   - Communication resources such as telephone, fax, computers
   - Technological resources used by the organisation, such as computers
   - What multilingual needs exist in the organisation
2. Write a report about:
   - The communication channels in the organisation
   - The communication resources they use List at least two.
   - The technological resources the organisation uses. List at least two.
   - How many languages are spoken in the organisation? Name them.
3. In your own words explain how the resources or lack of them and the multilingual needs in the organisation will assist people to learn or prevent them from learning

Activity 12.3

Compare the two businesses, listing advantages and disadvantages of both types of business.

Assignment 13: Find and use available learning resources

Activity 13.1

Describe the learning resources you used for the HIV/AIDS presentation from the previous unit standard.

Activity 13.2

Describe the learning resources you used for assignment 5.

Assignment 14: Use learning strategies

Activity 14.1

Attach your notes, mind maps, etc. that you used in the research process for the HIV/AIDS presentation of the previous unit standard.

Activity 14.2

Attach your notes, mind maps, etc. that you used in the research process assignment 5.

Assignment 15: Manage occupational learning materials

Activity 15.1

Volunteer at a library or other resource centre to assist them to organise and manage their occupational learning materials.

Explain how they organise and manage the learning material. The supervisor has to sign your document.

Assignment 16: Function in a team

Activity 16.1

Write a report about how you function in a team. (At work or in the classroom). Focus on whether you:

1. Commit to work together in a team
2. Ensure that all team members are working towards the same goals and purposes
3. Take turns doing the hard jobs
4. Encourage, support and praise other team members
5. Help other team members in times of need
6. Respect the other team members.

Your facilitator/supervisor will evaluate your self-assessment to determine whether you were honest and to point out areas of improvement.

Logbook 8963 & 8964

Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	*1*	*10:00*	*14:00*	*4*

Date	Learner Signature	Date	Mentor/Supervisor Signature

Logbook 8962				
Date	**Assignment No**	**Start**	**Finish**	**Total Hours**
e.g. 12/9/2014	*1*	*10:00*	*14:00*	*4*

Date	Learner Signature	Date	Mentor/Supervisor Signature

Logbook 8967

Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	*1*	*10:00*	*14:00*	*4*

Date	Learner Signature	Date	Mentor/Supervisor Signature