|  |  |
| --- | --- |
| **Unit standard ID:**  119459  119465  12153  119472  119462  119457  119469  119467 | **Unit standard title:**  Write/present/sign for a wide range of contexts  Write/present/sign texts for a range of communicative contexts  Use the writing process to compose texts required in the business environment  Accommodate audience and context needs in oral/signed communication  Engage in sustained oral/signed communication and evaluate spoken/signed texts  Interpret and use information from texts  Read/view, analyse and respond to a variety of texts  Use language and communication in occupational learning programs |

**Learner PoE Workbook**

**Effective Communication**

**in the Workplace**

Portfolio of Evidence

|  |  |
| --- | --- |
| Learner name and surname |  |
| Learner ID number or alternative ID |  |
| Learner telephone number |  |
| Date of submission |  |
| Return address for the Portfolio of Evidence |  |
| Manager or Supervisor’s Name |  |
| Contact details |  |
| Special needs |  |

*I hereby declare that the assessment process as contained in this guide was discussed with me and that I agree to be assessed on these principles*

**Learner Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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# Learner Orientation

This learning programme is based on the following unit standards:

**See Unit Standard Guide for detailed information:**

|  |
| --- |
| **Interpret and use information from texts** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119457 | Interpret and use information from texts | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 3 | NQF Level 03 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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| --- |
| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

|  |
| --- |
|  |
| **Read/view, analyse and respond to a variety of texts** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119469 | Read/view, analyse and respond to a variety of texts | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 4 | NQF Level 04 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
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| 2024-06-30 | | 2027-06-30 | | |

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|  |
| --- |
| **Use the writing process to compose texts required in the business environment** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 12153 | Use the writing process to compose texts required in the business environment | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 4 | NQF Level 04 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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|  |
| --- |
| This unit standard does not replace any other unit standard and is not replaced by any other unit standard. |
| **Accommodate audience and context needs in oral/signed communication** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119472 | Accommodate audience and context needs in oral/signed communication | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 3 | NQF Level 03 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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| --- |
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|  |
| --- |
| **Engage in sustained oral/signed communication and evaluate spoken/signed texts** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119462 | Engage in sustained oral/signed communication and evaluate spoken/signed texts | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 4 | NQF Level 04 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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|  |
| --- |
| **Write/present/sign for a wide range of contexts** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119459 | Write/present/sign for a wide range of contexts | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 4 | NQF Level 04 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

|  |
| --- |
| **Write/present/sign texts for a range of communicative contexts** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119465 | Write/present/sign texts for a range of communicative contexts | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 3 | NQF Level 03 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

|  |
| --- |
| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119467 | Use language and communication in occupational learning programmes | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 3 | NQF Level 03 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

# Assessment Overview

**Assessment Instruments**

Formative Assessment

The Formative Assessment consists of assessments at the end of each chapter in the Learner PoE Workbook for you to complete and submit as part of your Portfolio of Evidence. These activities have been designed around the specific outcomes of your unit standards and will assist in showing areas where you may need more help, as well as where your strengths are. Upon completion of these tests, submit them as your Formative Assessment.

Summative Assessment

The Summative assessment is the assignment and or project to be completed after the contact session and is attached to this page. The Summative assessment must often be completed in consultation with your Line Manager / Coach. You may also consult with work colleagues. This is not “cheating” and it is the responsibility of the line-manager or coach to ensure that the project you have tackled is realistic and that the assignment adds value to yourself (in terms of your learning) and to the organisation.

Please note that the questions asked in the Summative assessment may not deal DIRECTLY with the outcomes listed in the unit standards linked to the assignment. It is your responsibility, as you complete the assignment, and the Formative assessment, to ensure that you provide the assessor with sufficient evidence of competence against ALL the outcomes of the programme provided.

The recommended process of learning and applying your learning is as follows:

1. Workshop/ Contact time: Deepen your knowledge in the subject area and explore how the theories, concepts and ideas apply to your role within the organisation. Ask questions and share ideas with other learners.
2. Formative Assessment: Upon completion of the workshop, complete and collate all the activities, case studies and exercises that were covered during the workshop (including additional ones provided by the facilitator)*.*
3. Summative Assessment: Draft an outline of the assignment answer; check it against the unit standard outcomes and assessor guidelines. Ensure that all the outcomes have been covered in your assignment and/or the Formative assessment. Now complete the final draft of your assignment.

# Portfolio of Evidence

Your portfolio of evidence is the combination of the Formative and Summative assessment. It is critical that you keep a copy of the whole portfolio as the assessor’s comments will refer to specific page numbers of the portfolio.

**INSTRUCTIONS TO THE LEARNER:**

1. This Learner PoE Workbook is designed to assist you in compiling your Portfolio of Evidence.
2. Learners must comply with the following Code of Conduct during facilitation sessions:

* Learners will abide by the time frames for training as contracted with them by the facilitator/assessor.
* Learners will sign the attendance register on each day of training.
* Learners must complete the **Learner Registration Form** and evaluate the training after completion on the **Learner Feedback Form**.
* Learners that are assessed to obtain credits towards a qualification, have to sign the assessment contract and have to complete all assessments as instructed by the assessor.
* If a learner cannot attend the training/assessment opportunity, the reasons for his absence must be registered with the responsible person(s) of the contracted client.
* Learners will treat each other and the facilitator with respect during the training/assessment opportunity.
* Learners must ensure that cell phones must be switched off during training.

1. Ensure that you initial every page of your Portfolio of Evidence in the space provided on the bottom of each page. This is important to ensure authenticity.
2. Learner must sign all documents required in sections A and D.
3. ALL Formative and summative activities must be completed in order to be deemed competent against the unit standard.
4. The declaration of Authenticity form MUST be signed and if evidence was collected in group activities, it should be declared on this form.
5. The learner must take note that he/she will have three assessment opportunities to show competence against the outcomes of the unit standard.
6. The learner must make himself aware of the Re-assessment and Appeals Procedure.

Section A

CV and **CERTIFIED COPY OF ID** of Learner

Complete the CV below or attach a copy of your own CV.

|  |  |
| --- | --- |
| **NAME AND SURNAME** |  |
| **HIGHEST SCHOOL QUALIFICATION** |  |
| **OTHER QUALIFICATIONS** |  |
| **POSITION IN ORGANISATION** |  |
| **HOW LONG HAVE YOU BEEN IN THIS POSITION** |  |
| **GIVE A BRIEF DESCRIPTION OF YOUR WORK EXPERIENCE:** | |
| **SIGNATURE** |  |

Assessment Information

## Assessment Details

|  |  |
| --- | --- |
| **LEARNER INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |
| Postal address |  |
| **ASSESSOR INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |
| **MODERATOR INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |

# DECLARATION OF AUTHENTICITY

# I, .............................................................................(full names of learner), declare that the contents of this portfolio are entirely my own original work. I understand that any evidence I submit needs to be my own product and if evidence were found to be fake or a duplicate of another learner’s work, I may forfeit the opportunity to be assessed.

# The following are items or documents that are not entirely my own original work.

|  |  |
| --- | --- |
| **Name of document** | **Page nr/Section in portfolio** |
|  |  |
|  |  |
|  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of learner Date**

# 

# Learner Assessment Contract

|  |  |
| --- | --- |
| Learner name: |  |
| Assessor name: |  |
| Unit standard assessed: | 119459; 119465; 12153; 119472; 119462; 119457; 119469; 119467 |
| Date: |  |
| **Your rights as a learner:**   * You have the right to appeal against any judgement given as a result of any assessment. You must have a valid reason for doing this. * You have the right to an interpreter if you need one to perform this function. However, if one of the learning assumptions for the standard is that you are competent within the language of assessment you may not have an interpreter. * You can ask that an impartial observer attend any assessment. This observer may not take part in the assessment. * If you do not agree with the assessment, you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment, you can ask that the ETQA perform an external moderation on the assessment. If any verification upholds the assessment findings, you will be held liable for all costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all cost of verification. * If you are found NOT YET COMPETENT, your assessor will encourage you to master the areas where you have not reached competency. You are required to arrange a new assessment date with the assessor. The assessor can only permit two re-assessments. If you as the learner has not reached competence after the three assessment attempts, your assessor may remove you from the programme and will direct you towards another learning path. | |
| **Confidentiality**  Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by learners, assessors and moderators. No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process. | |
| **Consent**  I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the learner, hereby state that I have read the above and understood the content thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan.  Learner signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

Section B: Formative Assessments

|  |
| --- |
| **Individual Formative exercise 1A** |
| **Instructions:**  Find a newspaper article where manipulative language is used. You must (in English):   1. Identify and summarise the manipulative language. 2. Make two columns where you distinguish between facts and opinions in the article. 3. Also identify which information was omitted in the article. 4. Analyze the audience. 5. Respond to the manipulative language by writing the editor a letter, detailing your interpretation and opinions on the article and the use of the manipulative language. This letter must be written in the 2nd SA language of your choice. 6. In your letter make use of creative, imaginative language and make sure that your point of view is convincing and appropriate to the topic. 7. Ensure that your letter is written in business letter format. |
| **Timeframe:10 hours** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

**Add your article here.**

|  |
| --- |
| **Individual Formative Exercise 1B** |
| **Instructions:**  Read though the case study of ‘Joey’. For this exercise you will assume the role of Joey’s supervisor. Your manager has requested that you write a two-page report on the incident that must be presented to your Management Committee.  In writing your report, the following must be included:   * Planning the report by highlighting important points on the case study, drawing up a mind map and a spider diagram. * Analyze the audience. * The introduction, paragraphs showing clear fields and subfields. * Explain how to prevent similar incidents in the future. In preparation for this, research information on preventing accidents by studying company standard operating procedures and/or internet documents. * A well-structured conclusion, including recommendations. * Proofread your report. * Submit this report. * Submit your FINAL CORRECTED report as well. Translate the report into a 2nd language. * Your supervisor must check your final report and complete the attached checklist. * Evidence of each step above needs to be included in your PoE. |
| **Timeframe:10 hours** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent | |  |  |  |  |  |  | |

|  |
| --- |
| **CASE STUDY: JOEY** |

Joey worked in a factory. His job was to punch holes in metal belts. The machine he worked on was semi-automatic. His job entailed the following steps:

* Push the stop button
* Open the gate
* Position belt on guide rail
* Close the gate; wait for green light
* Push the stop button
* Open gate
* Remove punched belt
* Position next belt on guide rail
* Close the gate

The important part of this job for Joey’s safety was the pushing of the stop button. Quite often he would just open the gate without pushing stop. This particular section of the machine had a conveyor. The conveyor would stop for exactly fifteen seconds before the punching device would start to operate. When he positioned the belt for punching, he would have to fiddle with the belt in order to get it into position on the guide rail and quite often the holes punched would be slightly off-center.

The stop button prevented the machine from repeating the cycle until such time as the gate had been closed. Once the hole had been punched a green light would come on which indicated the cycle was complete. It was important that Joey, on seeing the green light, pushed the stop button to ensure the cycle did not start again until he had positioned the belt on the conveyor.

The safety officer had recommended to management in one of the monthly safety reports that an interlocking guard should replace the current system, thereby preventing any disabling injuries. No action had been taken. The production manager had blatantly ignored the recommendation saying the downtime would cost the company too much and, in any case, there had not been any accidents involving the machine in more than ten years.

In fact, Joey had experienced several ‘near misses’ where his overall sleeve was punched and torn instead of the belt, he was not concerned; he had not been trained in Quality or Safety and therefore didn’t really know the consequences of not following procedures. (Actually, there were no safety procedures for this machine.) To Joey it was not important that these incidents happened and so they were never reported to management, nor were they reported to the safety officer.

Each time his overall was torn by the machine, Joey would show off to all his mates in the canteen during his tea-break, laughing, enjoying the fact that he was the center of attraction.

Joey had been doing this work for the last ten years and he was bored and therefore didn’t think about it much. So, while he was working, he was talking and joking with Sammy who polished the straps at the table opposite him. Sammy’s job was not hazardous; he was not using any potentially dangerous machinery. Sammy enjoyed the banter. He too, had been doing his job for several years and was only a year or two away from retirement.

The day Joey was injured; he was suffering from drinking and eating too much the night before. He had just got engaged and so there had been big celebrations. He was telling Sammy about all the events of the night before and not really concentrating on what he was doing.

It was about 9am and Joey had been working since 7am; just on two hours. He was already tired. Without pressing the stop button, Joey, on seeing the green light, opened the gate, but it took him longer than usual to get the belt in place as he was laughing at Sammy who was teasing him. Joey was enjoying the conversation and wasn’t watching what he was doing when the punching device trapped his hand. He shouted in pain.

Sammy sounded the alarm and then ran to the toilet; he knew he could be in trouble. The supervisor rushed over to Joey’s machine and pressed the emergency stop button.

Joey was taken to the hospital where the doctors found his hand had been badly broken. He was lucky that they did not have to amputate.

When Joey came out of hospital, his supervisor and the safety officer asked him what had happened. Joey claimed that the machine had stuck and that he had asked Sammy to call the technician to help him. He didn’t tell them that he had not pressed the stop button prior to opening the gate, nor did he say that he and Sammy had been laughing and joking.

|  |  |  |  |
| --- | --- | --- | --- |
| **CHECKLIST: WRITTEN COMMUNICATION:** | | | |
| **Name of Learner:**  **Date:** | | **Name of Evaluator:** | |
| **NR.** | **REQUIREMENT** | **YES/NO** | **COMMENTS** |
| 1. | Purpose of writing, target audience (client) and context is clear in relation to activity. |  |  |
| 2. | Text type, style and register is appropriate to audience, purpose and context. |  |  |
| 3. | Language is appropriate to socio-cultural sensitivities, values |  |  |
| 4. | Writing is well structured and conveys message clearly. |  |  |
| 5. | Critical thinking skills are used for planning (mind mapping, brainstorming, spider diagrams, highlighting) |  |  |
| 6. | Research skills are evident from sources, sorting, categorising, conclusions |  |  |
| 7. | Use of language structures and features to produce coherent and cohesive texts |  |  |
| 8. | Use of sentence structure, lengths and type enhance meaning |  |  |
| 9. | Use of paragraphs promotes coherence and cohesion, logical progression, cause, effect, and contrast. |  |  |
| 10. | Overall structure is controlled, and conclusion clearly formulated |  |  |
| 11. | Terminology and conventions specific to function in business are used appropriately. |  |  |
| 12. | Information is checked for accuracy, bias, stereotypes, and other offensive details |  |  |
| 13. | Expository/factual texts are convincing, with clearly articulated transactional purpose, fully developed paragraphs, resulting in unified text. |  |  |
| 14. | Writing on personal interest is convincing in terms of issues and concerns addressed. |  |  |
| 15. | Narrative voice is appropriate to context, purpose, and audience. |  |  |
| 16. | Language structures and features suit communicative purposes and business environment |  |  |
| 17. | Points in argument are logically and deliberately sequenced to build up to convincing conclusion. |  |  |
| 18. | Devices are employed to create particular rhythmic and tonal effects. |  |  |
| 19. | Stylistic devices that enhance meaning are used effectively. |  |  |
| 20. | Editing improved fluency and unity. |  |  |

**Signature of learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of supervisor/manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Individual Formative Exercise 1C (i)** |
| **Instructions:**  After completing the report in Formative Exercise 1B, your manager also requested that you write a memo to all the personnel in your department regarding the incident. The memo needs to outline the dangers associated with conveyors as well as necessary precautions that employees need to take. Also refer to procedures regarding this matter.   * Be sure to identify the needs of users of the equipment and address these in your memo. * Be sure to focus on the issue at hand.   **The memo needs to be drafted in the English as well as in a 2nd SA language of choice.**     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent | |  |  |  |  |  |  | |

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| **Individual Formative Exercise 1C (ii)** |
| Review and shorten the checklist provided for editing so that you can use the shortened checklist as a practical editing tool for business documents once back in the workplace. |
| **Timeframe:10 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **CHECKLIST: WRITTEN COMMUNICATION** | | | |
| **Name of Learner:**  **Date:** | | **Name of Evaluator:** | |
| **NR.** | **REQUIREMENT** | **YES/NO** | **COMMENTS** |
| 1. | Purpose of writing, target audience (client) and context is clear in relation to activity. |  |  |
| 2. | Text type, style and register is appropriate to audience, purpose and context. |  |  |
| 3. | Language is appropriate to socio-cultural sensitivities, values |  |  |
| 4. | Writing is well structured and conveys message clearly. |  |  |
| 5. | Critical thinking skills are used for planning (mind mapping, brainstorming, spider diagrams, highlighting) |  |  |
| 6. | Research skills are evident from sources, sorting, categorising, conclusions |  |  |
| 7. | Use of language structures and features to produce coherent and cohesive texts |  |  |
| 8. | Use of sentence structure, lengths and type enhance meaning |  |  |
| 9. | Use of paragraphs promotes coherence and cohesion, logical progression, cause, effect and contrast. |  |  |
| 10. | Overall structure is controlled, and conclusion clearly formulated |  |  |
| 11. | Terminology and conventions specific to particular function in business are used appropriately. |  |  |
| 12. | Information is checked for accuracy, bias, stereotypes and other offensive details |  |  |
| 13. | Expository/factual texts are convincing, with clearly articulated transactional purpose, fully developed paragraphs, resulting in unified text. |  |  |
| 14. | Writing on personal interest is convincing in terms of issues and concerns addressed. |  |  |
| 15. | Narrative voice is appropriate to context, purpose and audience. |  |  |
| 16. | Language structures and features suit communicative purposes and business environment |  |  |
| 17. | Points in argument are logically and deliberately sequenced to build up to convincing conclusion. |  |  |
| 18. | Devices are employed to create particular rhythmic and tonal effects. |  |  |
| 19. | Stylistic devices that enhance meaning are used effectively. |  |  |
| 20. | Editing improved fluency and unity. |  |  |

**Signature of learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of supervisor/manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Individual Formative Exercise 1D** |
| **Instructions:**  **You must complete this assessment in a 2nd official SA language of your choice.**  Read through the following potentially offensive statements. Rewrite each statement to remove any stereotyping.   1. She is still mentally alert for her age. 2. The service in that call centre is so third world. 3. Our facilities all provide handicapped access. 4. She would be so pretty if she lost 10 kilograms 5. I see she forgot to sign her time sheet. She’s acting a little blonde today. 6. The Academy now admits women and other minorities. 7. We have a beautiful day-care centre where women can leave their children while they work. 8. See if you can Jew him down to R50. 9. Who does she think she is managing the team? Rumour has it that she does not even have a degree? 10. I didn’t employ her because our customers prefer people with a certain profile. Someone like you, dressed in Queens Park clothing and from the Northern Suburbs. 11. We welcome all guests, their wives, and their children. 12. She was promoted to the position as an affirmative action initiative 13. Mr. Du Toit gave me a poor performance rating because he doesn’t like to see women of another race progressing in this company 14. Who would have thought an old white man could be so open minded? | |
| **Timeframe:2 hours** | | |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 2A** |
| **Instructions:**  ***You have to complete this assessment in a 2nd official SA language of your choice.***  Your company has requested that you organise and schedule the Christmas Function – A dinner party.  You will need to do the following:   1. Draw up a Meeting Agenda. 2. Hold a meeting during which you brainstorm ideas and compile a to-do list. 3. Give a short summary of what conflicts were discussed in the meeting as well as how you resolved them.   **For your portfolio you must hand in evidence of a, b and c.** |
| **Timeframe:6 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 2B** |
| **Instructions:**  **For this exercise you must interview a colleague.**  You have been asked to find a suitable person to act as Master of Ceremonies at the Christmas Function:  You need to do the following:   1. Research the necessary qualities that this person needs to be successful. 2. Prepare and list your questions for the interview. 3. Conduct the interview with the colleague. 4. Take notes during the interview. 5. List your impressions and feelings regarding the interviewee’s suitability. (Check for your response (feelings/thoughts). Was your response fair and objective? Or could you identify any perceptions/bias/stereotyping. How can you put this right? 6. During the interview, your supervisor must evaluate your interviewing skills by completing the attached checklist. He/she must give you feedback afterwards. 7. Now re- write the questions in a 2nd language.   Evidence of each step (1-7) need to be handed in for your PoE. |
| **Timeframe:20 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **CHECKLIST: CONDUCTING AN INTERVIEW**  **Learner name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **Criteria** | **Yes** | **No** |
| 1. Did the formality/informality match the purpose? |  |  |
| 1. Was the interview well planned with appropriate background research? |  |  |
| 1. Were questions ordered in a logical way? |  |  |
| 1. Did the interviewer show flexibility when sequence or focus was disrupted? |  |  |
| 1. Was elicited data well organised to come to an appropriate conclusion? |  |  |
| 1. Did the interviewer respond critically yet sensitively as listener? (clarifying own understanding through critical and sensitive discussions) |  |  |
| 1. Discussions and conflicts were managed sensitively in a manner that supported the goal. |  |  |
| General comments and feedback: | | |

**Learner signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Individual Formative Exercise 2C** |
| **Instructions:**  The management of your company has issued a Memorandum stating that it is considering increasing the working hours by a half-hour each day – Monday to Thursday. On Fridays, the office will close at two o’clock.  Prepare to debate:   1. For the proposal AND 2. Against the proposal   For your PoE you need to hand in a summary of:   1. Your preparation, main points discussed in both debate documents as well as the conclusions needs to be included as evidence in your PoE. 2. Underlying assumptions and ways in which they were clarified. 3. Bias/stereotypes that came out during the debate and how they were addressed. 4. **Your debates must also be re-written in a 2nd language as well.** |
| **Timeframe:10 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 2D** |
| **Instructions:**  ***You must complete this assessment in a 2nd official SA language of your choice.***  **Negotiations:** You have been told by your Manager that you will be receiving a 5% increase this year.   1. Prepare to negotiate with him/her for a higher percentage 2. Write down the details of your negotiation – what percentage you would prefer and why. 3. Do the negotiation.   **For your PoE, hand in the preparation, summary of negotiation and conclusion.** |
| **Timeframe:5 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 2E** |
| **Instructions:**  After completing Formative exercises 2A-D, you will do an evaluation on one of your colleagues on his/her participation in your work team. Use the attached checklist.  After the evaluation, you will give him/her feedback on your evaluation.  For your PoE you need to hand in:  The evidence of the evaluation (checklist)  A summary of the feedback (Use feedback model in Learner Guide on Stride.)  **Re-do your documents also in a 2nd language.** |
| **Timeframe: 5 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **EVALUATION: PARTICIPATION IN GROUP (2E)**  **Name of colleague: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| CRITERIA | YES | NO |
| 1. Did the member contribute to good group dynamics? |  |  |
| 1. Did the member identify purpose, agenda’s, procedures and schedules? |  |  |
| 1. Did the member monitor developments |  |  |
| 1. Did the member help the group to retain focus? |  |  |
| 1. Did the member help the group to draw conclusions? |  |  |
| 1. Did the member contribute towards group ownership? |  |  |
| 1. Responses to the ways others expressed themselves were sensitive to socio-cultural contexts |  |  |
| 1. Did the member identify underlying assumptions and clarify understanding by questioning? |  |  |
| 1. When confronted with opposing views, did member put forward his/her own viewpoint appropriately? |  |  |
| 1. Was member’s tone/style appropriate to context? |  |  |
| Feedback to evaluated member: | | |

**Signature of colleague: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Individual Formative Exercise 2F** |
| **Instructions:**   * Prepare a two-minute talk on a topic of your choice for a mixed/diverse audience. **This speech must be 50% in English and 50% in a 2nd SA language of choice.** * Write out all your preparation notes as you will be using this at the end of the workshop.   Make sure you have:   * A beginning * A ‘body’ * A conclusion to your talk. * Make sure you use all the steps that we covered during this lesson. * Select the visual aids that you want to use to enhance your talk. Remember, you only have a short time to deliver your message, so keep it simple. * State the reasons why you have chosen the visual aid. * Plan what body language will be appropriate to support your position. * Write out your cue cards in the order that you will be using them. * Prepare a list of questions that you might expect from your audience about your subject. * On a separate sheet of paper, write out your answers to each of these questions * Revise your preparations and make sure you have everything in its correct order. * Identify at least two rhetorical devices (use of metaphors, irony, humor, simile, idioms, etc.) to us in your beginning/or conclusion. * Now do your presentation. * Your supervisor or manager must complete the checklist and give you feedback on your presentation.   **Include evidence of each step above for your PoE.** |
| **Timeframe:30 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **CHECKLIST: DELIVERING A PRESENTATION**  **Learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor/Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **CRITERIA** | **YES** | **NO** |
| 1. The use of strategies to retain the interest of the audience was appropriate (key words, pace, pause, stress, volume, intonation, rhythm) |  |  |
| 1. Speaker’s style and tone attracted audience and enhanced audience response. (note inappropriate responses in the comments column, with suggestions to improve) |  |  |
| 1. Body language is appropriate to context, topic, reinforcing ideas and points of view. |  |  |
| 1. Planning is evident and appropriately detailed, complete and realistic with respect to time and content. |  |  |
| 1. Visual aids are appropriate to topic and context, enhancing the presentation and transfer of knowledge. (cue cards, visual aids, handouts and multi-media) |  |  |
| 1. Techniques were used to maintain continuity and interaction. (responding to questions, repetition of info, rewording, check understanding, timing, sensitive to audience cues) |  |  |
| 1. Points of view can be identified in relation to context and purpose |  |  |
| 1. Values, attitudes and assumptions can be identified and relate sufficiently with context. |  |  |
| Comments/General feedback to presenter: | | |

**Signature of learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of supervisor/manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Individual Formative exercise 3A** |
| **Instructions:**   1. **Add one of the following to each of the words in the Table below:**  * **Prefixes :** mis-, re- dis- in- * **Suffixes:** -ment, -able, -ing.  |  |  |  | | --- | --- | --- | | **Prefix** | **Root (word)** | **Suffix** | | Example: Mis | understand | ing | |  | direct |  | |  | Show |  | |  | Suffer |  | |  | Lead |  | |  | placed |  | |  | advertise |  | |  | locate |  |  1. **Identify borrowed words:  *You have to complete this assessment in a 2nd official SA language of your choice.***   Use your prior knowledge to complete this activity. **Look at the borrowed words** in the first column, then, in the second column write down the meanings to each. To help with this activity, ask **yourself the following questions** as you read the words:   1. Do I know the meaning of this word? Can I pronounce it? 2. Can I relate this word to a context (something) that I have heard of before? 3. Can I relate this word to a specific South African language?   **Word: Meaning:**   |  |  | | --- | --- | | Lekker |  | | Apartheid |  | | Yebo |  | | Pap |  | | Boerewors |  | | Springbok |  | | Impala |  | | Breyani |  |      1. **Read the following passage and answer the questions.  *You have to complete this assessment in a 2nd official SA language of your choice.***   **The meaning of ubuntu**  We are all South Africans, and we should strive to understand each other’s cultures. To understand African culture for instance, we should understand the concept of ubuntu. There is an expression in Zulu that says: *Umuntu* Ngumuntu*. Ngabantu.*  The word *ubuntu* is **derived** from this expression in Zulu*,* which **signifies** that a person is only a person through his/her interaction with other people. Ubuntu suggests an **intuitive** practice. This means that it is performed without intellectual forethought or **premeditation**.  The real meaning of *ubuntu* is rooted in caring for others. This means acting with kindness towards others, being hospitable, **compassionate** and fair. It also means that one should have **sound** morals. Through ubuntu a person can increase his/her spiritual growth. Examples of practising ubuntu in African life include: **hosting** weddings that are open to the community; **absorbing** problem children and orphans into one’s family and acting in a brotherly/sisterly/parental way towards others in the community.  **Multiple choice questions:**  Choose the correct meaning for each of the following:   1. **To derive means**:  * comes from * to offer * to take a detour  1. **To signify means:**  * to indicate * to certify * to nullify  1. **Intuitive means:**  * New ideas * Sensible * Instinctive  1. **Without premeditation means:**  * not planned * without medication * to neglect  1. **To be compassionate means:**  * pitiful * excitement * to be caring and forgiving  1. **Sound morals means:**  * unfit morals * solid or unwavering morals * flexible morals  1. **Hosting means:**  * entrepreneur * advertising * entertaining  1. **Absorbing means:**  * adapting * proceeding * accepting  1. **Look the following words up in the Dictionary and give two meanings for each:**  * Deal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Can: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Kind: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Light: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Timeframe:2 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative exercise 3B** |
| **Instructions:**  ***You must complete this assessment in English, and number 4 in a 2nd official SA language of your choice.***   1. Look carefully at the photograph below:   Img 16   1. Choose one of the following captions that you believe describes the picture the best:  * Young person feeling guilty * Young person feeling frustrated * A young creative thinker * Young person crying  1. Give the reasons for your choice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. When will you use photographs in communication? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What would the purpose be for using visuals in text? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Draw an Organisation Chart of where you fit in, in your organisation. If you have a very large organisation, draw an organogram of your department only. 2. Draw a graph of your choice with the following information on: 3. The following amounts of sick days were reported in your department for the months as mentioned: January 5; February 6; March 3; April 7; May 5; June 10; July 15; August 9; September 3; October 4; November 4; December 10.    1. After you have drawn the graph, what conclusions can be drawn from the information?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * 1. Name the additional information you need to make more accurate conclusions?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * 1. When will you use graphs in communication?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Complete the table below, explaining the impact/effect that each feature of visual text may have on meaning. **(Do this exercise in a 2nd language).**  |  |  | | --- | --- | | **Feature** | **Use to impact on meaning of text** | | Lay out |  | | Back grounding |  | | Camera angle |  | | Use of colour |  | | Font size and type |  | | Headlines |  | | Diagrams |  | | Icons |  | | Index |  | |
| **Timeframe:5 hours** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent | |  |  |  |  |  |  | |

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| **Individual Formative exercise 3C** |
| **Instructions:**  **READ 1: STAY HOME, GIRLS!**  Read the following article that appeared in a magazine in the 1980’s and answer the questions that follow. **(In English)**  *(Source: Comprehensive English Practice 10, Rumball, Horan, Walker, Venter, Ffolliott (1989))*  Women of today are striving to take the place of men in society. You see them in pants; driving the biggest cards; smoking; they have tackled men’s jobs such as building, mechanical engineering, and so on; and have even succeeded in obtaining positions such as prime ministers. They are also participating in male sports such as boxing, wrestling and weightlifting.  But who does a woman need when the workers under her authority go on strike? Or when her car is involved in an accident (and she lets go the steering wheel and clasps her head in her hands)?  Ladies give man his due and get off your high horse or make believe. Stay at home and stick to cooking, baking, sewing and wait for ‘Daddy’ to come home.  Give me that old fashioned country girl any time!  *Leaon ‘Smiler’ Foxon, Merewent, Durban*   * 1. In what type of publication/column would you expect to find this article?   2. Is the article fact or opinion?   3. Who is this text biased towards?   4. How does the writer convey his/her bias? (i.e. what language is used)?   5. Does the author express the other side of the issue of women staying at home?   6. Is the author being fair or unfair?   7. How would you change the article so that it is no longer biased?   8. Who is the target audience for this article?   9. Comment on the organisational features of the text.   **READ 2: Author’s point-of-view: *You have to complete this assessment in a 2nd official SA language of your choice.***  Read the following article on Guest Houses for tourists in Soweto and then answer the questions below:  The owner of one of these establishments wrote:  I am always aware of the fact that every guest is important. Therefore, hospitality comes naturally in my guesthouse. My guests arrive any time of the day or night and they are always welcome. Some of my guests are tourists from overseas. My guests belong to local and international groups, so I have to take cultural considerations into account. When they arrive, I make a point of never asking: “How long are you going to stay?” I let them make up their minds and decide for themselves. They always tell me themselves. As soon as they are settled in, they become part of my own family. When they arrive, they are usually excited to be here and experience real township life. I offer them a pot of water to wash their hands and faces. I show them their room and then give them a chair to sit on. I never ask my guests “Have you eaten?” nor “Would you like something to drink or eat?” Food is placed before them. Hospitality is very important to me.  2.1. What is the author’s point-of-view?  2.2. Answer true/false:   1. International guests are most important. 2. A satisfied customer will always return. 3. All customers are equally important and need to be welcomed with warmth.   2.3. Is this passage written from a guest’s point of-view or from a host‘s point-of-view?  2.4. Which of these statements do you think the author would agree with?   1. Most of the tourists are not interested in the villagers – they just want a place to sleep for the night. 2. Hospitality means to be without prejudice. 3. When you entertain guests in your house, you need special facilities. 4. One should never argue in front of guests.   2.5. Who is the target audience for this article?  2.6. Comment on the organisational features of the text:  **READ 3: DAGGA OR CANNABIS**  Read the following article about dagga and complete the questions **in English**:  *(Source:* [*http://www.drugwars.co.za/dagga.html*](http://www.drugwars.co.za/dagga.html)*)*  Dagga or Cannabis is well known in South Africa. It is surrounded by various myths, of which the following is mentioned often:   * "Dagga is derived from the earth and is therefore a natural product" * "My child can rather use Dagga than stronger drugs"   Dagga however, is extremely dangerous. It hampers the physical development of a child and can lead to psychological defects. The greatest danger of Dagga is that it is a forerunner for harder drugs, therefore it is known as the "Gate Way Drug".  It has been proven time and again (both during interviews and court cases) that nearly every drug offender started by experimenting with Dagga.  EFFECTS OF DAGGA  According to users, the effects of Dagga will vary from person to person.  Dagga is a light depressant and when it is smoked the effect thereof will be felt within minutes and reaches its peak after about three (3) minutes. Dagga will hold the effect on the body for a period of two (2) to three (3) hours. The stronger the dose of Dagga that is taken the longer and more intense the so-called "Trip" will be. Dagga has the effect to speed up the pulse rate of an individual and the blood pressure drop drastically. It also causes a dry mouth and in certain cases it causes hallucinations. A serious thirst, an increase in appetite especially for something sweet (which is called "Munchies"), aggression, light headedness and forgetfulness in certain users are caused, especially when it is used together with the consumption of alcohol. There are cases of synaesthesia reported, where music is seen and colours heard.  FURTHER SIDE-EFFECTS OF DAGGA   * Brain damage * Amnesia * Sterility * Emphysema / Lung diseases * Emotional and Spiritual problems * Lowered Libido * Weakened Liver functions * Overall deterioration in health   Dagga has a negative effect on the short-term memory and users thereof become anxious, which leads to paranoia. The long-term use of Dagga can lead to lung cancer and various sources have been quoted to state that Dagga is more damaging to the lungs than normal cigarette smoke. It has a definite effect on the development of the body and can harm unborn babies. The metabolites of Dagga stay in the lungs for a very long time and also affect the immune system.  The users of Dagga are usually very apathetic and their performance at work and at school will deteriorate drastically. Dagga is a dependence forming substance and causes the tolerance effect where people who smoke Dagga have to increase their use of this drug to create the same effect (High).  It was also found that with certain individuals Dagga has a stimulating effect. As an example: in the beginning of the Century, the Chamber of Mines instituted more breaks during working hours, in order to give the opportunity to the workers to smoke Dagga in order to improve their work performance.  According to the National Narcotics Control Board there is no medicinal use for Dagga recognized in any country and there is no scientific evidence that the Dagga plant as such has any medicinal purposes that have not been substituted by safer drugs.  3.1. Identify the source of this article:  3.2. Is the article fact or opinion?  3.3. What is the author’s belief about dagga?  3.4. What is the author’s attitude towards dagga?  3.5. What is the author’s intention behind writing this article?  3.6. Does this article make you want to go out and buy some dagga to try or does it warn you off using dagga?  3.7. In your opinion, can dagga be used for medicinal purposes?  3.8. Is this author biased or not towards the use of dagga?  3.9. Who is the target audience for this article?  3.10. Comment on the organisational features of the text.  **READ 4: ADVERTISEMENT**  Read the following advertisement and identify the advertiser’s technique to reach the target reader; then select the correct answer. **(In English, except for 4.5 and 4.6)**  **SHE**  Your eyes will be diamonds and your smile as wide as the ocean when you wear new “She”, a sheer vibrant fragrance that enfolds you with mystifying warmth and surprising spark. A good place to be. “She”.   * 1. The advertiser’s technique is to target: * A woman of any age * A young woman * Anyone   1. The advertiser uses one of the following techniques to attract the reader’s attention: * Jargon * Rhyme * Slang   1. The examples of **figurative speech** used in this advertisement are: * Metaphor (repetition of initial consonant sounds in neighbouring words) * Personification * Simile   1. Delete whichever does not explain figurative speech.   The figurative language used in this advertisement is:   * a sheer vibrant fragrance * enfolds you with mystifying warmth and surprising * eyes will be diamonds and your smile as wide as the ocean   1. Explain the impact of different writing techniques on readers perspectives: ***You have to complete this assessment in a 2nd official SA language of your choice.***  |  |  | | --- | --- | | **Writing technique** | **How could it be used to influence readers perspective** | | Length of sentence |  | | Use of figurative language |  | | Use of humor |  | | Use of technical terminology |  |  * 1. Explain the influence of language structures.  ***You have to complete this assessment in a 2nd official SA language of your choice.***  |  |  | | --- | --- | | **Language structure/feature** | **Influence on reader** | | Bias (cultural/racist/sexual) etc. |  | | Sarcasm |  | | Silence |  | | Pictures and captions |  | |
| **Timeframe:30 hours** |

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| **Individual Formative Exercise 3D** |
| **Instructions:**  Brainstorm the pro’s and con’s of the following visual aids:   * Photographs * Slides * Posters * Graphics * DVD’s   **You need to name at least two pro’s and two con’s at each.** |
| **Timeframe:5 hours** |
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| **Individual Formative Exercise 4A** |
| **Instructions: *You have to complete this assessment in a 2nd official SA language of your choice.***  **Answer the following questions, using Learning Unit 8 in your Learner guide:**   1. Identify the types of learning resources a learner can be exposed to. 2. What guidelines will you follow to ensure that you use learning resources effectively/ 3. What is plagiarism? 4. How can you effectively use resources without falling in the trap of plagiarism? (Specifically refer to how you would acknowledge sources) |
| **Timeframe:2 hours** |

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| **Individual Formative Exercise 4B** |
| **Instructions: *You have to complete this assessment in a 2nd official SA language of your choice.***  **Answer the following questions:**   1. What are the principles to remember when summarising an article? 2. Describe at least four techniques which could be employed to learn effectively:    1. By the learner (memory techniques) such as brainstorming, mind-maps, underlining, scanning, etc.    2. By the facilitator (facilitation techniques) 3. Summarise and highlight key learning points from the attached article. Summarize using the mind map method. 4. List at least five questions you would ask to the author of the article to clarify your understanding of what is written. 5. How could you apply the concepts described in the article in your workplace? |
| **Timeframe:5 hours** |

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| ***ARTICLE***  **Inventory management**  Inventory management is a science primarily about specifying the shape and percentage of stocked goods. It is required at different locations within a facility or within many locations of a supply network to precede the regular and planned course of production and stock of materials.  The scope of inventory management concerns the fine lines between replenishment lead time, carrying costs of inventory, asset management, inventory forecasting, inventory valuation, inventory visibility, future inventory price forecasting, physical inventory, available physical space for inventory, quality management, replenishment, returns and defective goods, and demand forecasting. Balancing these competing requirements leads to optimal inventory levels, which is an on-going process as the business needs shift and react to the wider environment.  Inventory management involves a retailer seeking to acquire and maintain a proper merchandise assortment while ordering, shipping, handling, and related costs are kept in check. It also involves systems and processes that identify inventory requirements, set targets, provide replenishment techniques, report actual and projected inventory status and handle all functions related to the tracking and management of material. This would include the monitoring of material moved into and out of stockroom locations and the reconciling of the inventory balances. It also may include [ABC analysis](http://en.wikipedia.org/wiki/ABC_analysis), lot tracking, cycle counting support, etc. Management of the inventories, with the primary objective of determining/controlling stock levels within the physical distribution system, functions to balance the need for product availability against the need for minimizing stock holding and handling costs.  Inventory management is primarily about specifying the size and placement of stocked goods. Inventory management is required at different locations within a facility or within multiple locations of a supply network to protect the regular and planned course of production against the random disturbance of running out of materials or goods. The scope of inventory management also concerns the fine lines between replenishment lead time, carrying costs of inventory, asset management, inventory forecasting, inventory valuation, inventory visibility, future inventory price forecasting, physical inventory, available physical space for inventory, quality management, replenishment, returns and defective goods and demand forecasting.  Or can be defined as the left-out stock of any item used in an organization The reasons for keeping stock There are four basic reasons for keeping an inventory:   1. Time - The time lags present in the supply chain, from supplier to user at every stage, requires that you maintain certain amounts of inventory to use in this [lead time](http://en.wikipedia.org/wiki/Lead_time). However, in practice, inventory is to be maintained for consumption during 'variations in lead time'. Lead time itself can be addressed by ordering that many days in advance. 2. Uncertainty - Inventories are maintained as buffers to meet uncertainties in demand, supply and movements of goods. 3. Economies of scale - Ideal condition of "one unit at a time at a place where a user needs it, when he needs it" principle tends to incur lots of costs in terms of logistics. So bulk buying, movement and storing brings in [economies of scale](http://en.wikipedia.org/wiki/Economies_of_scale), thus inventory. 4. Appreciation in Value - In some situations, some stock gains the required value when it is kept for some time to allow it to reach the desired standard for consumption, or for production. For example; beer in the brewing industry   All these stock reasons can apply to any owner or product  **Top 5 principles of inventory management**  There five key principles of inventory management:   1. demand forecasting, 2. warehouse flow, 3. inventory turns/stock rotation, 4. cycle counting and 5. process auditing.   Focusing on these five fundamentals can yield significant bottom-line savings.  **1. Demand Forecasting**  Depending on the industry, inventory ranks in the top five business costs. Accurate demand forecasting has the highest potential savings for any of the principles of inventory management. Both over supply and under supply of inventory can have critical business costs. Whether it is end-item stocking or raw component sourcing, the more accurate the forecast can be.  Establishing appropriate max-min management at the unique inventory line level, based on lead times and safety stock level help ensure that you have what you need when you need it. This also avoids costly overstocks. Idle inventory increases incremental costs due to handling and lost storage space for fast-movers.  **2. Warehouse Flow**  The old concept of warehouses being dirty and unorganized is out dated and costly. Lean manufacturing concepts, including 5S have found a place in warehousing. Sorting, setting order, systemic cleaning, standardizing, and sustaining the discipline ensure that no dollars are lost to poor processes.  The principles of inventory management are not any different from other industrial processes. Disorganization costs money. Each process, from housekeeping to inventory transactions needs a formal, standardized process to ensure consistently outstanding results.  **3. Inventory Turns/Stock Rotation**  In certain industries, such as pharmaceuticals, foodstuffs and even in chemical warehousing, managing inventory down to lot numbers can be critical to minimizing business costs. Inventory turns is one of the key metrics used in evaluating how effective your execution is of the principles of inventory management.  Defining the success level for stock rotation is critical to analyzing your demand forecasting and warehouse flow.  **4. Cycle Counting**  One of the key methods of maintaining accurate inventory is cycle counting. This helps measures the success of your existing processes and maintain accountability of potential error sources. There are financial implications to cycle counting. Some industries require periodic 100% counts. These are done through perpetual inventory count maintenance or though full-building counts.  **5. Process Auditing**  Proactive error source identification starts with process audits. One of the cornerstone principles of inventory management is to audit early and often. Process audits should occur at each transactional step, from receiving to shipping and all inventory transactions in between.  By careful attention to each of these critical core principles, your business can increase efficiency and reduce costs. |

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| **Individual Formative Exercise 4C** |
| **Instructions: *You have to complete this assessment in a 2nd official SA language of your choice.***  You must draw up a checklist to enable you to evaluate the research you will do in Summative 3. You will be required to evaluate your research report, using this checklist.  The checklist must cover all the steps of research as outlined in Module 8 of your Learner Guide:   * Topic * Planning research (steps) * Research Techniques * Information sources and gathering * Sorting of information * Report writing   **Add the checklist to your PoE.** |
| **Timeframe:5 hours** |

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| **Individual Formative Exercise 4D** |
| **Instructions:**  **You must complete this assessment in a 2nd official SA language of your choice.**   1. You now need to compile a checklist for effective group functioning. Include at least the following: 2. Group participation 3. Assigning responsibilities of team members and ensure that team members take up these responsibilities 4. Conflict resolution 5. Meaningful outcomes 6. Apply the checklist to a work team that you work in and ask at least four team members to use the team effectiveness checklist to rate the effectiveness of the team. Include these responses in your PoE. 7. Now you will collate the information- compile a one pager report of the team’s collective ratings. Write a short summary on your team effectiveness. |
| **Timeframe:10 hours** |

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| **Individual Formative Exercise 4E** |
| **Instructions:  *You have to complete this assessment in a 2nd official SA language of your choice.***  **The purpose of this exercise is for each individual learner to reflect on how your workplace affects your learning. To guide you in this reflective exercise, answer the following questions:**   1. Identify which sector and organisational type your workplace fall in.    1. Sector (Service, manufacturing, financial, educational, law)    2. Organisational type (Government, parastatal, heavy/light industry, large organisation, small organisation) 2. Describe your work environment 3. Describe in what ways your work environment affects your learning    1. Positively    2. Negatively 4. Identify the ways in which you can cope with the negative parts. |
| **Timeframe:2 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
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| **Individual Formative Exercise 4F** |
| **Instructions: *You have to complete this assessment in a 2nd official SA language of your choice.***  **Refer to the learning material issued to you for this course and answer the following questions:**   1. How do the following contribute to group learning experience?    1. Learner manual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * 1. PoE workbook \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. How could you use the internet to assist in Formative and summative exercises?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. How does the index of your learning manual assist you in scanning for information?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What is the purpose of a glossary?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Refer to Learning Unit 8 of your Learner Guide. Identify three words in the text that you are not familiar with. How could you find clarification of the meaning?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Timeframe:2 hours** |

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Section C: Summative Assessments

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| Summitive**Summative Assessment 1** |
| **Instructions:**  **1. Collect** an example of **each of the following** in your workplace:   * A business letter * A memorandum * A report   2. **Design** a checklist for each, using the guidelines in your Learner Guide.  3. **Evaluate each of the documents in number 1**, using your checklist. You must also do corrections on the letter/memo/report. Make sure you include the documents clearly showing corrections in **blue pen.** (Submit the three evaluation checklists as well as the three documents you corrected with the blue pen)  4. **Write** a short report (2 pages) to summarise your findings and make recommendations to improve written communication in your department. **Then translate this report in the 2nd SA language of your choice.**  5. In your evaluation, be on the lookout for any form of stereotypes/bias and **include them** in your summary and recommendations.  6. **Prepare** a short training session (15 min) on “How to improve written communication”. **Then translate this report in the 2nd SA language of your choice.** Ask your manager to edit your training notes.  7**.** Now **ask** him/her for an opportunity to present the training to your workgroup.  8. Use the guidelines for presentations in your Learner Guide to **compile** a checklist which your workgroup (at least three colleagues) have to complete to evaluate your training.  9. Make sure you **use the appropriate visual aids**.  **Evidence must be included for each of the steps above – even your visual aids.** |
| **Timeframe:50 hours** |

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**Insert all your evidence here – 3x checklists, 3x documents with corrections, 2-page report in English and in a 2nd language, training notes and visual aids, feedback checklists of training session.**

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| Summitive**Summative Assessment 2** |
| **Instructions:**  The purpose of this exercise is that you research legislative or company requirements regarding communication in your company.   * To do this exercise you will need to **collect examples** of specific types of documents which have legislative requirements. (E-mails, Formal Business Letters, Formal business reports) * Then **interview** a subject-matter-expert in your company to educate yourself on the requirements. (Requirements could include Branding regulations, Letterhead regulations, Fond usage, E-mail disclaimers) * Now **summarise** the requirements in a short report. **Translate this report in the 2nd SA language of your choice.** |
| **Timeframe: 25 hours** |

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**Insert your evidence in your PoE – 3x documents, notes of interview, summary report in English and a 2nd language.**

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| Summitive**Summative Assessment 3** |
| ***You have to complete this assessment in a 2nd official SA language of your choice.***  For this exercise, you will **conduct a full research project** in your company. In order to do this, you need to use all the knowledge you have gained through studying your learner guide to:   1. Your topic must be related to one of the articles of Formative exercise 4B. 2. Research needs to be done to gather all the information by methods described in your LG. 3. Information needs to be sorted, analysed and collated in a report as per the LG guidelines. 4. Your supervisor or manager must evaluate your research by completing the checklist you designed in Formative Exercise 4C. The supervisor/manager will give you feedback. 5. Corrections need to be done before the report is submitted for evaluation by the Assessor.   **For your PoE you need to hand in a complete research report, an example of your information gathering tool (questionnaire/interview), as well as the checklist completed by your supervisor/manager.** |
| **Timeframe: 25 hours** |

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Section D: Assessor Mark Sheets

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Outcomes of each unit standard** | **Assessment criteria** | **Delineation of method of assessment**  **(Formative / Summative)** | **Assessed** | | **Competency** | | | **Date** | **Initial of assessor** | **C** | **NYC** | | | | | | | |
| **US 119459** | | | | | | |
| SO1: Write/Sign effectively and creatively on a range of topics | AC1: Imaginative texts are convincing and appropriate to the topic and purpose | Formative Assessment 1A  Summative 1 & 2 |  |  |  |  |
|  | AC2: Expository/factual texts are convincing and well developed with respect to clearly articulated transactional purposes, using fully developed paragraphs and resulting in unified texts. | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC3: Writing/signing on personal interest is convincing in terms of issues and concerns addressed | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC4: The narrative voice or register chosen is appropriate to context, purpose and audience | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
| SO2: Choose language structures and features to suit communicative process | AC1: Points in argument are logically and deliberately sequenced to build up to a convincing conclusion | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC2: Devices are employed to create particular rhythmic and tonal effects | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC3: Stylistic devices that enhance meaning are used effectively | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
| SO3: Edit writing/signing for fluency and unity | AC1: Text is checked for coherence, logical sequence and structure. Weakness and errors are identified, and adjustments improve coherence and flow. | Formative Assessment 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC2: Information is rearranged in ways that promote interest in and impact of the text for defined purpose, target audience and context. | Formative Assessment 1B; 1C  Summative 1 & 2 |  |  |
|  | AC3: Layout, spelling, punctuation and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified, and changes made as required. | Formative Assessment 1A; 1C  Summative 1 & 2 |  |  |  |  |
| **US 119465** | | | | | | |
| SO1: Write/sign for a specified audience and purpose | AC1: The purpose of writing/signing, the target audience and the context are clear in relation to the learning task or activity | Formative Assessment 1A; 1B; 1C; 2F  Summative 1 & 2 |  |  |  |  |
|  | AC2: The text-type, style and register selected are appropriate to the audience, purpose and context | Formative Assessment 1A; 1B; 1C; 2F  Summative 1 & 2 |  |  |
|  | AC3: Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments, | Formative Assessment 1 D  Summative 1 & 2 |  |  |
|  | AC4: Writing/signing is well-structured and conveys its message clearly. | Formative Assessment 1 A; Formative1B; Formative 1C  S 1 & 2 |  |  |  |  |
|  | AC5: Critical thinking skills are used as strategies for planning. | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC6: Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of clearly articulated premise. | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC7: Research skills are evident in the way data and information relevant to the context is identified | Formative Assessment 2B; 2C  Summative 1 & 2 & 3 |  |  |
| SO2: Use language structures and features to produce coherent and cohesive text for a wide range of contexts | AC1: Meaning is clearly expressed through the use of a range of sentence structures, lengths and type | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC2: The use of paragraph conventions and links between paragraphs in texts promotes coherence and cohesion in writing/signing. Their use is explained with reference to logical progression and effect and/or contrast/ | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC3: The overall structure of a piece of writing/signing is controlled and the conclusion is clearly formulated | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
| SO3: Draft own writing/signing and edit to improve clarity and correctness | AC1: Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC2: Control of grammar, dictation/clarity of sign, sentence and paragraph structure is checked and adapted for consistency. | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC3: Logical sequencing of ideas and overall unity are achieved through redrafting. | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC4: There is clear evidence that major grammatical and linguistic errors are edited out in redrafts. | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC5: Inappropriate and offensive language is identified and adapted/removed | Formative Assessment 1 A; 1D  Summative 1 & 2 |  |  |  |  |
|  | AC6: Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task. | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
| **US 12153** | | | | | | |
| SO1: Use textual features and conventions specific to business texts for effective writing | AC1: Text specific to a particular function in a business environment are identified and an indication given of industry specific legislative requirements for each text | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC2: Text specific to a particular function in a business environment are produced in response to defined requirements | Formative Assessment 1C; 2A  Summative 1 & 2 |  |  |
|  | AC3: The implications for not following the industry specific or legislative requirements for a specific type of text are explained and an indication is given of the possible consequences of non-compliance | Summative Exercise 2 |  |  |
|  | AC4: Terminology and conventions specific to a particular business function in a business environment are used appropriately | Formative Assessment 2A; 2B  Summative 1 & 2 |  |  |  |  |
| SO2: Identify and collect information needed to write a text specific to a particular function. | AC1: The intended or incidental audience, for whom the text is to be written, are identified for a specific field or subfield in order to focus the information needs. | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC2: The purpose of the text is identified within the specific field or sub-field and according to information | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC3: Questions are asked to help understand client needs and to focus information gathering | Formative Assessment 1 A; 1B; 1C; 2B  Summative 1 & 2 |  |  |
|  | AC4: Information required for a document is accessed from a variety of sources | Formative Assessment 1 A; 1B; 1E  Summative 1 & 2 |  |  |
|  | AC5: Information accessed is checked for accuracy, bias, stereotypes and other offensive details | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC6: The focus of the proposed text is defined and decision is made about what information should be included or omitted in order to ensure the focus | Formative Assessment 1 A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC7: A checklist is created to facilitate reflection and editing | Formative 1C  Summative 1 & 2 |  |  |
| SO3: Compose a text using plain language for a specific function | AC1: A format and structure is selected for the text that is appropriate for the intended audience and function | Formative Assessment 1B; 1C; 2A;2B  Summative 1 & 2 |  |  |  |  |
|  | AC2: The main points to be included in the text are identified and the necessary supporting details are added. | Formative Assessment 1B; 2B  Summative 1 & 2 |  |  |
|  | AC3: A first draft of the text is written that collates the necessary information in a rough framework | Formative Assessment 1B; 1C  Summative 1 & 2 |  |  |
| SO4: Organise and structure a text appropriately for a business function | AC1: The first draft is checked to ensure that appropriate grammar has been used and where necessary the draft is rewritten in plain language using clear accessible language that avoids over-complex syntax | Formative Assessment 1 A; 1B; 1C  Summative 1 |  |  |  |  |
|  | AC2: Different ways of presenting the same information are considered and used where these enhance the meaning of the text. | Formative Assessment 1A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC3: Technical or marketing terms and jargon are interpreted and rephrased in plain language or used appropriately in the correct context where terminology is essential to the understanding of the text. | Formative Assessment 1A; 1B  Summative 1 & 2 |  |  |
|  | AC4: All information is checked for accuracy and factual correctness | Formative Assessment 1A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC5: The document is ordered to ensure that the sequence is logical and meaningful | Formative Assessment 1A; 1B; 1C  Summative 1 & 2 |  |  |
| SO5: Present a written text for a particular function in a business environment | AC1: A text type, format and layout are selected that are appropriate for the audience and purpose | Formative Assessment 1A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC2: Layout and formatting techniques are used correctly to enhance the readability of the text | Formative Assessment 1A; 1B; 1C  Summative 1 & 2 |  |  |  |  |
|  | AC3: Information in the document is evaluated in terms of its appropriateness for the intended audience and business function. | Formative Assessment 1A; 1B; 1C  Summative 1 & 2 |  |  |
|  | AC4: The final draft is proofread to check that it is completely correct | Formative Assessment 1B  Summative 1 & 2 |  |  |
|  | AC5: The final copy is self-assessed using rubric or checklist based on the requirements of the writing task and the items on the checklist created in: Specific outcome to “Identify and collect information needed to write a text specific to a particular function” | Formative Assessment 1A; 1B; 1C  Summative 1 & 2 |  |  |
| **US 119472** | | | | | | |
| SO1: Interact successfully in oral/signed communication | AC1: Contributions to group work are appropriate to the task and the nature of the group and promote effectively communication and teamwork. | Formative 2E  Summative 1 & 2 |  |  |  |  |
|  | AC2: Interviews successfully establish a relationship appropriate to the context and provide a non-threatening opportunity for participants to share information | Formative 2B  Summative 1 & 2 |  |  |  |  |
|  | AC3: Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives | Formative 2A  Summative 1 & 2 |  |  |
|  | AC4: Participation in discussions, debates or negotiations is appropriate to purpose and topic. Participation is consistent with the formality of procedures and contributes to meaningful interaction between participants | Formative 2C, 2D  Summative 1 & 2 |  |  |
|  | AC5: Responses to the ways others express themselves are sensitive to social-cultural contexts | Formative 2E; 1D  Summative 1 & 2 |  |  |
| SO2: Use strategies that capture and retain the interest of the audience | AC1: Key words/sign, pace and pause, stress, volume and intonation or sign size, rhythm and non-manual features are used in appropriate ways to reinforce the message | Formative 2F  Summative 1 & 2 |  |  |  |  |
|  | AC2: Body language is appropriate to context and topic and reinforces main ideas and points of view | Formative 2F  Summative 1 & 2 |  |  |
|  | AC3: Formal communications are planned in writing/signing and plans are detailed, complete and realistic with respect to time allocation and content | Formative 2F  Summative 1 & 2 |  |  |
|  | AC4: Visual aids are appropriate to the topic and context and enhance the presentation and the transfer of information and understanding | Formative 2F  Summative 1 & 2 |  |  |  |  |
|  | AC5: Techniques are used to maintain continuity and interaction | Formative 2F  Summative 1 & 2 |  |  |
| SO3: identify and respond to manipulative use of language | AC1: Facts and opinions are identified and distinguished | Formative 1A  Summative 1 & 2 |  |  |  |  |
|  | AC2: Omission of necessary information is noted and addressed | Formative 1A; 1D  Summative 1 & 2 |  |  |
|  | AC3: The implications of how the choice of language structures and features, specifically tone, register, style and point of view affect interpretations of spoken/signed texts are explained. | Formative 1A  Summative 1 & 2 |  |  |
|  | AC4: Distortion of a contributor’s position on a given issue is explored with reference to what has been selected and omitted | Formative 1A  Summative 1 & 2 |  |  |
| **US 119462** | | | | | | |
| SO1: Respond critically yet sensitively as a listener/audience | AC1: Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations | Formative 2A, 2B, 2C, 2D, 2E, 2F  Summative 1 & 2 |  |  |  |  |
|  | AC2: Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of the group on one-on-one interaction | Formative 2A, 2B, 2C, 2D, 2E, 2F  Summative 1 & 2 |  |  |  |  |
|  | AC3: Characteristics of a speaker/signer’s style and tone/register that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response | Formative 2A, 2B, 2C, 2D, 2E, 2F  Summative 1 & 2 |  |  |
|  | AC4: The underlying assumptions, points of view and subtexts in spoken/signed texts are identified and challenged when appropriate to clarify understanding, remove bias and sustain interaction | Formative 2A, 2B, 2C, 2D, 2E, 2F  Summative 1 & 2 |  |  |
| SO2: Analyse own responses to spoken/sign texts and adjust as required | AC1: Own responses to spoken/signed texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly. | Formative 2A, 2B, 2C, 2D, 2E, 2F  Summative 1 & 2 |  |  |  |  |
|  | AC2: When confronted with opposing views, own position is put forward with confidence in a manner appropriate to the interaction. | Formative 2A, 2B, 2C, 2D, 2E, 2F  Summative 1 & 2 |  |  |
|  | AC3: Tone/register, approach or style is appropriate to the context, and is adapted to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction | Formative 2A, 2B, 2C, 2D, 2E, 2F  Summative 1 & 2 |  |  |  |  |
| SO3: Use strategies to be an effective speaker/signer in sustained oral/signed interactions | AC1: Planning of content and presentation techniques is evident in formal communications | Formative 2F  Summative 1 & 2 |  |  |  |  |
|  | AC2: The impact of non-verbal cues/body language and signals on audience is analysed and used appropriately | Formative 2F  Summative 1 & 2 |  |  |
|  | AC3: The influence of rhetorical devises is analysed and used for effect on an audience | Formative 2F  Summative 1 & 2 |  |  |
| SO4: Evaluate spoken/signed discourse | AC1: Points of view in spoken/signed texts are identified and the meaning described in relation to context and purpose of the interaction | Formative 2F  Summative 1 & 2 |  |  |  |  |
|  | AC2: Values, attitudes and assumptions in discourse are identified and their influence on the interaction described | Formative 2F; 1D  Summative 1 & 2 |  |  |
|  | AC3: Techniques used by speakers/signers to evaluate or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight | Formative 2F; 1D  Summative 1 & 2 |  |  |
|  | AC4: The impact (clarity of purpose, speaker’s/signer’s capability) is described explained and judged | Formative 2E; 2F  Summative 1 & 2 |  |  |
| **US 119457** | | | | | | |
| SO1: Use a range of reading/viewing strategies to understand the literal meaning of specific texts | AC1: Unfamiliar words are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills/sign parameter/analysis skills and contextual tools | Formative 3A  Summative 1 & 2 |  |  |  |  |
|  | AC2: Different options for meanings of ambiguous words are tested and selected meanings are correct in relation to the context | Formative 3A; 1A  Summative 1 & 2 |  |  |
|  | AC3: Main ideas are separated from supporting evidence and paraphrased or summarised | Formative 1B  Summative 1 & 2 |  |  |
|  | AC4: The purpose of visual/graphic representations in texts are recognised and explained | Formative 3B  Summative 1 & 2 |  |  |
|  | AC5: Features of visual texts are explained in relation to the way they impact on meaning | Formative 3B  Summative 1 & 2 |  |  |
| SO2: Use strategies for extracting implicit messages in text | AC1: Source of text is identified and discussed in terms of reliability and possible bias | Formative 3C  Summative 1 & 2 |  |  |  |  |
|  | AC2: Attitudes, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly | Formative 3C  Summative 1 & 2 |  |  |
|  | AC3: Techniques are explored and explained in terms of purpose and audience | Formative 3C  Summative 1 & 2 |  |  |
|  | AC4: Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials | Formative 3C; 1A  Summative 1 & 2 |  |  |
| SO3: Respond to selected texts in a manner appropriate to the context | AC1: Instructions and requests are acted upon | Formative 1A; 3B; 3C  Summative 1 & 2 |  |  |  |  |
|  | AC2: Text-type, format and register used are appropriate level of formality | Formative 1A, 1B, 1C, 3B, 3C  Summative 1 & 2 |  |  |
| SO4: Explore and explain how language structures and features may influence a reader/viewer. | AC1: The choice of words/signs, language usage, symbols, pictures and tone/sign size is described in terms of how point of view is shaped and supported | Formative 3C; 3B  Summative 1 & 2 |  |  |  |  |
| **US 119469** | | | | | | |
| SO1: Critically analyse texts produced for range of purposes, audiences and contexts | AC1: Reading and/or viewing strategies appropriate to the purposes for reading/viewing are adopted | Formative 3C  Summative 1 & 2 |  |  |  |  |
|  | AC2: Organisational features of texts are identified. The role of each of the features is explained in relation to the usefulness in making meaning of readings/viewing | Formative 3C  Summative 1 & 2 |  |  |
|  | AC3: Synthesis of information from texts and generalisations of patterns and trends, result in appropriate conclusions about purpose, audience and context | Formative 3C; 3B  Summative 1 & 2 |  |  |
| SO2: Identify and explain the values, attitudes and assumptions in texts | AC1: An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints | Formative 1A; 3C  Summative 1 & 2 |  |  |  |  |
|  | AC2: Values and views in selected texts are identified and explained in terms of the impact on meaning and target audience. | Formative 1A; 3C  Summative 1 & 2 |  |  |
|  | AC3: Evidence cited from texts in defense of a position is relevant | Formative 1A; 3C; 2C  Summative 1 & 2 |  |  |  |  |
| SO3: Evaluate the effects of content, language and style on readers/viewer’s responses in specific texts | AC1: Content is outlined and its possible effects on different readers are explored | Formative 3C |  |  |  |  |
|  | AC2: The impact of different writing/signing techniques on reader/viewer perspective are identified and explained in terms of the particular effect produced by each | Formative 1A; 3C; 3B  Summative 1 & 2 |  |  |
|  | AC3: The influence of specific language structures and features is analysed | Formative 1A; 3C; 1D  Summative 1 & 2 |  |  |
|  | AC4: The effect of selected production techniques in visuals is explained | Formative 3B; 3D  Summative 1 & 2 |  |  |

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| **US 119467** | | | | | | | | | |
| SO1: Access and use available learning resources | AC1: Relevant learning resources are identified | | Formative 4A | |  |  | |  |  |
|  | AC2: Learning resources are used effectively through appropriate selection of information and acknowledgement of sources. | | Formative 4A | |  |  | |  |  |
| SO2: Use learning strategies. | AC1: Information is summarised and used for learning purposes. | | Formative 4B | |  |  | |  |  |
|  | AC2: Specific techniques are selected and applied appropriately. | | Formative 4B | |  |  |
|  | AC3: Relevant questions are asked. | | Formative 4B | |  |  |
|  | AC4: Texts are read/viewed for detail, interpreted and analysed for a given context. | | Formative 3C  Summative 3 | |  |  |
|  | AC5: Spoken/signed input is listened to/viewed for detail, interpreted and analysed for a given context. | | Summative 3 | |  |  |
|  | AC6: Learning takes place through communicating with others in groups or as individuals. | | Summative 3 | |  |  |
| SO3: Manage occupational learning materials. | AC1: Occupational learning materials are organized for efficient use. | | Summative 3 | |  |  | |  |  |
|  | AC2: Layout and presentation of learning materials are understood and used effectively. | | Summative 3 | |  |  |
|  | AC3: Technical language/ terminology is engaged with, and clarification sought if needed. | | Summative 3 | |  |  |
| SO4: Conduct basic research and analyse and present findings. | AC1: Appropriate or relevant topic and scope is identified and defined. | | Formative 4C  Summative 3 | |  |  | |  |  |
|  | AC2: Research steps are planned and sequenced appropriately. | | Formative 4C  Summative 3 | |  |  |
|  | AC3: Research techniques are applied. | | Formative 4C  Summative 3 | |  |  |
|  | AC4: Information is evaluated for relevance. | | Formative 4C  Summative 3 | |  |  |
|  | AC5: Information is classified, categorized and sorted. | | Formative 4C  Summative 3 | |  |  |
|  | AC6: Research findings are analysed and presented in the appropriate format. | | Formative 4C  Summative 3 | |  |  |
| SO5: Function in a team. | AC1: Active participation takes place in group learning situations. | | Formative 4C  Summative 3 | |  |  | |  |  |
|  | AC2: Responsibilities in the team are taken up and group work conventions are applied in learning situations. | | Formative 4D  Summative 3 | |  |  |
|  | AC3: Conflict management and negotiating techniques are practised in a defined context. | | Formative 4D  Summative 3 | |  |  |
|  | AC4: Teamwork results in meaningful product or outcomes. | | Formative 4D  Summative 3 | |  |  | |  |  |
| SO6: Reflect on how characteristics of the workplace and occupational context affect learning. | AC1: Sector and organisation type is identified. | | Formative 4E; 4F | |  |  | |  |  |
|  | AC2: Features of the occupational environment are described and discussed. | | Formative 4E; 4F | |  |  |
|  | AC3: Ways in which these features affect learning processes and/or application of learning are described and discussed. | | Formative 4E; 4F | |  |  |
| Details of moderation | Name and signature of moderator: | Assessment result confirmed: | | YES | | | NO | | |
| Moderator comments |  | | | | | | | | |

# CCFO Marksheet – complete in detail

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Critical Cross-fields** | | **Competent/ Not Yet Competent** | **Assessor Comments - detailed** | | |
| Identifying | |  | The learner had to identify words and describe the meanings thereof and translate them. | | |
| Organising | |  | The learner had to organize documents and translate them. | | |
| Collecting | |  | The learner had to collect documents from the organization. | | |
| Communicating | |  | The learner had to communicate in groups as well as with the supervisor or manager. | | |
| Demonstrating | |  | The learner had to demonstrate understanding in the evidence they submitted. | | |
| Contributing | |  | The learner had to contribute in the group place. | | |
| **Assessor Signature** |  | | | **Date** |  |
| **Moderator Signature** |  | | | **Date** |  |

## Assessment Decision

|  |  |
| --- | --- |
| **OVERALL ASSESSMENT SCORE** | |
| 1. Meets all the criteria for all the specific outcomes of the unit standard. |  |
| 1. Meet some, but not all the criteria for the specific outcomes of the unit standard. |  |
| 1. Clearly do not meet the criteria for the specific outcomes of the unit standard. |  |
| 1. More evidence is required in order to make a judgement of competence. |  |

## VACS Analysis

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessor Name** | |  | | | | | |
| **Assessment Evaluated** | | 119472, 119465, 119462, 12153, 119459, 119457, 119469, 119467 | | | | | |
| **Date of Evaluation** | |  | | | | | |
|  | | **PRINCIPLE** | |  | | **ASSESSOR REPORT** | | **MODERATOR REPORT** |
| Validity of evidence | | Is the evidence appropriate and related to the specific outcomes? | | Y/N | | Yes | | Yes |
| Was there any evidence that prohibited the learner from meeting the assessment criteria? | | Y/N | | No | | No |
| Authenticity of evidence | | Is there proof that the evidence is the learner’s own work? | | Y/N | | Yes | | Yes |
| Currency of evidence | | Currency refers to the applicability of skills, knowledge and understanding in the present circumstances. Is the evidence current to the situation? | | Y/N | | Yes | | Yes |
| Sufficiency of evidence | | Is there enough evidence to meet all the criteria of the specific outcome to certify competency? | | Y/N | | Yes | | Yes |
| Will the learner be deemed competent if the learner’s performance is to be reported? | | Y/N | | Yes | | Yes |
| **Moderator Signature** |  | | | **Date** | |  | |
| **Assessor Signature** |  | | | **Date** | |  | |

## RE-ASSESSMENT AND APPEAL PROCEDURE

Learner completes the re-assessment and appeals application and delivers to the assessor

Assessor decides on actions to be taken:

* Discuss reasons and appropriate actions with learner
* Learner accepts and follows actions
* Assessor re-assess

Assessor or learner still not satisfied

* Appeals application together with actions taken and complete assessment portfolio to the internal moderator

Internal moderator discusses with assessor and learner together next steps and recommendations

* Re-assessment by moderator

Learner still not satisfied with results

* Appeals application, actions taken and complete assessment portfolio to the ETQA for verification

**The assessor has to provide the moderator with all appeals and re-assessment applications regardless if the learner accepts the results of the re-assessment or not.**

Reassessment should comply with the following conditions:

* Reassessment should take place in the **same situation or context** and under the same conditions
* The **same method and assessment instrument** may be used, but the **task and materials should be changed**. However, they should be of the same complexity and level as the previous one(s).
* Where the methods and instruments are changed, they must be appropriate for the outcomes specified.
* On Appeal the learner must complete and sign the appeals application (see appendix B)
* On reassessment the initial assessment plan should be extended and accepted by the learner.

**NOTE:**

Where several outcomes have been assessed and some, but not all, were achieved successfully, a decision has to be made about the credits for the successful outcomes, i.e. will the learner be able to retain these credits without having to be reassessed? If so, what would the assessment consist of then?

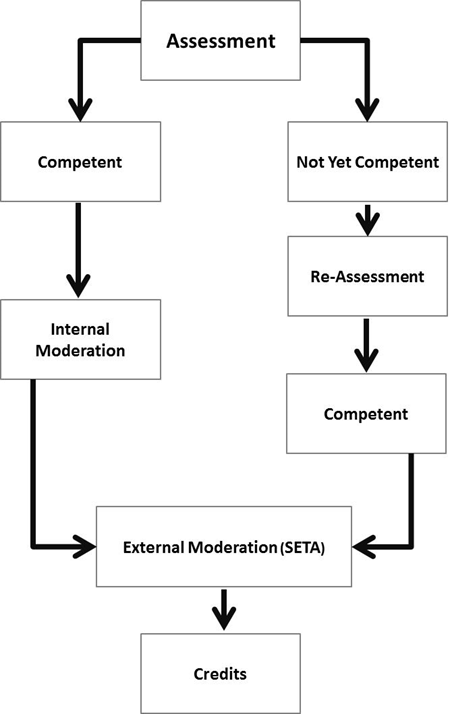
Care should be taken regarding **how often reassessment can be taken**, and the length of time between the original assessment and the reassessment. At the initial discussion of the assessment process and appeals procedure the learner and assessor agree on the number of re-assessments. **A learner who is repeatedly unsuccessful should be given guidance on other possible and more suitable learning avenues.**

Learners should be secure in the knowledge that they can appeal against an unfair assessment.

**Appeals can be brought against:**

* Unfair assessment
* Invalid assessments
* Unreliable assessments
* The assessor’s judgment, if considered biased
* Inadequate expertise and experience of the assessor if it influenced the assessment.
* Unethical practices.

**Appeals Procedure**

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## Appeals Application

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard Title** |  | **Unit Standard number** |  |
| **NQF level** |  | **Credits** |  |
| **Venue** |  | **Date** |  |
| **Learner Name** |  | **Learner ID number** |  |
| **Assessor Name and Surname** |  | **Assessor Registration number** |  |
| **1. Please explain how you were assessed:** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
| **2. Please list the reason(s) for your appeal:** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
| **3. Please indicate what course of action you would find acceptable in order to resolve this issue. (For example, another assessor, a different assessment method, etc)** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
| **4. Please specify any additional requirements or needs you may have:** | | | |
|  | | | |
|  | | | |
|  | | | |
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|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner**  **Signature** |  | **Date** |  |
| **Moderator**  **Signature** |  | **Date** |  |

| **Assessor Feedback to learner** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessor Declaration of Competence | | 1st Attempt | | | 2nd Attempt | | | | 3rd Attempt | | |
| Competent | NYC | | Competent | | NYC | | Competent | | NYC |
|  |  | |  | |  | |  | |  |
| Date of declaration | |  | | |  | | | |  | | |
| Feedback | |  | | |  | | | |  | | |
| **Action Plan for Competence and Re-assessment** | | | | | | | | | | | |
| The learner was assessed on the following date: | | | | | | | | | |  | |
| The learner has not submitted sufficient evidence and is therefore not yet competent. | | | | | | | | | | | |
| The learner is required to submit additional evidence against the following: (List the specific outcome and assessment criteria relevant below) | | | | The learner is required to improve in the following areas: | | | | | | | |
|  | | | |  | | | | | | | |
|  | | | |  | | | | | | | |
| **Learner Declaration** | I, ……………………………………………………………….declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument. | | | | | | | | | | |
| **Learner’s Signature** |  | | | | | **Date:** | |  | | | |
| **Assessor’s Signature** |  | | | | | **Date:** | |  | | | |
| **Moderator’s Signature** |  | | | | | **Date:** | |  | | | |

## Learner: Assessment Review

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner name** |  | | | | | |
| **Assessor name** |  | | | | | |
| **Date of assessment** |  | | | | | |
| **Question** | | | | | **Yes** | **No** |
| Was the assessment process explained to you before the assessment? | | | | |  |  |
| Did the assessor have a pre-assessment meeting with you? | | | | |  |  |
| Did you receive feedback after the assessment? | | | | |  |  |
| Was the assessment feedback clear enough? | | | | |  |  |
| Did you receive your feedback within the agreed Timeframes? | | | | |  |  |
| Do you feel that the assessment was fair? | | | | |  |  |
| Do you feel that you received enough opportunities during the assessment to provide evidence to the assessor? | | | | |  |  |
| Did the assessor explain all the evidence requirements to you? | | | | |  |  |
| Were you given the chance to give your input in terms of the assessment process? | | | | |  |  |
| Was the evidence judged in accordance with the requirements outlined to you? | | | | |  |  |
| Was the feedback provided constructive? | | | | |  |  |
| Was the assessment documentation clear and user-friendly? | | | | |  |  |
| **Learner Signature** | |  | **Date** |  | | |
| **Assessor Signature** | |  | **Date** |  | | |
| **Moderator Signature** | |  | **Date** |  | | |

## Assessor: Assessment Review

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessor name** |  | | | | | |
| **Date of assessment** |  | | | | | |
| **Assessment Review** | | | | **Agree** | | **Disagree** |
| The learner provided inputs into the assessment process. | | | |  | |  |
| Before the assessment was conducted the learner understood what criteria and evidence will be used in the assessment process. | | | |  | |  |
| The assessment process was conducted in the learner’s work environment. | | | |  | |  |
| The assessment instruments were clear and easily understood by the assessor. | | | |  | |  |
| In similar circumstances the assessor will make the same judgment again. | | | |  | |  |
| The evidence requirements are relevant to the unit standards. | | | |  | |  |
| The evidence identified for this portfolio is sufficient. | | | |  | |  |
| The evidence produced by the learner can be verified as being authentic. | | | |  | |  |
| The assessment methods are suitable for the outcomes being assessed. | | | |  | |  |
| The assessment does not present any barriers for the learner. | | | |  | |  |
| All special needs have catered for and considered during the assessment. | | | |  | |  |
| The assessment instruments were manageable and user-friendly. | | | |  | |  |
| **General Comments:** | | | | | | |
| **Assessor Signature** | |  | **Date** | |  | |
| **Moderator Signature** | |  | **Date** | |  | |

## Assessment Review Report

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard Title** | **Module 1** | **Unit Standard Number** | 119459; 119465; 12153; 119472; 119462; 119457; 119469; 119467 |
| **NQF Level** | **4** | **Credits** | **40** |
| **Venue** |  | **Date** |  |
| **Learner Name** |  | **Learner ID Number** |  |
| **Assessor Name** |  | **Assessor Registration Number** |  |

**Assessment Guide**

|  |
| --- |
| **Strengths** |
| The assessment guide is user friendly and easy to manage. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Assessment Process**

|  |
| --- |
| **Strengths** |
| The process is according to the principles of assessment. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Assessment Methods Used**

|  |
| --- |
| **Strengths** |
| The assessment methods address the assessment criteria of the unit standards and is open and fair. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Assessment Instruments Used**

|  |
| --- |
| **Strengths** |
| Easy manageable, cost effective and gives the learner a fair opportunity to proof competence. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Learner's Readiness for Assessment**

|  |
| --- |
| **Strengths** |
| The learners attended the pre-assessment meeting and signed the checklist. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Unit Standard**

|  |  |  |  |
| --- | --- | --- | --- |
| **Strengths** | | | |
| The unit standards give guidance of what is expected from the learners. | | | |
| **Weaknesses:** | | | |
| None. | | | |
| **Recommendations:** | | | |
| None. | | | |
| **Assessor**  **Signature** |  | **Date** |  | |
| **Moderator**  **Signature** |  | **Date** |  | |

# Special Need Assessment

**NAME OF COURSE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DATE OF COURSE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NAME OF LEARNER:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ID OF LEARNER:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NAME OF ASSESSOR:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EXPLANATION OF SPECIAL NEED:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIONS TAKEN BY ASSESSOR TO COMPLETE THE ASSESSMENT:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARNER COMPETENT YES / NO**

**REASONS IF NOT YET COMPETENT:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **LEARNER SIGNATURE** |  | **DATE** |  |
| **ASSESSOR SIGNATURE** |  | **DATE** |  |
| **MODERATOR SIGNATURE** |  | **DATE** |  |

# Declaration By Mentor

***Please complete the following declaration and Critical Cross-field checklist and ask your supervisor or mentor to also complete the list below***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I hereby declare that the work submitted in the Portfolio of Evidence:** | | | **Self- Assessment** | | **Supervisor/ Mentor** |
| Is the Learner’s own work (authentic) | | |  | |  |
| Is a reflection of the learner’s current competencies | | |  | |  |
| **Would you rate the learner as competent in the following Critical Cross-field Outcomes?** | | |  | |  |
| The learner has shown the ability to Identify and solve problems | | |  | |  |
| The learner has shown the ability to Organise and manage himself or herself and his/her activities responsibly and effectively | | |  | |  |
| The learner has shown the ability to Collect, organise and critically evaluate information | | |  | |  |
| The learner has shown the ability to Communicate effectively using visual, mathematical and language skills | | |  | |  |
| The learner has shown the ability to Demonstrate an understanding of the world as a set of related systems | | |  | |  |
| The learner has shown the ability to act culturally and aesthetically sensitive across a range of social contexts | | |  | |  |
| The learner has shown the ability to use Science and technology effectively and critically | | |  | |  |
| The learner has shown the ability to Work effectively with others as a member of a team, group, organisation and community | | |  | |  |
| **Learner signature** | |  | **Date** | |  | | |
| **Mentor/Supervisor signature** | |  | **Date** | |  | | |