**119454 Workplace Assessment**

**NQF 2 Contact Centre Support ID 71490 LP 73269**

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| --- | --- |
| **Name:** |  |
| **ID Number:** |  |
| **Workplace:** |  |
| **Region:** |  |
| **Date:** |  |
| **Signature (to verify this is my own work)** |  |

# Marking Grid: (For Office Use ONLY)

|  |  |  |
| --- | --- | --- |
| **SECTION** | **TOTAL** | **Learner Achievement** |
| **Activity 1** |  |  |
| **Activity 2** |  |  |

|  |  |
| --- | --- |
| **Marked By:** |  |
| **Date:** |  |
| **Competent** | **Not Yet Competent** |
| **Assessor Sign off:** |  |
| **Notes:** |  |
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### Assignment 1: Unprepared speech

#### Activity 1.1

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

Evaluate the learner as follows:

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

### Assignment 2: Prepared presentation

#### Activity 2.1

Prepare a presentation that covers the following topics:

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

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

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

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

### Assignment 3: Present to an outside party

#### Assessment activity 3.1

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

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

### Assignment 4: Identify and explain how speakers influence audiences

#### Activity 4.1

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

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