

LEARNER SUMMATIVE ASSESSMENT GUIDE & PoE

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

Unit Standard 119465

Level 3

Credits 5

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Moderation..... 45



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Contact Details

Assessor Details			
Name			
SETA		Registration No:	
Contact Details	e mail:		
	Phone :		Fax: <input type="text"/>
Moderator Details			
Name			
SETA			
Contact Details	e mail:		Registration No: <input type="text"/>
	Phone :		Fax: <input type="text"/>
Candidate Details			
Surname		Name	
Employer		ID No	
Branch			
Contact Details	e mail:		
	Phone :		Fax: <input type="text"/>

Competence

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

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

Being Declared Competent Entails:

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

There are three levels of competence:

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

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To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by an assessor, registered with the appropriate SETA.

You Have To Submit A Portfolio Of Evidence

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

The Assessment Of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio must reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which both the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

- ❖ Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.
- ❖ Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.
- ❖ Only the specific outcomes that were not achieved will be re-assessed.
- ❖ Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

Appeals & Disputes

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

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

Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-

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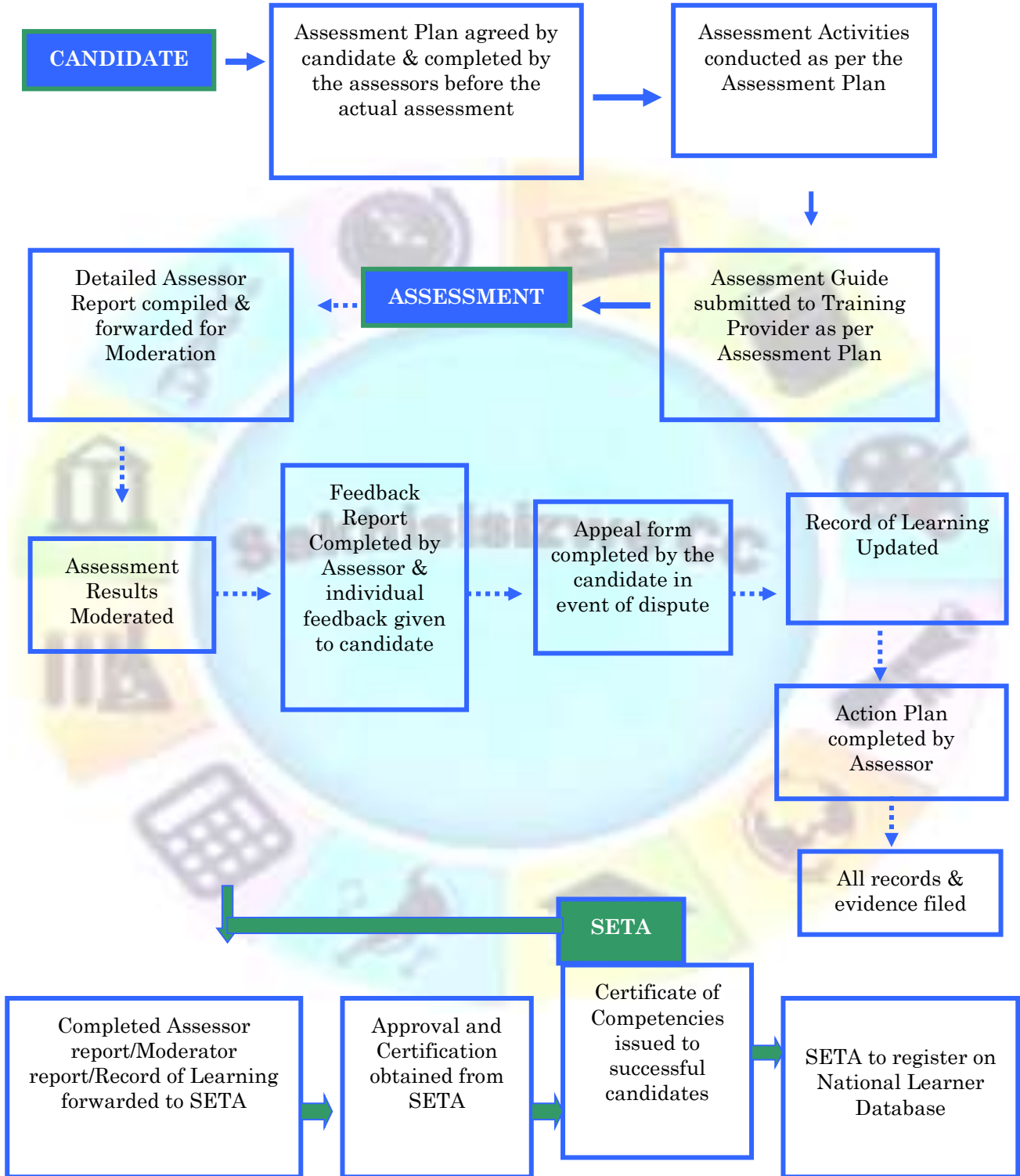
assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the relevant SETA ETQA.



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Assessment Process Flow



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ASSESSMENT STRATEGY

Exit level outcome: Demonstrate an ability to identify and create a new venture

These assessment exercises will cover the exit level outcome Demonstrate an ability to identify and create a new venture. The following unit standards are included in this exit level outcome: 114596, 114600, 263456, 119472, 119457, 119467, 119465

The purpose of the assessment process is to gather enough evidence to prove that the exit level outcome was achieved.

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

Unit Standard Title	Write/present/sign texts for a range of communicative contexts	Unit ID	Std 119465
NQF Level	Level 3	Credits	5
Purpose of Assessment	The purpose of this assessment is to judge the learner's competence against the exit level outcome		
Assessment Procedures	<ul style="list-style-type: none"> ❖ An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity. ❖ Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values. ❖ A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole. ❖ Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment. ❖ Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed. ❖ All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current. ❖ An Internal/External moderator will moderate assessment practices. ❖ The SETA will also conduct external moderation. 		

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Context of Assessment	Assessment Method	Assessment Conditions	Who will conduct assessment	Assessment results and feedback
	Questionnaire, practical assessment, workplace assignments	Input based assessments	Assessor	Immediate



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Assessment Preparation

Preparing The Candidate

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

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Comments Or Questions:

Assessor's Declaration:

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

Assessor Name	Signature

Interview (RPL Purposes)

The purpose of the interview is two-fold:

- ❖ A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.
- ❖ To determine candidate's preparedness for prior learning conducted and sensitize candidates to re-assessment.

Questions

Have you attended any short courses/courses that amount to prior learning before the start of the learnership/qualification? *(Note that it should be relevant to the qualification against which RPL is being conducted)*

Did you attend all modules of the learnership/qualification training?

How were you prepared for assessments?

How were assessments conducted?

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Did an accredited training provider conduct the course/s?

Did you attend classroom training during the course?

What work experience do you have to prove competence against a unit standard/s for RPL purposes? (State number of year's experience)

Do you have a relevant certificate from an approved institution?

Do you have samples of work or other forms of evidence that can prove your competence?

Do you have a Grade 12 (Matric) with English and Maths, or English only?

Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.

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Agreed Assessment Plan

Candidate's Name:			
Assessor's Name:			
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Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training.		Training material, Facilitator	Attendance Register
Complete assessment activities		Assessment activities	Completed documentation
Complete Portfolio of Evidence.		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training Provider			Acknowledgement of receipt from Training Provider
Assessor Roles And Responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan. ❖ Agree assessment process and plan with candidate. ❖ Forward documentation to candidate: plan, guide and assessment instruments. ❖ Assess candidate with the use of different instruments. ❖ Provide feedback on assessment findings. ❖ Support candidate through assessment process. ❖ Source feedback from candidate on assessment process. ❖ Review assessment process and outcome. ❖ Use assessment process as opportunity to transform assessment activities and outcomes. 		

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Candidate Roles And Responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment. ❖ Be actively involved in the consultative process. ❖ Learn from the assessment process. ❖ Provide feedback to the assessor in terms of the assessment as learning activity. ❖ Provide feedback to the assessor on the efficacy of the assessment process. ❖ Review own role and assessor role in the assessment process.
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Assignments ❖ Assessments
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards. ❖ Evaluation of Research Projects and other evidence addressing specific unit standards. ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage. ❖ Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards. ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence. ❖ Feedback to candidate regarding assessment findings as well as review process. 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.
Right to appeal	The candidate must be advised of the right to appeal.

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

I confirm that:

I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide.

I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable.

I have read and understood the appeal procedure.

I know that assessments may be moderated or verified by an external party.

The purpose of the assessment has been clearly explained to me.

The criteria have been discussed with me, and I know I will be assessed against these criteria.

I know when and where I will be assessed, and I was given fair notice.

I know how the assessment will be done, and any other requirements related to the assessment.

Signed:

Date:

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

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Record Of Learning

Candidate's Name:			ID No					
Assessor's Name:			Ass. Reg. No					
Moderator's Name:			Mod. Reg. No					
Date:								
Unit Standard	NQF Level	Credits	Date Completion	Of	Signature Assessor	Of	Signature Moderator	Of
119465	3	5						

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UNIT STANDARD 119465

Unit Standard Title

Write/present/sign texts for a range of communicative contexts

NQF Level

3

Credits

5

Specific Outcomes

Upon successful completion of this course, you have to demonstrate knowledge and understanding of the following **specific outcomes**:

Specific Outcome 1: Write/sign for a specified audience and purpose: Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations.

Assessment Criteria

- ❖ The purpose for writing/signing, the target audience and the context are clear in relation to the learning task or activity
- ❖ The text-type, style, and register selected are appropriate to audience, purpose and context.
- ❖ Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.
- ❖ Writing/signing is well-structured and conveys its message clearly.
- ❖ Critical thinking skills are used as strategies for planning: Brainstorming, mind-mapping, using spider diagrams, highlighting
- ❖ Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise.
- ❖ Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text: Accessing information from different sources, sorting, categorising, classifying, sifting for relevance, validity and reliability, recording, reporting, formulating conclusions

Specific Outcome 2: Use language structures and features to produce coherent and cohesive texts for a wide range of contexts

Assessment Criteria

- ❖ Meaning is clearly expressed through the use of a range of sentence structures, lengths and types
- ❖ 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, cause and effect and/or contrast
- ❖ The overall structure of a piece of writing/signing is controlled and the conclusion is clearly formulated

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Specific Outcome 3: Draft own writing/signing and edit to improve clarity and correctness

Assessment Criteria

- ❖ Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original
- ❖ Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency
- ❖ Logical sequencing of ideas and overall unity are achieved through redrafting
- ❖ There is clear evidence that major grammatical and linguistic errors are edited out in redrafts
- ❖ Inappropriate or potentially offensive language is identified and adapted/removed: Obfuscation, excessive use of jargon, jargon used to exclude, insensitive choice of words, (gender, rank, hierarchies in familiar settings or organisations, family, sports, wealth) offensive or incorrect register
- ❖ Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task

Critical Cross-Field Outcomes

Upon successful completion of this course, you will be able to:

- ❖ Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading, signed and written activities
- ❖ Work effectively with others and in teams: using interactive speech/signing in activities, discussion and research projects
- ❖ Organise and manage oneself and one's activities responsibly and effectively through using language.
- ❖ Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study
- ❖ Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications
- ❖ Use science and technology effectively and critically: using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields.
- ❖ Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts
- ❖ Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process

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Formative Assessments



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Summative Assessment Readiness Statement

Note: R = Ready for summative assessment, NYR = Not yet Ready for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title			
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments

Assessor's / Facilitator declaration:

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

Assessor / Facilitator Name	Signature

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Knowledge Questionnaire

1. List three methods you can use to sort your information: (3)
2. At the end of your document, you have to come to a conclusion, where you connect all the facts that you stated previously. List three forms your conclusion can take. (3)
3. What is the purpose of punctuation? List two. (2)
4. Give two instances where a comma must be used. (2)
5. Give one example of when to use an ellipses. (1)
6. Explain what is meant by the narrative style of writing. (1)
7. Explain what is meant by the discursive style of writing. (1)
8. What are spider charts used for? (1)
9. What does it mean if I say "You can arrange your paragraphs chronologically?" (1)
10. Name 3 techniques you could use to make your writing interesting. (3)

TOTAL 15



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Practical Assessment: Summary

Following this assessment is an article called Young Dads VS Older Dads, from the Clicks ClubCard magazine dated October 2005. Follow the instructions below.

SO1 AC 2-6

1. Summarise the article. Start your first draft by drawing a mind-map. Attach the mind-map to your assessment.
2. Write the first draft of your summary. Attach the first draft to your assessment.

SO3 AC 1-6

3. Rewrite the summary. Did you check and adapt your choice of words? Attach the second draft to your assessment.
4. Did you correct your grammar in the second draft?
5. Did you identify and remove inappropriate or potentially offensive language?
6. Did you experiment with the layout of your summary?

SO1 AC2-6

SO2 AC1-3

SO3 AC1-3

7. Write the final summary. Ensure that you make use of long and short sentences in your summary.
8. Make use of simple sentences.
9. Make use of compound sentences.
10. Make use of complex sentences.

SO1 AC2-6

SO2 AC1-3

SO3 AC1-5

11. Does your summary have an introductory paragraph?
12. Does your introductory paragraph introduce the main topic?
13. Do your paragraphs follow each other logically?
14. Which method did you use to help you arrange your paragraphs in a logical way?
15. Does the first sentence of each paragraph introduce the topic of the paragraph?
16. Is your conclusion clearly formulated?

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FOCUS | male issues

PERSPECTIVES:

young dads VS Vold(er) dads

More and more babies are born to fathers over 40, possibly because older mothers have older partners, and also because there are more second families, following separation or divorce. What are the advantages for older dads? Where do younger parents have the edge?

Marina Green investigates

Young dads

Mark Wilson (32), father to Aine (15)

'I was 17 when I became a dad to Aine and, although it was not a planned pregnancy, I always say that she was the best mistake I ever made. Becoming a dad so young was scary, but I have been fortunate in that my parents have given me a lot of emotional and financial support and that's made things much easier. The lines of communication between my daughter and I are very open. I find that I can relate to the environment that Aine is growing up in much more easily than older parents, because I am still part of that culture myself.'

Jason Roberts (24), father to Aaron (6)

'I became a father to Aaron when I was 18 years old and have been a single father and sole custodian from the time he turned four. I have more energy and enjoy doing things with him that an older father might not be up for. I'm glad that as he gets older and reaches his teens I will still be a "young dad" and physically and mentally in touch with the things he is into. Partly just because of who I am, but also because of the responsibility of fatherhood I started to build my career from an early age, so I am pretty established by now – more so than a lot of the other guys my age – I guess I feel doubly responsible!

'I also find that I can relate to a group of 35-year-old dads quite easily, whereas most 24-year-olds would probably



struggle. It does have an impact socially and I can't move at the same pace as some of my peers, but I still do manage to go out and have a good time!'

Older dads

Hugh Tyrrell (54), father to Megan (11) and Max (6)

'Because I am self-employed I have been able to invest much more time with my kids, creating strong emotional bonds. This makes for close-knit family ties and should make parenting easier when my children reach adolescence. But it's up to the individual man – I have seen several older dads who have taken on jobs that leave very little time and energy for their children. Joining the Mankind Project [a non-profit organisation that provides education and personal-development training programmes for men]

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FOCUS male issues

has enabled me to bond more strongly with my children by helping me embrace fatherhood in a timeless way: understanding father-son issues and connecting to my own emotions.'

David Bristow (49), father to Daniel (15), Isabella (14) and Ben (5)

'Ben was born when I was 44 and his mother 40. By then I'd had good parenting practice with two children who were 10 and nine respectively, from a previous marriage. Ben is a boisterous five-year-old, but luckily I'm an active 49-year-old, so I can keep up with his energy levels. Fortunately I am now materially comfortable, so this is one potentially

stressful area that does not greatly affect my life as the major financial provider.

'I see being a dad as my primary job, and I try to do it as best I can.'

Dr Paul Roux (55), father to Estelle (9)

'I was 46 when Estelle was born. When I think of myself in my 20s or 30s, I think I was far more preoccupied with things that would have had a huge impact on my priorities. I find that it's much easier now to place parenthood as my priority rather than my career, or getting fit, or other activities. As I've gotten older, my priorities are less about my own needs and more about how what I do will affect my child.'

Professional perspectives

Jodie Franco, a psychologist in private practice, says that younger dads may still be preoccupied with developing their self-image and concerned with who they are and how they fit into society. Franco says that may cause them to be self-centred and focussed more on their own needs, issues and desires, rather than those of their child or partner.

'A man in his 40s would generally be better equipped to deal with emotional demands, and is more emotionally stable than a father at the tail-end of emotional, hormonal adolescence,' according to Franco.

However, Lielzel King, a social worker at the Parent Centre in Cape Town, suggests that society has stereotyped and placed a stigma on young dads, seeing them as being incapable of being a good father and/or capable of providing financially and emotionally for a child.

King points out that older dads 'could be faced with a mid-life crisis and not want to take on the role of father. Ultimately, young or old, emotional maturity, current life experiences and support systems available to a father all play a vital role, as do other factors such as the way in which he was parented and the role of the child's mother,' says King.

Positive parenting

According to the US Department of Health and Human Services (<http://fatherhood.hhs.gov>), fathers who are involved in the lives of their offspring can make a huge positive impact on their children. Good fathers raise children who:

- Have a smaller risk of abusing drugs or alcohol
- Are more curious and emotionally secure, with better mathematical and verbal skills
- Have better social skills and get better school marks

The male biological clock

While men remain fertile much longer than women (the oldest father on record is Les Colley from Australia, who was 93 years old), research suggests that you may not want to leave it too late: older fathers are more likely to produce foetuses with chromosomal anomalies that lead to miscarriage or birth defects, and children of older fathers are more likely to have schizophrenia. Dr Paul Roux, a paediatrician at Groote Schuur Hospital in Cape Town, adds, 'Sperm banks worldwide have decided not to accept donations from men older than 40.' Ⓜ



USEFUL CONTACTS
 Counseling psychologist Jodie Franco, ☎ (021) 689-2673 or jodiefranco@arianzi.co.za
 The Parent Centre,
 ☎ (021) 762-0116
 The Mankind Project,
 ☎ 083-703-3055; website:
www.mkp.org

IMAGE: DAVID MARLES@GETTYIMAGES.COM

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Workplace Project

SO1 AC1-4, 6

SO2, AC 1-3

- At the end of the assessment you will find factual writing about funeral customs across cultures and religions. Summarise the contents of this piece in the narrative style (no dialogue). Include an introductory paragraph, a conclusion and make use of headings or titles. Also ensure that your facts and ideas follow logically. Attach your summary to the assessment.

SO1 AC1-4, 6

SO2, AC 1-3

- Write/sign a personal interest text in the discursive style about any subject that interests you: a hobby, sport, a film, an event or even a book that you read. The text should not be shorter than 150 words and not longer than 300 words. Write to inform the reader. . Make use of an introductory paragraph, a conclusion, titles and visual aids. Attach your text to the assessment.

SO1 AC1-4, 6

SO2, AC 1-3

- Write/sign a short piece of about 3 to 4 paragraphs about your life after you finished school. What has happened to you, what are your plans, ambitions, aims and where would you like to be in 10 year's time? Write in the reflective style. Send this to your facilitator by e-mail.

SO1 AC1-4, 6

SO2, AC 1-3

- You have to write a memo relating to work. This could be anything related to work, as long as it is your own work. Your supervisor must sign the memo to confirm that it is your work. Attach a copy of the memo to your assessment.

SO1 AC1-7

SO2, AC 1-3

SO3 AC 1-4, 6

- Do research about career paths in your organisation. Select the path you would like to follow. Find out what knowledge and skills are needed for promotion and what you should do in order to acquire the knowledge and skills. Write a report to your supervisor in the argumentative style explaining what career path you have chosen, why you have chosen this path and what training you need to do in order to get the knowledge and skills needed. Attach the report to your assignment. You have to:
 - ❖ show what resources you used during your research,
 - ❖ explain how you checked your sources for validity and reliability
 - ❖ attach your rough notes to show how you sorted and categorized your information
 - ❖ formulate a conclusion, supported by the facts obtained during your research

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SO1 AC1-4, 6

SO2, AC 1-3

6. Select a cell phone that you would really like to have. Write a descriptive text about the features of the cell phone as well as why you would really like to have the cell phone.

SO1 AC1-4, 6

SO2, AC 1-3

7. At work, you have to write transactional text. This may relate to any transaction, for example confirmation of an order, a price quote, a report about the kilometres travelled in a vehicle of the organisation, or anything else as long as it is transactional text. Attach the text, signed by your supervisor, to the assignment.

SO1 AC1- 6

SO2, AC 1-3

8. Plan a one week holiday for the end of the year. Estimate what the following would cost: travel; accommodation; spending money for food, movies and so on. Find out what the actual costs would be and develop a spider chart where you compare your estimation with the actual values. Attach the chart to this assignment.

SO1 AC1-7

SO2, AC 1-3

SO3, AC1-4, 6

9. Following is an extract from an article about slavery in Africa. Highlight the main ideas and rewrite the article in the expository style

“At the first cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush. Abuk Marou Keer also heard the guns. But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.

Minutes later 300 men on foot, horseback and camels crashed through the fields of maize. Clad in turbans and the long, white robes of the desert, they brandished rifles, pangas and spears. Soon 80 village men lay dead.”

The invaders were Muslim Arabs from northern Sudan; the victims darker-skinned Dinka tribes people who are Christians or practice native religions

“Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets, salt – and human booty. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, “Now you belong to me!” in all, 282 Dinka, including Abuk’s mother, sister and niece were herded up and forced to march north.

Two days later Abuk and the rest of the prisoners reached a compound, which she was told would be her “home.” Like the other Dinka women and children, she was ordered to carry water, wash clothes and collect firewood for her Arab masters. Abuk had become a slave.”

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SO3, AC5

10. At work or at home or even with your friends, identify words and terms that are could be seen as offensive and that should never be used when communicating in writing or through signing. Identify one offensive word for each of the following categories, and suggest a replacement for the offensive word:

- ❖ gender (e.g. bitch)
- ❖ rank (think of nicknames given to superiors)
- ❖ hierarchies in familiar settings or organisations
- ❖ family (e.g. Fat Louise)
- ❖ sports (e.g. stupid Radebe)
- ❖ wealth (think of nicknames given to rich and famous people)

SO3, AC5

11. Search for articles in newspapers and/or magazines that contain obfuscation and excessive jargon. Attach copies of the article(s). Rewrite the article(2) using language that everyone can understand.

SO3, AC5



12. Identify at least two examples of jargon used at your place of work. Quote the word as well as the explanation.



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BURIALS AND FUNERALS

RELIGION	FUNERAL CUSTOMS ACROSS CULTURES AND RELIGIONS
	<p>While death is universal, ways of dealing with it are as varied as the languages people speak and the ways they think. Some cultures, such as those of the Mediterranean, encourage strong emotional reactions at funerals; others favour the <i>stiff upper lip</i>.</p> <p>The Balinese, who are not known to cry at all, at least in public, actually encourage laughter at funerals by dropping the coffin into a <i>creek</i> – sometimes more than once. The Samoans have an extremely brief period of mourning, whereas in Greece, widows are expected to wear black for the rest of their lives. In Southeast Asia, emotional reactions are considered perfectly acceptable in public but in private mourners are expected to maintain some control. The English generally take the opposite approach.</p> <p>What feels natural to one group may seem deeply unnatural to another; what is meant to be comforting in one tradition may, in the context of another, appear disrespectful. Styles of mourning vary widely. At the funeral and during the period of mourning that follows, behaviours considered utterly natural and important by one group, such as wearing black or visiting the grave, may strike another group as unnecessary.</p> <p>Among Africans, funerals are occasions for large family and community gatherings, and attendance is given enormous emphasis, even for distant relations. Even within the context of a single ethnic heritage, patterns can vary markedly as families develop their own styles.</p> <p>The goal in every era and in every culture is the same: to provide a proper conclusion to a life and to begin the process of living without the deceased. Those tasks are genererally considered to fall into the realm of religion.</p> <p>Whether the service takes place in a church, synagogue, or funeral home (as is increasinly the case), the solemnity of the proceedings, the religious trappings, and the presence of clergy underscore the gravity of the event.</p>
	<p>Protestant customs vary, depending on the denomination. Generally, there is a brief service at the church or funeral home that includes a reading from the Bible, prayers, organ music, possibly the singing of hymns, and a funeral sermon or meditation. Selections of poetry or prose are sometimes read. The casket may be open or closed, depending on the denomination, and there may or may not be a eulogy.</p> <p>At the grave there is a brief committal service. Afterwards, as in other groups, people usually gather together for a meal.</p>

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In Catholicism, the rites ideally begin prior to death, when the dying person receives the final **sacraments**. (When death is sudden, the priest is permitted to give **penance** and extreme **unction** up to several hours after death.)

The funeral itself is comprised of three parts: The **wake**, the **funeral mass**, and the **grave side service**. The wake, which occurs the night before the funeral, is conducted in the presence of the body, which is in an open casket. Held either in the funeral parlour or in the mourners' home, the wake service may include psalms, prayers, a rosary, and a short **homily** on the meaning of life, death and **resurrection**. For many hours, friends and relatives come to offer **condolences**, to pray, and to view the body; indeed, the term "viewing" is sometimes used instead of "wake".

The next day, there is a funeral or **requiem** mass. The coffin is closed and covered with a white pall upon which a cross might be placed. Holy Water, incense, and candles accent the solemnity of the highly structured service, which emphasizes the concept of the new life the deceased has found with God.

After the funeral mass, the "final commendation and farewell" takes place either in church or at the grave site, which is blessed in advance. It is used to be that the family would avoid watching the casket being lowered into the earth. Today, the tendency is to stay, so that the reality of death cannot be denied.



In Judaism, burial takes place immediately – within twenty four hours, if possible.

The simple, wooden coffin is closed, and there are few flowers. At the funeral, which is a short one including prayers and a eulogy, members of the immediate family are given a black ribbon which is then cut to indicate their grief.

After the funeral, there is a brief service at the cemetery during which the casket is lowered into the ground and the mourners shovel dirt on it.

"Shoveling the dirt is an incredibly healing thing to do. Although I would never require it, I encourage it very strongly because I find that the actual act of burying is the beginning of the acknowledgement that this horrible thing has happened and the world is forever different," states Rabbi Laura Geller, director of Hillel at the University of Southern California.

Following the burial, friends and relatives gather for a traditional "meal of **condolence**." Perhaps the most distinctive aspect of the Jewish tradition is not the funeral but the mourning period that follows, when mourners return home for seven days of "sitting shiva" (shiva means "seven"). Traditionally they light a candle that burns for seven days, sit on wooden stools or benches, and receive visitors. All activities cease except for one: mourning.



The **Islamic religion** specifies **five** rituals concerning death: washing the body in a **ceremonial** manner; wrapping the entire body in clean, preferably white, cloth; prayer; the funeral itself, during which music and crying are forbidden; and burial.

If possible, the body is buried directly in the ground, without a casket, and with the face turned toward Mecca. A stone, a few bricks, or some soil can be put under the head, but nothing else is **permitted** in the grave.

Afterward, people bring food to the family. Death is expected to be met with equanimity. Consequently, the mourning period is short. For a three-day period after the funeral, known as Azah, mourners accept condolences. After that,

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	<p>talking about the deceased with the mourners is not encouraged.</p> <p>After three days a return to normal life is expected (The sole exception occurs when a husband dies, in which case the wife is expected to stay home for three months and ten days.) Mourners are not supposed to become so immersed in their grief that it distracts them from their relationship with God.</p>
	<p>Buddhists and Hindus believe that life, death, and rebirth are part of the same continuum, waves on the ocean of existence. The body dies; consciousness remains.</p> <p>The traditional purpose of the funeral, which includes chanting, prayers, the reciting of sacred texts, and eulogies, is to help the deceased adjust to the after death state and prepare for rebirth.</p> <p>At a Buddhist funeral, the priest speaks directly to the deceased. The funeral is followed by a forty-nine day period during which the person who died theoretically completes the journey from death to rebirth. During that time, mourners repeat prayers intended to ease the transition.</p>



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Logbook 119465				
Date	Assignment No	Start	Finish	Total Hours
Date	Candidate signature	Date	Mentor/supervisor signature	

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ASSESSMENT GUIDE

Summative Assessment Evidence Locator Grid

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)U/S 119465	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1 Write/sign for a specified audience and purpose <i>Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations</i>				
AC1 The purpose for writing/signing, the target audience and the context are clear in relation to the learning task or activity	Workplace project 1-4, 6 - 9			
AC2 The text-type, style, and register selected are appropriate to audience, purpose and context.	Practical assessment 1 - 10 Workplace project 1-4, 6 - 9			
AC3 Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments	Practical assessment 1-16 Workplace project 1-4, 6 - 9			
AC4 Writing/signing is well-structured and conveys its message clearly	Practical assessment 1-16 Workplace project 1-4, 6 - 9			

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Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)U/S 119465	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
AC5 Critical thinking skills are used as strategies for planning <i>Brainstorming, mind-mapping, using spider diagrams, highlighting</i>	Practical assessment 1-16 Workplace project 8, 9			
AC6 Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise	Practical assessment 1-16 Workplace project 1-4, 6-9			
AC7 Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text <i>Accessing information from different sources, sorting, categorising, classifying, sifting for relevance, validity and reliability, recording, reporting, formulating conclusions</i>	Workplace project 5, 9			
S02 Use language structures and features to produce coherent and cohesive texts for a wide range of contexts				
AC1 Meaning is clearly expressed through the use of a range of sentence structures, lengths and types	Practical assessment 7-16 Workplace project 1-9			

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Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)U/S 119465	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
AC2 The use of paragraph conventions and links between paragraphs in texts, promotes coherence and cohesion in writing/signing. <i>Their use is explained with reference to logical progression, cause and effect and/or contrast</i>	Practical assessment 7-16 Workplace project 1-9			
AC3 The overall structure of a piece of writing/signing is controlled and the conclusion is clearly formulated	Practical assessment 7-16 Workplace project 1-9			
S03 Draft own writing/signing and edit to improve clarity and correctness Practical assessment 7-16				
AC1 Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original	Practical assessment 3 - 10 Workplace project 5, 9			
AC2 Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency	Practical assessment 3 - 10 Workplace project 5, 9			
AC3 Logical sequencing of ideas and overall unity are achieved through redrafting	Practical assessment 3 - 10 Workplace project 5, 9			

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Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)U/S 119465	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
AC4 There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.	Practical assessment 3 - 10 Workplace project 5			
AC5 Inappropriate or potentially offensive language is identified and adapted/removed <i>Obfuscation, excessive use of jargon, jargon used to exclude, insensitive choice of words, (gender, rank, hierarchies</i>	Practical assessment 3 - 10 Workplace project 10 - 12			
AC6 Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task	Practical assessment 3 - 10 Workplace project 5, 9			

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Formative assessment Locator Grid

Formative assessments in Learner and facilitator workbook at the end of the notes	Page No	
119465 Learner workbook: formative assessments	72	
Formative assessment 1 Communication	72	Group discussion about communication
Formative assessment 2 (SO2, AC1-3)	72	Individual activities regarding textual features in advertisements
Formative Assessment 3 SO1 AC1-7	75	Group and individual activities: brainstorming, writing styles, research
Formative Assessment 4 SO2 AC2	78	Group activity: sentences and paragraphs
Formative Assessment 5 SO2 AC1-3; SO3 AC1-6	79	Individual activity

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Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the learner activity workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the training provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in the one or more of following decisions being taken:</p>	
<ul style="list-style-type: none"> A criminal case being opened, Learner achievement certificate cancelled, withdrawn Non processing of learner achievement submissions to the SETA pending the outcome of an investigation De-registration as an assessor/moderator (where unauthorised assistance is provided by the assessor/facilitator) Investigation into the accreditation status of the training provider if there is an irregularity on the part of the training provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration, The declaration was also explained to me by the training provider/facilitator</p>	
Signature of Learner:	Date
Signature of facilitator/assessor:	Date

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Assessment Review

Name Of Learner		Name Of Assessor	
Date of review			
Unit Standard	Write/present/sign texts for a range of communicative contexts		
Review Dimension	Assessor	Learner	Action
The principles/criteria for good assessment were achieved.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements were made against set requirements.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	

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Learner's Declaration Of Understanding		
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid.		
Learner Date	Assessor Date	Moderator Date



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Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Title	Standard	Write/present/sign texts for a range of communicative contexts	
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor		Signature of Candidate	

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Candidate Appeal Form

Candidate's Name:		ID No.	
Assessor's Name:		Reg. No.	
Unit Standard: Write/present/sign texts for a range of communicative contexts			
Date:			
Section 1			
Candidate's reason for disagreeing with the assessment decision.			
Assessor's rationale for the assessment decision.			
Candidate's signature.			
Assessor's signature.			
SECTION 2			
Internal Moderator's reconsidered decision and rationale			
Internal Moderator's Signature			
Advising Assessor's Signature			
Decision and rationale of the investigatory panel			

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Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	



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Abbreviations: C= Capable, NYC = Not yet capable

Assessor's Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Title	Standard	Write/present/sign texts for a range of communicative contexts	
Assessment Decision			
Specific Outcome	C	NYC	Comments
Write for a specified audience and purpose.			
Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.			
Draft own writing and edit to improve clarity and correctness.			
Overall Assessment Decision.			
Comments			
Date			
Signature of Assessor		Signature of Candidate	

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Moderator's Report

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Title	Standard	Write/present/sign texts for a range of communicative contexts	
Moderation Decision			
Specific Outcome	C	NYC	Comments
Write for a specified audience and purpose.			
Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.			
Draft own writing and edit to improve clarity and correctness.			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			

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Competence Declaration			
Further Education and Training Certificate: New Venture Creation Level 4 66249			
Exit level outcome: Manage a new venture by applying business principles and techniques			
Unit standard	C	NYC	Comments
114596			
114600			
263456			
119472			
119457			
119467			
119465			
Competent			
Source of evidence	Yes	No	Candidate's comments

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Assessor signature	Date	Candidate signature	Date
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



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PORTFOLIO BUILDING

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

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

Plan Your Portfolio

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

Gather The Evidence

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

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

Evaluate Your Evidence

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

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

Cross-Reference Your Evidence To The Unit Standards

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

Organise Your Information

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

1. A title page indicating:
 - ❖ The title of the programme.
 - ❖ The unit standard titles to which the programme is aligned.

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

Moderation

Moderation Of Assessments Must Be Planned In Order To:

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

Pre-Assessment Moderation

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

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

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Post Assessment Moderation

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

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

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

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

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



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