**119457 & 119465 Practical Workplace Logbook**

Attach the completed workplace logbook and workbook behind this page

**Acknowledgment of Receipt**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_\_\_\_\_

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

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Signature of Learner

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Name of Facilitator/Mentor/Supervisor:

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

Signature of Facilitator/Mentor/Supervisor

**SUMMATIVE WORKPLACE ASSESSMENTS**

**Workplace Assignments 119457 & 119465**

**Unit standard 119457**

1. Look for a controversial article in a newspaper or magazine. The article must have visual or graphic representations. Read through the article and then do the following:
2. Underline unfamiliar words and explain what you think they mean. What method did you use to identify the words that were unfamiliar?
3. Explain the purpose of the visual representations in the article
4. What do you think the author’s attitudes, beliefs and intentions are?
5. What is the purpose of the article and who is the audience?
6. Does the author express his views directly or indirectly?
7. Explain how the author uses the following structures and features to influence readers: the choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported
8. Do you think the author left some information out (omission)?
9. You have to quote from the article to motivate all your replies.
10. Attach a copy of the article to your assessment.

**Unit standard 119465**

1. 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.
2. Write 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.
3. Write 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 years’ time? Write in the reflective style. Send this to your facilitator by e-mail.
4. 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.
5. 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
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.
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.
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.
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.”*

1. 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)

1. 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.
2. Identify at least two examples of jargon used at your place of work. Quote the word as well as the explanation.

**BURIALS AND FUNERALS**

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| --- | --- |
| **RELIGION** | **FUNERAL CUSTOMS ACROSS CULTURES AND RELIGIONS** |
|  | 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 ***stiff upper lip***. 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 ***creek*** – 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. 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. 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. 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 generally considered to fall into the realm of religion. Whether the service takes place in a **church, synagogue, or funeral home** (as is increasingly the case), the solemnity of the proceedings, the religious trappings, and the presence of clergy underscore the gravity of the event. |
|  | **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***. At the grave there is a brief committal service. Afterwards, as in other groups, people usually gather together for a meal. |

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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 mayinclude 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. “Shovelling 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, talking about the deceased with the mourners is not encouraged. 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. |
|  | **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. 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. 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***. |

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| 1. **Logbook 119457 & 119465**
 |
| **Date** | **Assignment No** | **Start** | **Finish** | **Total Hours** |
| *e.g.**12/9/2014* | *1* | *10:00* | *14:00* | *4* |
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| Date | Learner Signature | Date | Mentor/Supervisor Signature |
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**Indirect Evidence**

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

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

Sources of indirect evidence include:

Team outputs

Work completed at an earlier stage

Performance appraisals

Training records

Testimonials

Reviews and commendations

Certificates and qualifications

Medals, prizes and trophies

Customer / client ratings

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

**Declaration Of Authenticity Of Evidence**

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

**Evidence Locator & Sign-off 119457**

| Evidence required(Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119457 | Sources of evidence(where/how the assessor can find the evidence) |  | **Assessor’s comments in support of judgement** **(where required)** |
| --- | --- | --- | --- |
| **✓** | **X** |  |
| SO1, AC1Unfamiliar words are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills, and contextual clues: Borrowed words, complex terms, acronyms, neologisms, colloquialisms, slang, jargon, dialect | Knowledge QuestionnaireWorkplace Project |  |  |  |
| SO1, AC2Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO1, AC3Main ideas are separated from supporting evidence and paraphrased or summarised | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO1, AC4The purpose of visual and/or graphic representations in texts are recognised and explained: Photographs, aerial photographs, schema, bar graphs, pie charts, pictures, drawings, illustrations, cartoons, maps, mind-maps, diagrams | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO2, AC1Source of text is identified and discussed in terms of reliability and possible bias | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO2, AC2Author’s attitude, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO2, AC3Author’s techniques are explored and explained in terms of purpose and audience: Length of sentence, punctuation, diction/choice of words, use of figurative language/jargon/technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms, choice of visuals, choice of camera angle, type of shot, cinematographic techniques | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO2, AC4Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO3, AC1Instructions and requests are acted upon | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO3, AC2Text-type, format and register used are on the correct level of formality | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO4, AC1The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist), humour, irony, sarcasm, use of omission and silence, figurative expressions, repetition, hyperbole, generalisations, stereotyping, pictures and captions, typography and grammar | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |

**Evidence Locator & Sign-off 119465**

| 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, AC1The purpose for writing, the target audience and the context is clear, in relation to the learning task or activity | Workplace Project |  |  |  |
| SO1, AC2The text-type, style, and register selected are appropriate to audience, purpose and context | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO1, AC3Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments | Practical AssessmentWorkplace Project |  |  |  |
| SO1, AC4Writing is well-structured and conveys its message clearly | Practical AssessmentWorkplace Project |  |  |  |
| SO1, AC5Critical thinking skills are used as strategies for planning: Brainstorming, mind-mapping, spider diagram, highlighting | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO1, AC6 Arguments are supported with sound reasons and facts, and writing reflects a clear point of view, and shows logical development of a clearly articulated premise | Practical AssessmentWorkplace Project |  |  |  |
| SO1, AC7Research skills are evident in the way data and information relevant to the context is identified, located and selected for inclusion in the final text: Accessing information from different sources; sorting; categorising; classifying; sifting for relevance, validity and reliability; recording; reporting; formulating conclusions | Knowledge QuestionnaireWorkplace Project |  |  |  |
| SO2, AC1Meaning is clearly expressed through the use of a range of sentence lengths, types, and complexities | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO2, AC2The use of paragraph conventions, including links between paragraphs in texts, promotes coherence and cohesion in writing. Their use is explained with reference to logical progression, cause and effect, and contrast | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO2, AC3The overall structure of a piece of writing is controlled and the conclusion is clearly formulated | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO3, AC1Writing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original | Practical AssessmentWorkplace Project |  |  |  |
| SO3, AC2Control of grammar, diction, sentence and paragraph structure is checked and adapted for consistency | Knowledge QuestionnairePractical AssessmentWorkplace Project |  |  |  |
| SO3, AC3Logical sequencing of ideas and overall unity is achieved through redrafting | Practical AssessmentWorkplace Project |  |  |  |
| SO3, AC4There is clear evidence that major grammatical and linguistic errors are edited out in redrafts | Practical AssessmentWorkplace Project |  |  |  |
| SO3, AC5 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 | Practical AssessmentWorkplace Project |  |  |  |
| SO3, AC6Experimentation with different layout and options for presentation are appropriate to the nature and purpose of the task | Practical AssessmentWorkplace Project |  |  |  |

**Record Of Learning**

|  |  |  |
| --- | --- | --- |
| Candidate's Name:  | ID No |  |
| Assessor's Name: | Ass. Reg. No |  |
| Moderator's Name:  | Mod. Reg. No |  |
| Date: |  |
| UNIT STANDARD | NQF LEVEL | CREDITS | DATE OF COMPLETION | SIGNATURE OF ASSESSOR | SIGNATURE OF MODERATOR |
| 119457 | 3 | 5 |  |  |  |
| 119465 | 3 | 5 |  |  |  |

**ASSESSMENT REVIEW**

|  |  |
| --- | --- |
| **NAME of LEARNER** | **NAME of ASSESSOR** |
| **VENUE**  | **DATE of REVIEW** |
| **UNIT STANDARD** | 119457 Interpret and use information from texts  119465 Write texts for a range of communicative contexts |
| **Review Dimension** | **ASSESSOR** | **LEARNER/****CANDIDATE** | **ACTION** |
| The principles/criteria for good assessment were achieved? | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| The assessment related to the registered unit standard? | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| The assessment was practical? | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| It was time efficient and cost-effective and did not interfere with my normal responsibilities? | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| The assessment instruments were fair, clear and understandable | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| The assessment judgements was made against set requirements | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| The venue and equipment was functional? | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| Special needs were identified and the assessment plan was adjusted | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| Feedback was constructive against the evidence required | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| An opportunity to appeal was given | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| The evidence was recorded | [ ] Agree[ ] Disagree | [ ] Agree[ ] Disagree |  |
| **LEARNER’S DECLARATION OF UNDERSTANDING** |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid |
|  |  |  |
| **Learner** | **Date** | **Assessor** | **Date** | **Moderator** | **Date** |

**Assessor Review**

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

|  |  |  |
| --- | --- | --- |
| **Evaluation Criteria** | **YES** | **NO** |
| Was the assessment preparation adequate? |  |  |
| Was the learner informed of the assessment and policies? |  |  |
| Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct? |  |  |
| Integration into work or learning: Was the assessment as unobtrusive as possible? |  |  |
| Was maximum use made of naturally occurring events & readily available evidence? |  |  |
| Systematic Process: Was the assessment process properly planned & structured? |  |  |
| Involvement of the learner: Was the learner involved throughout the assessment process? |  |  |
| Did the learners contribute to the planning of assessment & the collection of evidence? |  |  |
| Open: Did the learners understand the assessment process and the criteria, which apply?  |  |  |
| Environment: A supportive, non-threatening environment is created for assessment. |  |  |
| Was the assessment Valid? |  |  |
| Was the assessment Reliable? |  |  |
| Was the assessment Consistent? |  |  |
| Was the assessment Authentic? |  |  |
| Was the assessment Sufficient? |  |  |
| Was the assessment Current? |  |  |
| Was the feedback given? |  |  |
| Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA. |  |  |
| Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals. |  |  |
| What did you as assessor do well? |
| What did you as assessor not do well? |
| Did you identify any weaknesses in the design of the assessment? If so, suggest improvements |
| Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements |
| Additional comments  |
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|  |
| Assessor signature | Date |

**Candidate Feedback Report**

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name |  | ID No. |  |
| Assessor's Name |  | Reg. No. |  |
| Unit Standard Title | 119457 Interpret and use information from texts  119465 Write 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 |

**Candidate Appeal Form**

|  |  |  |
| --- | --- | --- |
| Candidate's Name:  |  ID No. |  |
| Assessor's Name:  | Reg. No. |  |
| Unit Standard Title:  | 119457 Interpret and use information from texts  119465 Write 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 |  |
| Learner Declaration | The above decisions have been explained to me and I accept the assessment decision |
| Learner’s Signature |  |
| Date |  |

Please send this form to: The Training Provider

**Assessor's Report 119457**

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name |  | ID No. |  |
| Assessor's Name |  | Reg. No. |  |
| Unit Standard Title | 119457 Interpret and use information from texts   |
| **ASSESSMENT DECISION** |
| Specific Outcome | C | NYC | Comments |
| Use a range of reading and viewing strategies to understand the literal meaning of specific texts |  |  |  |
| Use strategies for extracting implicit messages in texts |  |  |  |
| Respond to selected texts in a manner appropriate to the context |  |  |  |
| Explore and explain how language structures and features may influence a reader |  |  |  |
| Overall Assessment Decision |  |
| Comments |  |
| Date  |  |
|  |  |
| Signature of Assessor | Signature of Candidate |

**Moderator's Report 119457**

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| --- | --- | --- | --- |
| Moderator's Name |  | Reg. No. |  |
| Assessor's Name |  | Reg. No. |  |
| Candidate's Name |  | ID No. |  |
| Unit Standard Title | 119457 Interpret and use information from texts   |
| **MODERATION DECISION** |
| Specific Outcome | C | NYC | Comments |
| Use a range of reading and viewing strategies to understand the literal meaning of specific texts |  |  |  |
| Use strategies for extracting implicit messages in texts |  |  |  |
| Respond to selected texts in a manner appropriate to the context |  |  |  |
| Explore and explain how language structures and features may influence a reader |  |  |  |
| Overall Moderation Decision |  |
| Feedback to Assessor |  |
| Action Required  |  |
| Date of Moderation |  |
| Signature of Moderator |  |
| Signature of Assessor |  |
| Signature of Candidate |  |

**Assessor's Report 119465**

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| --- | --- | --- | --- |
| Candidate's Name |  | ID No. |  |
| Assessor's Name |  | Reg. No. |  |
| Unit Standard Title | 119465 Write 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 |  |  |  |
| Draft own writing and edit to improve clarity and correctness |  |  |  |
| Write for a specified audience and purpose |  |  |  |
| Overall Assessment Decision |  |
| Comments |  |
| Date  |  |
|  |  |
| Signature of Assessor | Signature of Candidate |

**Moderator's Report 119465**

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| --- | --- | --- | --- |
| Moderator's Name |  | Reg. No. |  |
| Assessor's Name |  | Reg. No. |  |
| Candidate's Name |  | ID No. |  |
| Unit Standard Title | 119465 Write 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 |  |  |  |
| Draft own writing and edit to improve clarity and correctness |  |  |  |
| Write for a specified audience and purpose |  |  |  |
| Overall Moderation Decision |  |
| Feedback to Assessor |  |
| Action Required  |  |
| Date of Moderation |  |
| Signature of Moderator |  |
| Signature of Assessor |  |
| Signature of Candidate |  |