**119469 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

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

Name of Facilitator/Mentor/Supervisor:

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

Signature of Facilitator/Mentor/Supervisor

**Workplace Assignment 119469**

1. Look at two different magazines or newspapers and compare the layout of the magazine in terms of:
	1. font type and size,
	2. the use of bold italics and underline and
	3. how titles and subtitles are used.
2. In most magazines and newspapers a summary or a short quote from the article is often emphasized by enlarging the quote. This is called a copy break. Compare the use of copy breaks between the two magazines:
	1. how many do they use,
	2. what font type and style is used,
	3. where is it placed in the article,
	4. does it arouse interest?
3. Compare the use of visual aids such as diagrams, photographs and captions in the magazines or newspapers. Do these visual aids enhance the message of the article? Motivate your reply.
4. Find at least one article that contains embedded meaning in the text. Explain why yu think the text contains hidden meanings. You have to quote from the text to motivate your answer.
	1. Give your viewpoint about the effect that the author’ values and views have on the content of the text. You have to quote from the text to motivate your answer.
5. Select any of the above articles and do the following:
	1. Outline the content
	2. Explain the effect the content and different writing techniques on reader perspective. Pay specific attention to the following: Length of sentence, punctuation, diction/choice of words, use of figurative language/ jargon/ technical terms/ slang/ dialect/ irony/ humour/ satire/ sarcasm/ legalisms
	3. Analyse the use of specific language structures and features by commenting on the use of bias, humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar. (if any)
	4. Comment on the effect of selected production techniques in visuals used in the article. Pay specific attention to the techniques used in photographs and other visual aids: use of colour/black and white, borders, layout features, selection and/or omission, scale, size
6. Reflect on the training session and the effect of selected production techniques in visuals used during the training session: transparencies, slides, posters, graphics, videos, films. Which techniques were used: colour/black and white, borders, layout features, overlays, selection and/or omission, scale, size.
7. Attach copies of all articles

|  |
| --- |
| **Logbook 119469** |
| **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 119469**

| Evidence required(Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119469 | Sources of evidence(where/how the assessor can find the evidence) |  | **Assessor’s comments in support of judgement** **(where required)** |
| --- | --- | --- | --- |
| **✓** | **X** |  |
| SO1, AC1Reading strategies appropriate to the purposes for reading are adopted. Range: Skim, scan, prediction, knowledge of form of text types and different genres | Knowledge QuestionnaireAssessment activity 2.1-2,4 |  |  |  |
| SO1, AC2Organisational features of texts are identified. The role of each of the features is explained in relation to usefulness in making meaning of readings and viewing. Range: Role of titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, content lists glossary, hyper-links, layout, icons, tables, graphics, font size and/or type, photographs, captions, visuals | Knowledge QuestionnaireAssessment Activity 2.4-2.11 |  |  |  |
| SO1, AC3Synthesis of information from texts, and generalisation of patterns and trends, result in appropriate conclusions about purpose and audience | Knowledge QuestionnaireAssessment Activity 2.12-2.14 |  |  |  |
| SO2, AC1An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints | Knowledge QuestionnaireAssessment Activity 2.4-2.11 |  |  |  |
| SO2, AC2The effect of an author’s values and views on selected texts is identified and explained in terms of the impact on meaning and target audience | Knowledge QuestionnaireAssessment Activity 2.14, 2.14-2.17, 2.16-2.17 |  |  |  |
| SO2, AC3Evidence cited from texts in defence of a position is relevant | Knowledge QuestionnaireAssessment Activity 2.4-2.11 |  |  |  |
| SO3, AC1Content is outlined and its possible effects on different readers are explored | Knowledge QuestionnaireAssessment Activity 2.18 |  |  |  |
| SO3, AC2The impact of different writing techniques on reader perspective are identified and explained in terms of the particular effect produced by each. Range: Length of sentence, punctuation, diction/choice of words, use of figurative language/jargon/technical terms/ slang/ dialect/ irony/ humour/satire/sarcasm/legalisms | Knowledge QuestionnaireAssessment Activity 2.21 |  |  |  |
| SO3, AC3The influence of specific language structures and features is analysed. Range: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions. Repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar | Knowledge QuestionnaireAssessment Activity 2.21 |  |  |  |
| SO3, AC4The effect of selected production techniques in visuals is explained. Range: Visuals: Photographs, transparencies, slides, posters, graphics, videos, films. Techniques: Use of colour/black and white, borders, layout features, cinematographic devices, foregrounding, backgrounding, overlays, selection and/or omission, scale, size | Knowledge QuestionnaireAssessment Activity 1.14-1.17, 3.10 |  |  |  |

**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 |
| 119469 | 4 | 5 |  |  |  |

**ASSESSMENT REVIEW**

|  |  |
| --- | --- |
| **NAME of LEARNER** | **NAME of ASSESSOR** |
| **VENUE**  | **DATE of REVIEW** |
| **UNIT STANDARD** | 119469 Read analyse and respond to a variety of texts |
| **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**

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| --- | --- | --- | --- |
| Candidate's Name |  | ID No. |  |
| Assessor's Name |  | Reg. No. |  |
| Unit Standard Title | 119469 Read analyse and respond to a variety of texts |
| **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:  | 119469 Read analyse and respond to a variety of texts |
| 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 119469**

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name |  | ID No. |  |
| Assessor's Name |  | Reg. No. |  |
| Unit Standard Title | 119469 Read analyse and respond to a variety of texts |
| **ASSESSMENT DECISION** |
| Specific Outcome | C | NYC | Comments |
| Analyse and criticise texts produced for a range of purposes, audiences and contexts |  |  |  |
| Identify and explain the values, attitudes and assumptions in texts. Range: Socio-cultural, learning and/or workplace contexts |  |  |  |
| Evaluate the effects of content, language and style on readers` responses in specific texts. |  |  |  |
| Overall Assessment Decision |  |
| Comments |  |
| Date  |  |
|  |  |
| Signature of Assessor | Signature of Candidate |

**Moderator's Report 119469**

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| --- | --- | --- | --- |
| Moderator's Name |  | Reg. No. |  |
| Assessor's Name |  | Reg. No. |  |
| Candidate's Name |  | ID No. |  |
| Unit Standard Title | 119469 Read analyse and respond to a variety of texts |
| **MODERATION DECISION** |
| Specific Outcome | C | NYC | Comments |
| Analyse and criticise texts produced for a range of purposes, audiences and contexts |  |  |  |
| Identify and explain the values, attitudes and assumptions in texts. Range: Socio-cultural, learning and/or workplace contexts |  |  |  |
| Evaluate the effects of content, language and style on readers` responses in specific texts. |  |  |  |
| Overall Moderation Decision |  |
| Feedback to Assessor |  |
| Action Required  |  |
| Date of Moderation |  |
| Signature of Moderator |  |
| Signature of Assessor |  |
| Signature of Candidate |  |