## 119459 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.

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

Signature of Learner

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

Name of Facilitator/Mentor/Supervisor:

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

Signature of Facilitator/Mentor/Supervisor

**Workplace Assignment 119459**

1. Find articles in newspapers or magazines and identify the following:
   1. Hyperboles.
   2. Understatements.
   3. Repetition.
   4. Questioning.
2. Find an article that has a photo or other visual aid to enhance the article. Attach a copy of the article to your assessment. Explain in your own words how the visual enhances the meaning of the article.
3. Write an imaginative text about any subject of your choice. Choose a subject that you are comfortable with. It can be your version of a fable or child’s story that was told to you. The text should be between 200 and 250 words, roughly 5 paragraphs. Remember to make your writing interesting through the use of punctuation, sentence structure and paragraph structure. The writing must be imaginary – fiction in other words. Write the text in the first person. The purpose of the written piece must be to entertain the readers
4. At the end of the assessment you will find factual writing about funeral customs across cultures and religions. Summarise the contents. Include an introductory paragraph, a conclusion and make use of headings or titles. Also ensure that your facts and ideas follow logically.
5. Rewrite the summary Make sure you check your text for coherence, logical sequence and structure. If necessary, rearrange the information. Check the spelling, layout and syntax for accuracy and readability. Correct errors in the text. Attach your draft copy to the assessment as proof that you have rewritten the summary.
6. Write a personal interest text 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. Your writing should be in the third person. Make use of an introductory paragraph, a conclusion, titles and visual aids
7. Compose an e-mail to a friend, describing a movie or concert that you have attended. Attach a copy of the e-mail. Make sure that you use the descriptive style
8. 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.
9. Select a job advertisement and write a letter of application for the job. Attach your letter to the assessment.
10. Select a logo of any organisation. Comment on the logo, explaining what it symbolises to you.
11. Attach copies of all relevant articles and logos.

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| --- | --- | --- | --- | --- | --- | --- |
| **Logbook 119459** | | | | | | |
| **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, 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 | |
| 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 119459

| Evidence required  (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)  U/S 119459 | Sources of evidence  (where/how the assessor can find the evidence) |  | | **Assessor’s comments in support of judgement**  **(where required)** | |
| --- | --- | --- | --- | --- | --- |
| **✓** | **X** |  |
| SO1, AC1  Imaginative texts are convincing, and appropriate to the topic and purpose | Knowledge Questionnaire  Assessment Activity 3.12 |  |  |  |
| SO1, AC2  Expository/factual texts are convincing and well developed with respect to clearly articulated purposes, using fully developed paragraphs and resulting in a unified text | Knowledge Questionnaire  Assessment Activity 3.12 |  |  |  |
| SO1, AC3  Writing on personal interests is convincing in terms of issues and concerns addressed | Knowledge Questionnaire  Assessment Activity 3.13 |  |  |  |
| SO1, AC4  Choose the narrative voice appropriate to context, purpose and audience. Range: Passive for scientific writing, adopting a persona for narrative, first person / third person voice selection, authorial comment within narrative voice, subjective or objective options | Knowledge Questionnaire  Assessment Activity 3.11-3.14 |  |  |  |
| SO2, AC1  Points in argument are logically and deliberately sequenced to build up to a convincing conclusion | Knowledge Questionnaire  Assessment Activity 3.11-3.14 |  |  |  |
| SO2, AC2  Devices are employed to create particular rhythmic or tonal effects. Range: Punctuation (ellipsis marks, semi-colons and dashes), rhetorical devices (repetition, questioning, emphasis) | Knowledge Questionnaire  Assessment Activity 3.11-3.14 |  |  |  |
| SO2, AC3  Stylistic devices that enhance meaning are used effectively. Symbol, imagery, irony, understatement, index and icon, logos, hyperbole, visuals, graphics | Knowledge Questionnaire  Assessment Activity 3.6-3.9 |  |  |  |
| SO3, AC1  Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow | Knowledge Questionnaire  Assessment Activity 3.14 |  |  |  |
| SO3, AC2  Information is rearranged in ways that promote interest in, and impact of, the text for a defined target audience | Knowledge Questionnaire  Assessment Activity 3.14 |  |  |  |
| SO3, AC3  Layout, spelling, punctuation and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required | Knowledge Questionnaire  Assessment Activity 3.14 |  |  |  |
| SO3, AC4  The whole, completed text is checked against the purposes for writing to verify that these purposes have been satisfied | Knowledge Questionnaire  Assessment Activity 3.14 |  |  |  |

### 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 |
| 119459 | 4 | 5 |  |  | |  |

# ASSESSMENT REVIEW

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NAME of LEARNER** | | | | | **NAME of ASSESSOR** | | | | |
| **VENUE** | | | | | **DATE of REVIEW** | | | | |
| **UNIT STANDARD** | | 119459 Write for a wide range of 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 | 119459 Write for a wide range of 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: | 119459 Write for a wide range of 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 119459

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | | ID No. |  |
| Assessor's Name |  | | | | | Reg. No. |  |
| Unit Standard Title | 119459 Write for a wide range of contexts | | | | | | |
| ASSESSMENT DECISION | | | | | | | |
| Specific Outcome | | C | | NYC | Comments | | |
| Write effectively and creatively on a range of topics | |  | |  |  | | |
| Choose language structures and features to suit communicative purposes | |  | |  |  | | |
| Edit writing for fluency and unity | |  | |  |  | | |
| Overall Assessment Decision | | | | |  | | |
| Comments | | | | |  | | |
| Date | | | | |  | | |
|  | | |  | | | | |
| Signature of Assessor | | | Signature of Candidate | | | | |

## Moderator's Report 119459

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Moderator's Name |  | | | | Reg. No. | | |  |
| Assessor's Name |  | | | | Reg. No. | | |  |
| Candidate's Name |  | | | | ID No. | | |  |
| Unit Standard Title | 119459 Write for a wide range of contexts | | | | | | | |
| MODERATION DECISION | | | | | | | | |
| Specific Outcome | | | C | NYC | | | Comments | |
| Write effectively and creatively on a range of topics | | |  |  | | |  | |
| Choose language structures and features to suit communicative purposes | | |  |  | | |  | |
| Edit writing for fluency and unity | | |  |  | | |  | |
| Overall Moderation Decision | | | | | |  | | |
| Feedback to Assessor | | | | | |  | | |
| Action Required | | | | | |  | | |
| Date of Moderation | | | | | |  | | |
| Signature of Moderator | |  | | | | | | |
| Signature of Assessor | |  | | | | | | |
| Signature of Candidate | |  | | | | | | |