## 119472 *FORMATIVE ASSESSMENTS WORKBOOK*

## Unit Standard 119472

### Exercise 1

1. Choose a sport, music or movie star; or a politician that you would like to interview. Draw up a list of questions that you would like to ask this person. You have to list at least ten questions. Give the person’s name and indicate whether it will be a formal or informal interview and also where and when the interview will take place.
2. What are the duties of a chairman during a formal meeting?
3. What are the duties of a secretary during a formal meeting?

### Exercise 2

1. Name and describe three barriers to effective communication
2. Give an example of how cultural differences can cause a barrier to communication

### Exercise 3

1. Give at least two examples of nonverbal clues that will tell you when someone in the audience is not paying attention
2. Give at least two examples of clues that will tell you when someone in the audience is paying attention
3. Give two examples of ensuring continuity and interaction throughout your presentation
4. List two strategies that you can employ to capture the attention of the audience

### Exercise 4

1. Write down at least one instance where you were in trouble and did not tell the whole story. Tell us what happened, which details you gave and which details you left out. Also explain what would have happened if you had given all the details
2. Find a newspaper or magazine article where you think certain facts have been left out. Cut the article out or make a photo copy and paste it in on paper to include in your POE. Explain why you think certain facts were left out.

### Final Formative Assessment

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| **Specific Outcome 1:** **Interact successfully with audience during oral communication**.**Assessment Criterion**: Interviews successfully to establish a relationship appropriate to the context, and provide a non-threatening opportunity for participants to share information: Range: Formal and informal; plans, background research; ordering of questions; flexibility in the situation when sequence or focus is disrupted; organisation of data elicited; and conclusions drawn |
| 1. Watch an interview on TV. This can be any interview that you would like to watch. Give the background of the interview: who was being interviewed, who was doing the interview, when and where did the interview take place, was it a formal or an informal interview
 | 6 |
| 1. Did the interviewer (the person giving the interview) establish an appropriate relationship with the interviewee (the person being interviewed)? Why do you think so?
 | 2 |
| 1. Did the interviewer do background research? Why do you think so?
 | 2 |
| 1. Were the questions asked in a logical order? Give an example of two questions that followed each other logically.
 | 3 |
| 1. Did the interviewer draw the correct conclusions? Why do you think so?
 | 3 |
| 1. List two questions asked by the interviewer and the answers given by the interviewee
 | 4 |
| **Specific Outcome 1:** **Interact successfully with audience during oral communication****Assessment Criterion**: Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork. Range: Contributions include: Identifying purposes, agendas, procedures and schedules; monitoring developments and retaining focus; drawing conclusions; preparing and delivering feedback and ensuring group ownership of conclusions.**Assessment Criterion** Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives.**Assessment Criterion** Responses to the ways others express themselves are sensitive to differing socio-cultural contexts. **Specific Outcome 2:** Use strategies that capture and retain the interest of an audience.**Assessment Criterion**: Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding. Range: Cue cards; visual aids; handouts; multi-media.  |
| 1. As a group you have decided to do something special on Youth Day. The group will be holding a meeting to discuss options. In a group, identify the purpose of the meeting. Is a meeting the best option to discuss the matter? Why do you think so?
 | 3 |
| 1. One person in the group must draw up an agenda which must include everyone else’s suggestions for the activities on Youth Day. Attach a copy of the agenda and note the name of the person who drew up the agenda.
 | 2 |
| 1. Nominate a chairman for the meeting. Note the name of the chairman
 | 1 |
| 1. Nominate a secretary for the meeting. Note the name of the secretary
 | 1 |
| 1. Prepare a short presentation to support your favourite suggestion. The presentation must include at least one visual aid and should not take longer than 2 to 3 minutes. One point will be given for each of the following: proof of background research, logical ordering of ideas, facts quoted (only one point for all the facts), the visual aid.
 | 4 |
| 1. Conduct the meeting. Everyone at the meeting should take minutes. Attach the minutes to the assessment.
 | 1 |
| 1. Comment on how the chairman monitored the meeting:
* Was discipline maintained? (1) Why do you think so? (1)
* Did all members get a fair chance to speak? (1) Why do you think so? (1)
* Were motions put to the vote and were the results pronounced? (1) Why do you think so? (1)
 | 6 |
| 1. Was everyone in the meeting sensitive to socio-cultural issues? (1) Why do you think so? (1)
 | 2 |
| **Specific Outcome 3:** Identify and respond to manipulative use of language**Assessment Criteria*** Facts and opinion are identified and distinguished.
* Omission of necessary information is noted and addressed.
* The implications of how the choice of language structures and features, specifically tone, style and point of view affect audience’s interpretations of spoken texts are explained.
* Distortion of a contributor’s position on a given issue is explored with specific reference to what has been selected and omitted.
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| 1. Refer to the meeting that was conducted and your personal choice of activities for Youth Day and analyse your choice: identify facts that were given. List two
 | 2 |
| 1. Identify opinions. List two
 | 2 |
| 1. How did the tone of the presentation affect your interpretation? (1)
 | 1 |
| 1. How did the style of the presentation affect your interpretation? (1)
 | 1 |
| 1. How did the point of view of the presenter affect your interpretation? (1)
 | 1 |
| 1. What information was omitted? Give at least one example. (1)
 | 1 |
| 1. How did the facts, opinions and omissions distort the presenter’s point of view? Give one example.
 | 2 |
| **Total** | **50** |