## 9016 Workplace Assignment

1. Calculate distances that one vehicle of the organisation travels per day, per week and per month. If you do not work directly with vehicles, calculate the distance you travel to work and back. Show your calculations and state the distance in the correct S1 unit.
2. You have to compare distances travelled by two or more vehicles in order to find out which vehicle travelled the greatest distance. If you do not work directly with vehicles, compare the distance you travel to work and back with the distance a fellow worker travels. Show his/her calculations and state the difference in the correct S1 unit.
3. Assuming that the vehicle’s fuel consumption is 10 km per litre, calculate the amount of fuel the vehicle uses from where you get on board to where you are dropped off. Then calculate the cost of the fuel per day, using the latest fuel prices for your calculations.

**Proof of this must be supplied by the learner (photo copies of the company forms used for this purpose is in order) and signed by the supervisor to confirm that it is the learner’s work, for inclusion in the PoE.**

1. You have to estimate the volume left in a can of oil after a vehicle has been serviced or a bottle of milk after some fluid has been poured from the bottle. The actual volume of liquid left must then be measured using a measuring instrument and the actual amount compared to the estimated amount. Show your estimation and the actual amount in the correct S1 unit.
2. Calculate the area of the office in which the supervisor works or the area of the workshop. The results must be stated in the correct S1 unit.
3. Do a rough drawing of the office or workshop and the drawing must be attached to the learner’s PoE.
4. Identify the geometrical shapes of the office furniture, the doors and windows and other objects in the office or workshop.
5. Estimate the height and width of the front door of the office or the client’s premises. What type of vehicle would be able to drive through the front door?
6. You have to find your company’s office on a map. You also have to find the premises of two customers on a road map. A photocopy of the relevant pages of the road map, with marks indicating the workplace and the premises of the two customers can be attached to the PoE, but has to be signed by the supervisor.
7. Plot a route to follow from the office to the premises of one customer, or any other route as determined by your supervisor. Write down the route. Your supervisor must check the route for correctness and sign.

**Attach copies of all relevant document to the workbook. Proof of the above must be signed by the supervisor and attached to the PoE.**

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| Logbook 9016 | | | | | |
| **Date** | **Assignment No** | | **Start** | **Finish** | **Total Hours** |
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| Date | | Candidate signature | Date | Mentor/supervisor signature | |

## Assessment Evidence Guide 9016

| Evidence required  (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)U/S 9016 | Sources of evidence  (where/how the assessor can find the evidence) |  | | Assessor’s comments in support of judgement  (where required) | |
| --- | --- | --- | --- | --- | --- |
| ✓ | X |  |
| SO1, AC1  Scales on the measuring instruments are read correctly | Questionnaire 1-9 |  |  |  |
| SO1, AC2  Quantities are estimated to a tolerance justified in the context of the need | Questionnaire 10-14  Workplace assignment 4, 8 |  |  |  |
| SO1, AC3  The appropriate instrument is chosen to measure a particular quantity | Questionnaire 1-14  Workplace assignment 5-8 |  |  |  |
| SO1, AC4  Quantities are measured correctly to within the least step of the instrument | Questionnaire 1-9  Workplace assignment 3-4 |  |  |  |
| SO1, AC5  Appropriate formulae are selected and used | Questionnaire 14-23  Workplace assignment 1-10 |  |  |  |
| SO1, AC6  Calculations are carried out correctly and the least steps of instruments used are taken into account when reporting final values | Questionnaire 15-24 Workplace assignment 1-10 |  |  |  |
| SO1, AC7  Symbols and units are used in accordance with SI conventions and as appropriate to the situation | Questionnaire 1-9  Workplace assignment 1-10 |  |  |  |
| SO2, AC1  Descriptions are based on a systematic analysis of the shapes and reflect the properties of the shapes accurately, clearly and completely | Questionnaire 15-24  Workplace assignment 4, 7-8 |  |  |  |
| SO2, AC2  Descriptions include quantitative information appropriate to the situation and need | Questionnaire 25  Workplace assignment 4-10 |  |  |  |
| SO2, AC3  Three-dimensional objects are represented by top, front and side views | Questionnaire 25  Workplace assignment 6-8 |  |  |  |
| SO2, AC4  Different views are correctly assimilated to describe 3-dimensional objects | Questionnaire 15-25  Workplace assignment 6-8 |  |  |  |
| SO2, AC5  Available and appropriate technology is used in producing and analysing representations | Questionnaire 15-26  Workplace assignment 1-10 |  |  |  |
| SO2, AC6  Relations of distance and positions between objects are analysed from different views. | Questionnaire 25  Workplace assignment 5-7, 9-10 |  |  |  |
| SO2, AC7  Conjectures as appropriate to the situation, are based on well-planned investigations of geometrical properties | Questionnaire 27  Workplace assignment 1-10 |  |  |  |
| SO2, AC8  Representations of the problems are consistent with and appropriate to the problem context. The problems are represented comprehensively and in mathematical terms | Questionnaire 28-31  Workplace assignment 1-10 |  |  |  |
| SO2, AC9  Results are achieved through efficient and correct analysis and manipulation of representations | Questionnaire 28-31  Workplace assignment 1-10 |  |  |  |
| SO2, AC10  Problem-solving methods are presented clearly, logically and in mathematical terms. | Questionnaire 28-31  Workplace assignment 1-10 |  |  |  |
| SO2, AC11  Reflections on the chosen problem solving strategy reveal strengths and weaknesses of the strategy | Questionnaire 28-31  Workplace assignment 1-10 |  |  |  |
| SO2, AC12  Alternative strategies to obtain the solution are identified and compared in terms of appropriateness and effectiveness | Workplace assignment 1-4 |  |  |  |

## Declaration Of Authenticity Of Evidence

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| --- | --- |
| 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 the one or more of 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 |

# ASSESSMENT REVIEW

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|  | | | | | | | | | | | |
| NAME of LEARNER | | | | | | NAME of ASSESSOR | | | | | |
| VENUE | | | | | | DATE of REVIEW | | | | | |
| UNIT STANDARD | | | 9016 | | | | | | | | |
| 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 | |

## Candidate Feedback Report

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | | ID No. |  |
| Assessor's Name |  | | | | | Reg. No. |  |
| Unit Standard Title | 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | | | | | | |
| **ASSESSMENT DECISION** | | | | | | | |
| Source of Evidence | | C | NYC | Comments | | | |
| Assessment | |  |  |  | | | |
| 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: | |  | |
| 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 |  | | |

## Assessor's Report 9016

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | | ID No. |  |
| Assessor's Name |  | | | | | Reg. No. |  |
| Unit Standard Title | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | | | | | | |
| **ASSESSMENT DECISION** | | | | | | | |
| Specific Outcome | | C | | NYC | Comments | | |
| Measure, estimate, and calculate physical quantities | |  | |  |  | | |
| Explore, analyse & critique, describe & represent, interpret & justify geometrical relationships | |  | |  |  | | |
| Overall Assessment Decision | | |  | | | | |
| Comments | | |  | | | | |
| Date | | |  | | | | |

## Moderator's Report 9016

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| Moderator's Name |  | | | Reg. No. | |  |
| Assessor's Name |  | | | Reg. No. | |  |
| Candidate's Name |  | | | ID No. | |  |
| Unit Standard Title | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | | | | | |
| **MODERATION DECISION** | | | | | | |
| Specific Outcome | | C | NYC | | Comments | |
| Measure, estimate, and calculate physical quantities | |  |  | |  | |
| Explore, analyse & critique, describe & represent, interpret & justify geometrical relationships | |  |  | |  | |
| Overall Moderation Decision | |  | | | | |
| Feedback to Assessor | |  | | | | |
| Action Required | |  | | | | |
| Date of Moderation | |  | | | | |
| Signature of Moderator | | | | |  | |
| Signature of Assessor | | | | |  | |
| Signature of Candidate | | | | |  | |