



Recognition of Prior Learning (RPL)

ASSESSMENT GUIDE FOR COMMUNICATION



National Certificate in Professional Driving
Qualification ID: 50285

Assessment Guide for RPL
Communication

UNIT STANDARDS IN THIS VOLUME

Unit Standard Number	Unit Standard Title	NQF Level	Credit Value
119472	Accommodate audience and context needs in oral/signed communication	3	5
119457	Interpret and use information from texts	3	5
119467	Use language and communication in occupational learning programmes	3	5
119465	Write/present/sign texts for a range of communicative contexts	3	5

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Unit Standard 1 of this Volume

Answers for Evidence Guide

Unit Standard ID Title: Accommodate audience and context needs in oral/signed communication

Unit Standard number: 119472

Specific outcome 1: Interact successfully in oral/signed communication.

Assessment Criteria

1. Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork.
2. Interviews successfully establish a relationship appropriate to the context, and provide a non-threatening opportunity for participants to share information.
3. 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.
4. Participation in discussions, debates or negotiations is appropriate to the purpose and topic. Participation is consistent with the formality of procedures and contributes to meaningful interaction between participants.
5. 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 Criteria

1. Key words/signs, pace and pause, stress, volume and intonation or sign size, pace, rhythm and non-manual features (NMFs) are used in appropriate ways to reinforce the message.
2. Body language is appropriate to context and topic, and reinforces main ideas and points of view.
3. Formal communications are planned in writing/signing, and plans are detailed, complete, and realistic with respect to time allocation and content
4. Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding.
5. Techniques are used to maintain continuity and interaction.

Answers for Evidence Guide

Evidence Required				Evidence sign off																																																																													
Video recording of individual role play and submitting written evidence																																																																																	
Do a role-play and show how to interact successfully with other people in a group through oral communication. Base your topic on the Occupational Health and Safety Standards, procedures and Legislation.																																																																																	
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In order to declare the learner competent he/she must obtain at least 7/11																																																																																	

Answers for Evidence Guide

Specific Outcome 3: Identify and respond to manipulative use of language.

Assessment Criteria

1. Facts and opinions are identified and distinguished.
2. Omission of necessary information is noted and addressed.
3. The implications of how the choice of language structures and features, specifically tone, register, style, and point of view affect audience interpretations of spoken/signed texts are explained.
4. Distortion of a contributor's position on a given issue is explored with specific reference to what has been selected and omitted.

Criteria	Very good understanding	Acceptable understanding	Poor understanding
1. Identify facts and opinions to manipulate the use of language.			
2. Distinguish between 'facts' and 'opinions'.			
3. Define the word omission.			
4. Explain how you will identify text errors.			
5. Give examples of choices of language structures and features.			
6. Explain how the following features can influence the view point of the affected audience with regard to the following: <ul style="list-style-type: none"> o Tone o Register o Style o Point of view 			
7. Write the incident also on the one page document Focus on what was incorrectly said, and how you two overcame the error in communication. Ask one of your friends to create a scenario where he/she brings across incorrect messages. Refer to your conversation and fix the miscommunication.			

Assessment Criteria for Competency:

Learner must submit a one-page document, and include an article and illustrate above requirements. If the learner does not show understanding of the context, then rate the learner under 'poor understanding'. The learner must be able to specify his/her understanding of the research from question 1 – 6. If the learner is rated '3 times' under 'poor understanding' then the learner is not yet competent.

Unit Standard 2 of this Volume

Answers for Evidence Guide

Unit Standard ID Title: Interpret and use information from texts

Unit Standard number: 119457

Specific Outcome 1

Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts.

Assessment Criteria:

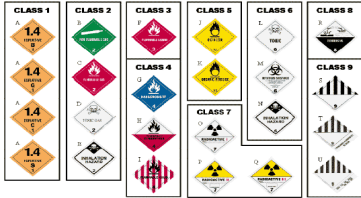
1. *Unfamiliar words/signs are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills/sign parameter/analysis skills, and contextual clues.*
2. *Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.*
3. *Main ideas are separated from supporting evidence and paraphrased or summarised.*
4. *The purpose of visual and/or graphic representations in texts are recognised and explained.*
5. *Features of visual texts are explained in relation to the way they impact on meaning.*

Specific outcome 2:

Use strategies for extracting implicit messages in texts.

Assessment Criteria:

1. *Source of text is identified and discussed in terms of reliability and possible bias.*
2. *Attitudes, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly.*
3. *Techniques are explored and explained in terms of purpose and audience.*
4. *Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials.*

Question	Answer	Mark Allocation
<p>Question 1 Identify the following signs of the hazard classes together with their sub-divisions</p> 	<p>Class 1: Explosives (Classes 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6). Class 2: Gases (Classes 2.1, 2.2, 2.3). Class 3: Flammable Liquids. Class 4: Flammable Solids. (Classes 4.1, 4.2, 4.3). Class 5: Oxidising Substances and Organic Peroxides. Class 6: Toxic Substances and Infectious Substances. Class 7: Radioactive Materials (3 gradings of intensity) Class 8: Corrosive Materials. Class 9: Miscellaneous Dangerous Substances and Articles</p>	<p>9 marks</p>
<p>Question 2 Test different options for the meanings of ambiguous words below, and explain the meaning of the words.</p> <p>Load <u>compatibility</u> and <u>segregation</u> shall be based on the hazard class and <u>subsidiary</u> risk diamonds, displayed on packages and containers. Both the hazard class and any subsidiary risks shall be considered, on an equal basis, in the segregation of cargo. Cargo segregation on mixed load vehicles shall conform to the requirements of the load compatibility chart in table G.1 (SANS10231:2006) and the special provisions according to hazard class in G.3. Furthermore, <u>cognisance</u> shall be taken of the reactivity of individual substances with each other, even if allowed in accordance with the load compatibility chart in table G.1.</p>	<ol style="list-style-type: none"> 1. Comptability: Work together with each other. 2. Segregation: Seperation 3. Subsidiary: additional 4. SANS: South African National Standard 5. Cognisance: cognitive of the mind(understand) 	<p>5 marks</p>
<p>Question 3 Extract and summarise the main ideas of the following paragraph</p> <p>(a) The driver shall not allow any passengers or unauthorized persons to be in or on the vehicle at any stage during the journey.</p> <p>(b) The driver shall adhere to the agreed route and authorized stopping places, unless directed otherwise by a member of the emergency services.</p> <p>(c) Where pre-planned stops, for example those required every two hours for tyre and spillage checks, are not in designated places, the vehicle shall stop only in areas sufficiently far away from the main traffic flow so as not to present a risk to other road users.</p>	<p>(a) A can not be summarised because all the conditions are included.</p> <p>(b) B can not be summarised, it is already summarised.</p> <p>(c) Pre-planned stops will only be in designated places, far away from the main traffic to reduce risks to road users. Use assessor discrefion.</p>	<p>6 marks 2 each</p>
<p>Question 4 - Answer the following questions:</p> <p>4.1 Explain the purpose of visual and/or graphic representations in texts.</p> <p>4.2 Explain the Features of visual texts in relation to the way they impact on meaning.</p>	<p>4.1 Visual Aids is there to illustrate visual elements such as, maps, places, photos. It forms a better understanding and picture for the audience.</p> <p>4.2 Visual text makes its meanings with images, or with meaningful patterns. A text is anything with which we make meaning. Books, websites, videos, even smiles and gestures can be thought off as texts.</p>	<p>2 marks</p>

<p>SOURCE: http://www.capegateway.gov.za/eng/topics/6905</p> <p>17 February 2005</p> <p>Language Unit (Department of Cultural Affairs & Sport, Provincial Government of the Western Cape)</p> <p>After five-years of consultation, the Western Cape Language Committee has finalised the Western Cape Language Policy, a first of its kind in South Africa. This policy will help create a Home for All in the province by ensuring the equal status and use of the three official provincial languages, Afrikaans, English and isiXhosa. It also supports and promotes South African Sign Language, the Khoi and San languages, and the other official South African languages. This policy was passed by the Provincial Parliament in June 2004. ></p> <p><u>English-isiXhosa Government Terminology</u> (Guidelines, Manuals & Instructions) 2004</p> <p>Provincial Parliament of the Western Cape (Provincial Government of the Western Cape)</p> <p>This publication contains a list of English terms and their Xhosa translations that are often used in a government context. ></p> <p><u>Promotion of Multilingualism</u> (Service)</p> <p>Multilingualism Week is an annual programme that promotes awareness of the benefits of being able to communicate in more than one of the three official languages of the Western Cape (English, Afrikaans and Xhosa). ></p> <p><u>Language Information Service</u> (Service)</p> <p>Language Services maintains a database of persons, organisations and institutions relating to language matters in the Western Cape. The database also includes names of accredited freelance translators and interpreters. ></p> <p><u>Western Cape Language Committee</u> (Public Entity)</p> <p><u>The Western Cape Language Audit: 2001</u> (Reports & Research) (File type: pdf; size: 479 KB) 2002</p> <p>Culture and Heritage (Department of Cultural Affairs & Sport, Provincial Government of the Western Cape)</p> <p>A study of the performance of the provincial government in meeting the language needs among its personnel, stakeholders and the general public. The report explores the way in which senior officials understand the implications of language policy and the problems encountered in implementing legislation; evaluates the patterns of language use and competence among the personnel and problems that arise in day-to-day interactions; assesses the extent to which the language needs and preferences of the general public are addressed when interacting with government; and identifies the problems encountered during stakeholder</p> <p>Allocate one mark for grammar.</p>	<p>Question 5 Identify the source. http://www.capegateway.gov.za/eng/topics/6905</p> <p>Question 6 Explain the point of view of the author directly or indirectly. Directly: <i>This policy will help create a Home for all in the province by ensuring the equal status and use of the three official provincial languages, Afrikaans, English, and isiXhosa. It also supports and promotes South African Sign Language, the Khoi and San languages and the other official South African languages.</i></p> <p>Indirectly: <i>The author wants to bring the message across how important equality is for all South Africans to ensure that there is no discrimination in language that prevents anyone from obtaining information.</i></p> <p>Question 7 Explain the different techniques in terms of the purpose of the audience.</p> <ol style="list-style-type: none"> 1. <i>Referring to secondary information e.g. manuals and instructions.</i> 2. <i>Use colors for sub headings.</i> 3. <i>No numbers are included in paragraphs.</i> 4. <i>Including all target audiences.</i> <p>Question 8 Explain the cause with reference to selection or omission of materials</p> <p>Errors identified:</p> <ol style="list-style-type: none"> 1. <i>There are no spaces between paragraphs.</i> 2. <i>There are no numbers.</i> 3. <i>There are no spaces between the subheadings.</i> 4. <i>Paragraphs are not present.</i> 5. <i>Information is too long.</i> 6. <i>Should include more full stops.</i> 	<p>1 mark</p> <p>2 marks</p> <p>2 marks at least</p> <p>2 marks at least</p>
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Assessment Criteria for Competency:

The learner must obtain 15/30 as a minimum requirement. The bank of questions and illustrations consists out of 29 marks, and include an additional mark for grammar.

Answers for Evidence Guide

Specific outcome 3:

Respond to selected texts in a manner appropriate to the context.

Assessment criteria:

1. Instructions and requests are acted upon.
2. Text-type, format and register used are on the appropriate level of formality.

Evidence Required	Evidence sign off
Questioning – Answer the following questions	
<p>Class 1: Explosives Sub-Class 1.1: Mass explosion or total load explosion hazard, e.g. black powder. Sub-Class 1.2: Projection hazard, e.g. hand grenades. Sub-Class 1.3: Fire hazard together with minor blast or projection hazard. Sub-Class 1.4: Minor explosive hazard, e.g. fireworks. Sub-Class 1.5: Very stable explosives, e.g. dynamite, bombs. Sub-Class 1.6: Negligible explosive hazard, e.g. UN 0486 articles.</p> <p>Respond to above text and answers questions:</p> <ol style="list-style-type: none"> 1. How are the instructions compiled? <ul style="list-style-type: none"> o Concepts are in a sequence. o Include a number structure from 1.1 – 1.6. o Is sub categories. o Include main heading. 2. What is the text type? <ul style="list-style-type: none"> o Classify different sub classes according to a prescribed condition. 3. What is the format? <ul style="list-style-type: none"> o Formatting is the way the text looks on the page, meaning that the above format is listed to show the different sub-classes. 	Self-assessment
	<i>Initial</i>
	<i>Date</i>
	ECF evaluation
	<i>Initial</i>
	<i>Date</i>

Assessment Criteria for Competency:

The learner must answer all three questions accurately in order to be declared competent.
 All assessment criteria apply.

Answers for Evidence Guide

Specific outcome 4:

Explore and explain how language structures and features may influence a reader/viewer

Assessment criteria:

The choice of words/signs, language usage, symbols, pictures and tone/sign size and pace is described in terms of how a point of view is shaped or supported.

Instruction to the learner:

Include an article and refer to the context in the document based on the following: -

Criteria	Very good understanding	Acceptable understanding	Poor understanding
1. <i>The choice of words</i>			
2. <i>The choice of signs</i>			
3. <i>The choice of language usage</i>			
4. <i>The choice of symbols</i>			
5. <i>The choice of pictures</i>			
6. <i>The choice of sign size</i>			
7. What is the point of view of the reader (you)?			
8. <i>The choice of words</i>			
9. <i>The choice of signs</i>			
10. <i>The choice of language usage</i>			
11. <i>The choice of symbols</i>			

Include an article and refer to the context in the document based on the following: -

Assessment Criteria for Competency:

Learner must submit a one-page document, and include an article and illustrate above requirements. If the learner does not show understanding of the context, then rate the learner under 'poor understanding'. The learner must be able to specify his/her understanding of the research from question 1 – 11. If the learner is rated '5 times' under 'poor understanding' then the learner is not yet competent

Unit Standard 3 of this Volume

Answers for Evidence Guide

Unit Standard ID Title: Use language and communication in occupational learning programmes

Unit Standard number: 119467

Specific outcome 1:

Access and use available learning resources.

Assessment criteria:

1. *Relevant learning resources are identified.*
2. *Learning resources are used effectively through appropriate selection of information and acknowledgement of sources.*

Specific outcome 4:

Conduct basic research and analyse and present findings.

Assessment criteria:

Appropriate or relevant topic and scope is identified and defined.

1. *Research steps are planned and sequenced appropriately.*
2. *Research techniques are applied.*
3. *Information is evaluated for relevance.*
4. *Information is classified, categorized and sorted.*
5. *Research findings are analysed and presented in the appropriate format*

Evidence Required			Evidence sign off	
Research Project – Submit evidence of learning resources and write a report			Self-assessment	
Criteria Checklist of report	Yes	No	Initial	
1. <i>Relevant topic and scope is identified and defined.</i>				
2. <i>Relevant resources are identified</i>				
3. <i>Learning resources are used effectively through appropriate selection of information and acknowledgement of sources</i>				
4. <i>Research steps are planned and sequenced appropriately.</i>				
5. <i>Research techniques are applied</i>				
6. <i>Information is evaluated for relevance.</i>				
7. <i>Information is classified, categorized and sorted. The learner must show draft of illustration.</i>				
8. <i>Research findings are analysed and presented in the appropriate format</i>				
			ECF evaluation	
			Initial	
			Date	

Assessment Criteria for Competency:

Learner must submit a two page report, and include an article and illustrate above requirements. If the learner does not show understanding of the context, then rate the learner under 'poor understanding'. The learner must be able to specify his/her understanding of the research from question 1 – 8. If the learner is rated '5 times' under 'poor understanding' then the learner is not yet competent

(See the attached supplementary document to guide you through the assessment

Saved as: Scope or Research. This document is saved under word images. Right click an open the file)

Answers for Evidence Guide

Specific outcome 2:

Use learning strategies.

Assessment Criteria:

1. Information is summarised and used for learning purposes.
2. Specific techniques are selected and applied appropriately.
3. Relevant questions are asked.
4. Texts are read/viewed for detail, interpreted and analysed for a given context.
5. Spoken/signed input is listened to/viewed for detail, interpreted and analysed for a given context.
6. Learning takes place through communicating with others in groups or as individuals.

Evidence Required				Evidence sign off	
One-on-one Interview				Self-assessment	
Project: The learner must prepare different learning strategies and provide evidence for illustration.			ECF evaluation		
Criteria Checklist - The learner is able to ...	Yes	No		Initial	Date
1. Summarise the information provided by your assessor and explain to your assessor how you came to your summary conclusion.					
2. Show different techniques of learning strategies and explain how to apply them.					
3. Formulate different questions and communicate verbally to the assessor.					
4. Read text from a book or magazine. The text can be limited to 400 words. Interpret the text and explain to the assessor how this can be broken down.					
5. The assessor must read a document relating to the Safety Standards. The learner must listen, make notes and interpret the information. This must be communicated back to the assessor.				Initial	Date
6. The learner must do a practical role play and show how to communicate effectively with others in groups and with an individual. The learner can discuss the Safety Procedures.					

Assessment Criteria for Competency:

Learner must have an interview with the assessor and comply with above requirements. If the learner does not meet an assessment criterion, then tick a mark under 'no'. The learner must be able to specify his/her understanding of using learning strategies. The learner must obtain three 'yes' marks allocations in order to be competent.

Use the following outline to support your assessment.

Source: BDA strategies
<http://inquiryunit.wikispaces.com/space/showimage/BDA+Strategies+for+Listening.doc>

BDA Strategies for Listening, Reading, and Viewing

BEFORE (**strategies to start with)

Anticipate Message

I think that I will learn...
I think that the author/presenter will say...
The title of this text makes me think of...
This text will likely present...
The information about the speaker/writer/presenter suggests...

**Tap, Activate, Build

I already know that...
This reminds me of...
This relates to...

Ask Questions

I want to know...
I wonder if...
I want to answer...

**Predict

Because of the title, I think...
Because of the picture(s), I think...
Because of the text and features, I think...
I wonder if...

**Set Purpose

I am listening, reading, viewing this to...
I want to know if...
I think that I will learn...
I want to answer...

Determine Rate

I can skim, scan, or read closely to achieve my purpose...
I must be prepared to read carefully...

Preview Text

*titles
*illustrations/diagrams
*textual cues and features
*summaries
*table of contents
*headings and subheadings
*graphic organizers

DURING (**strategies to start with)

**Connect and Construct Meaning

This reminds me of...
I experienced this once when...
I can relate to this because...

**Construct Mental Image

I can picture...
In my mind I see, hear, smell, taste, feel...
If this were a movie...

**Make, Confirm, Adjust Predictions

I think...
I bet...
I wonder...
I imagine...
I suppose...
If...,then...

Make, Confirm, Adjust Inferences, Draw Conclusions

Based on the clues in this text, I think the author/character felt/thought...
The idea that I'm getting is...
I see why...
My thinking changed when I heard, saw, read,...

**Note Key Ideas and What Supports Them

The important ideas in what I hear, read, or view are...
The author/presenter is saying...
The point/message is...
Here's why (supporting ideas)...
The big idea is...
I think the author/presenter is really trying to make us think...

Ask Questions and Self-Monitor Comprehension

Does this make sense?
I got lost because...
I need to listen again, re-read, re-view the part because...
I know that I am on the right track because...

Adjust Rate and/or Strategy

I need to skim this part to learn...
I need to scan this part to find...
I need to read this part carefully to learn...

**Cueing Systems

Pragmatic

This text represents...point of view.
 The author's view of the world is...
 The purpose of this text is...
 The author/presenter believes...

Semantic/Lexical

Because of its context clues,...probably means...
 Because of its prefix, suffix, root...probably means.....is spelled...
 An important key word is...
 Because I looked it up or asked someone, I know it means...

Graphophonic

...is pronounce...

Textual

The author/presenter chose to use...genre/form.
 The author/presenter organized the ideas in a ...format so...
 The author/presenter probably chose this genre/form because...

Syntactical

The key idea of this sentence is...
 The author/presenter used this word order to convey this particular meaning or emphasis...

Other

The author/presenter used these features (graph, chart, information...) to help us understand this text...
 Other..

AFTER (strategies to start with)******Recall, Paraphrase, Summarize, Synthesize**

So the point is...
 This text was about...

 The main idea is...
 I learned...
 A conclusion that I am drawing is...
 The overall message was...

****Reflect and Interpret**

A question I have is...
 This is important and relevant because...

 I wonder if...
 What I learned was...
 I want to know more about...

****Evaluate**

I like/don't like...because...
 This could have been more effective if...
 I would add or delete...
 The most important message is...
 This is accurate/artistic because...
 This was successful because...

Evaluate Craft/Technique

A 'golden' line for me is...
 This word/phrase/part stands out because...
 I like how the author/presenter uses...to show...

Respond Personally (with support)

My first reaction was...
 I thought...
 I enjoyed...
 This reminds me of...
 This text makes me think of...
 A similar story to this is...

Extend and Apply

This relates to...
 I can also see how...

Listen, Read, View Again, Speak, Write, and Represent to Deepen Understanding

I could deepen my understanding by listening again, re-reading,...
 I could share my thoughts and insights with others by...
 Speaking (discussing, dramatic reading, role play,...)
 Writing (script, poem, narrative,...)
 Representing (timeline, graphic organizer, storyboard,...)

Create New Texts

I can see...
 I still wonder...
 I really like...

Answers for Evidence Guide

Specific outcome 3:

Manage occupational learning materials.

Assessment Criteria:

1. Occupational learning materials are organized for efficient use.
2. Layout and presentation of learning materials are understood and used effectively.
3. Technical language/ terminology are engaged with, and clarification sought if needed.

Evidence Required	Evidence sign off
Test	
<p>Question 1 Explain how to organize occupational learning material in an efficient manner. (2) The learner may include answers such as:</p> <ul style="list-style-type: none"> o Use an indexing system. o File each unit of learning material alphabetically. o Use a numerical coding system. <p>Question 2 Discuss the appropriate layout and presentation of learning materials.(2) Learning materials include the heading, index, acronyms and abbreviations, indexes, references, heading, subheading etc..</p> <p>Question 3 Explain the concept 'Technical Language'. (1) Technical terminology is the specialised vocabulary of a field. These terms have specific definitions within the field, which is not always the same as their meaning in common use.</p> <p>Question 4 List at least ten 'technical terminologies'. (10) SAQA – South African Qualification Authority SETA – Sector Education Training Assuror NQF – National Qualification Framework OBE - Outcome Based Education SME – Subject matter expert Give each learner a mark for identifying different technical terminologies.</p> <p>Total: 15</p>	Self-assessment
	Initial
	Date
	ECF evaluation
	Initial
	Date

Assessment Criteria for Competency:

The learner must obtain at least 8/15 to be declared competent.

Answers for Evidence Guide

Specific outcome 5:

Function in a team.

Assessment Criteria:

1. *Active participation takes place in group learning situations.*
2. *Responsibilities in the team are taken up and group work conventions are applied in learning situations.*
3. *Conflict management and negotiating techniques are practiced in a defined context.*
4. *Team work results in meaningful product or outcomes*

Evidence Required			Evidence sign off	
Observation				
The learner is able to function in a team.	Yes	No	Self-assessment	
<i>The learner participates actively in the learning situations in groups.</i>			<i>Initial</i>	
<i>Responsibilities in the team are taken up and group work conventions are applied in learning situations.</i>			<i>Date</i>	
<i>Conflict management and negotiating techniques are practiced in a defined context.</i>				
<i>Team work results in meaningful product or outcomes.</i>			ECF evaluation	
			<i>Initial</i>	
			<i>Date</i>	

Assessment Criteria for Competency:

The learner must show competency in all four criteria. This is also required in line with the CCFO's and therefore is vital to work effectively in a team. This assessment can be integrated throughout the application.

Answers for Evidence Guide

Specific outcome 6:

Reflect on how characteristics of the workplace and occupational context affect learning.

Assessment Criteria:

1. Sector and organisation type is identified.
2. Features of the occupational environment are described and discussed.
3. Ways in which these features affect learning processes and/or application of learning are described and discussed.

Evidence Required	Evidence sign off
Test	Self-assessment
<p>1. Define characteristics (individuality) of the workplace.(1) <i>Characteristics of the workplace are those individual elements and actions that differentiate a workplace from another workplace.</i></p> <p>2. Reflect on how characteristics of your workplace can affect learning. (2) <i>If the workplace create a culture of 'non learning' or that no mistakes are tolerated then t will negatively impact on the learning experience because it may be viewed as a shortcoming, instead of lifting employees up and promote that learning is a continuous process.</i></p> <p>3. Describe the features of the occupational environment.(2) <ul style="list-style-type: none"> o <i>Features may include the act or process of organizing activities.</i> o <i>Features are the state or manner of being organised: a high degree of organization. E.g., font, table of contents, italics, chapters etc.</i> o <i>Something that has been organized or made into an ordered whole. It is a layout of a document designed by someone, in this context in the workplace.</i> </p> <p>4. Give practical examples of the following features(5) - Based on this context environmental features can be recognized as follow: <ul style="list-style-type: none"> o <i>Environmental features: This can include where the work is located, area etc.</i> o <i>Technological resources: the type of hardware and software to your disposal, resources can include your IT administrator etc.</i> o <i>Communication resources: E-mails, letters, videos, people etc.</i> o <i>Communication strategies: E.g. Weekly meetings, staff meetings, e-mails bulletins etc.</i> o <i>Multilingual needs in relation to client or colleague interaction: One-on-one meetings, video conferencing, telecoms etc.</i> </p>	Initial
	Date
	ECF evaluation
	Initial
	Date

Assessment Criteria for Competency:

The learner must obtain 5/10 to be declared competent.

Unit Standard Volume 4 Answers for Evidence Guide

Unit Standard ID Title: Write/present/sign texts for a range of communicative contexts

Unit Standard number: 119465

Specific outcome 1:

Write/sign for a specified audience and purpose.

Assessment criteria:

1. *The purpose for writing/signing, the target audience and the context are clear in relation to the learning task or activity.*
2. *The text-type, style, and register selected are appropriate to audience, purpose and context.*
3. *Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.*
4. *Writing/signing is well-structured and conveys its message clearly.*
5. *Critical thinking skills are used as strategies for planning.*
6. *Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise.*
7. *Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text.*

Evidence Required	Evidence sign off
<p>Write a letter to your Manager. Include argumentative facts in your letter and tell your manager why he/she must consider you for career pathing and succession planning. The letter must be at least three pages on Arial, Font size 10.</p> <p>The learner will be assessed on the following criteria:</p> <p><input type="checkbox"/> 1. <i>The purpose for writing/signing, the target audience and the context are clear in relation to the learning task or activity.</i></p> <p><input type="checkbox"/> 2. <i>The text-type, style, and register selected are appropriate to audience, purpose and context.</i></p> <p><input type="checkbox"/> 3. <i>Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.</i></p> <p><input type="checkbox"/> 4. <i>Writing/signing is well-structured and conveys its message clearly.</i></p> <p><input type="checkbox"/> 5. <i>Critical thinking skills are used as strategies for planning.</i></p> <p><input type="checkbox"/> 6. <i>Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise.</i></p> <p><input type="checkbox"/> 7. <i>Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text.</i></p>	Initial
	Date
	ECF evaluation

Answers for Evidence Guide

Specific outcome 2:

Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.

Assessment Criteria:

1. Meaning is clearly expressed through the use of a range of sentence structures, lengths and types.
2. The use of paragraph conventions and links between paragraphs in texts, promotes coherence and cohesion in writing/signing. Their use is explained with reference to logical progression, cause and effect and/or contrast.
3. The overall structure of a piece of writing/signing is controlled and the conclusion is clearly formulated.

Evidence Required	Evidence sign off
Selection questions	
<p>Question 1 Identify the different ranges of sentence structures depending on the lengths and the types(6 marks – 2 marks each)</p> <p><u>Range 1:</u> Melt! (There is no sentence and the reader will not be able to understand only one word and may have different meanings).</p> <p><u>Range 2:</u> Canada is a rich country.(Informative text: An informative text is a text that wants to advise or tell you about something).</p> <p><u>Range 3:</u> The package arrived in the morning, but the courier left before I could check the contents. (A persuasive text is a text that really wants you to do something)</p> <p><u>Range 4:</u> My friend invited me to a party, but I do not want to go. (4 marks – 2 marks each)</p> <p>Question 2 Explain the logical progression, cause and effect of content. Team pennants, rock posters, and family photographs covered the boy's bedroom walls. The reader will be able to know what the boy in his room have because it shows the picture and wants the reader to view the picture in his mind. A descriptive text is a text that wants you to picture what they are describing</p> <p>Her uncle and she walked slowly through the Inuit art gallery and admired the powerful sculptures exhibited there. The reader will be able to know what the boy in his room have because it shows the picture and wants the reader to view the picture in his mind. A descriptive text is a text that wants you to picture what they are describing.</p>	Self-assessment
	Initial
	Date
	ECF evaluation
	Initial
	Date

Assessment Criteria for Competency:

The learner must demonstrate the ability to use language structures and features. The learner must obtain 5/10 to be declared competent.

Answers for Evidence Guide

Specific outcome 3:

Draft own writing/signing and edit to improve clarity and correctness.

Assessment Criteria:

1. *Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.*
2. *Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency.*
3. *Logical sequencing of ideas and overall unity are achieved through redrafting.*
4. *There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.*
5. *Inappropriate or potentially offensive language is identified and adapted/removed.*
6. *Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task.*

Evidence Required (Draft and an edited document)	Evidence sign off
<p>Write a two page document draft. Remember no plagiarism is allowed, and this must be written in your own words. You may select any topic which excludes information that is sensitive. E.g. My School days, Applying for Bursaries etc. After you completed the document you will then have to 'edit' your own document. You may use a red or green marker. Encircle the information that is incorrect and make comments next to it. Re-type the document that is edited and submit this also for evidence.</p> <p>Base your document on the following criteria:</p> <ol style="list-style-type: none"> 1. <i>Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.</i> 2. <i>Control of grammar, diction/clarity of sign, sentence, and paragraph structure is checked and adapted for consistency.</i> 3. <i>Logical sequencing of ideas and overall unity are achieved through redrafting.</i> 4. <i>There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.</i> 5. <i>Inappropriate or potentially offensive language is identified and adapted/removed.</i> 6. <i>Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task.</i> 	Self-assessment
	<i>Initial</i>
	<i>Date</i>
	ECF evaluation
	<i>Initial</i>
	<i>Date</i>

Assessment Criteria for Competency:

The learner must use the following checklist in conjunction with the learner's draft and final document.

The learner must obtain 3 – 6 in rating categories (3,4, and 5) to be declared competent in Section A. The learner must obtain 3 – 6 in rating categories (3,4 and 5) to be declared competent in Section B.

Checklist Measurement Instrument

Criteria	1 Not at all acceptable	2 Not acceptable	3 Good	4 Very good	5 Outstanding
Draft – Criterion 1 – Section A					
1. A draft is submitted for evidence.					
2. Corrections are visible on the draft.					
3. Grammar and diction is elicited from the draft.					
4. Logical sequence are indicated and changed by means of an arrow.					
5. Offensive or potential offensive language is erased.					
6. Different layouts is visible where the learner explored different options of fonts, sizes etc.					
Edited document –Section B					
1. <i>Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original</i>					
2. Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency.					
3. Logical sequencing of ideas and overall unity are achieved through redrafting.					
4. There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.					
5. Inappropriate or potentially offensive language is identified and adapted/removed.					
6. Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task.					