



NQF Level: 3                      US No: 8968

# Assessment Guide

## Primary Agriculture

# Verbal Communication



Assessor: .....

Workplace / Company: .....

Commodity: ..... Date: .....

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## Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

<b>Title:</b> Accommodate Audience and Context Needs in Oral Communication
<b>US No:</b> 8968 <b>NQF Level:</b> 3 <b>Credits:</b> 5

This unit standard is one of the building blocks in the qualification listed below. Please mark the qualification you are currently assessing, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	49048	3	120	<input type="checkbox"/>
National Certificate in Plant Production	49052	3	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

### Note to Assessor:

If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.

**Instructions to learner:**

Communication

**Learner Guide: Page 10    Facilitator Guide: Page 11**

Get into groups of about six - your facilitator may allocate you to a group.

Imagine you have a decision to make about something which affects the whole group. For example, you could be deciding on when and where to do your next Plant Production Assignment.

1. Draw up an **Agenda** or list of items to be discussed at the meeting.
2. Allocate **different roles** to different members of the group:- for example, one person will be the scribe and take notes on what is being discussed; another person will ensure that they intervene when the discussion gets heated - he or she will be playing the role of mediator.

You should assign a leader to the group to whom items are referred. You could also assign a time-keeper and only allow each person to speak for a certain length of time - the time-keeper's role is then to ensure that the time is adhered to. You can think of any other roles you would like people to play.

3. Now **proceed with the meeting**. As the meeting proceeds, think of the following issues:

- ◆ What is the purpose of the group?
- ◆ What is the agenda (list of things to be covered) of the group?
- ◆ How did the group proceed?
- ◆ What developments took place during the meeting of the group?
- ◆ Did the group retain its focus - did the members of the group stick to the business at hand?
- ◆ Was there feedback given to the members of the group?
- ◆ Did the group reach a successful conclusion?
- ◆ By the end of the group's meeting, did everyone feel that they had a stake in the conclusions drawn and reached? (Did they experience a sense of ownership?)
- ◆ How effectively did everyone communicate?
- ◆ How could communication have been more effective?

4. Study your answers carefully and focus particularly on the issue of how communication could have been more effective.

Next time you are part of a group in a work or study situation, study the group dynamics using the outline above. Make a note of your findings.

If you discover that the group did not retain its focus; that it did not reach a successful conclusion or that the group did not experience a sense of ownership in conclusions or that communication was not successful, write a list of suggestions as to how these errors could be corrected. Try and identify how you could have improved the situation by clear and effective communication.

**Model Answer(s):**

- *There are no right or wrong answers for this Activity. The important thing is that the learners become aware of group dynamics and closely look at the role that effective communication plays in a group situation.*
- *Learners should be able to clearly indicate in their answers how they would ensure better focus by for example reminding the group of its purpose. They should also be able to clearly indicate why not everyone experienced a sense of ownership – perhaps not everyone's opinion was listened to. They should be able to clearly identify in an actual situation what a vital role clear communication plays.*
- *When you are sure that the learners can track all these elements of a group and group dynamics and make suggestions as to how to improve communication then they will have successfully completed their Activity. Allow learners to practice until they are confident in this regard.*

**Instructions to learner:**

Role Playing an Interview

**Learner Guide: Page 13    Facilitator Guide: Page 11**

This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO1 – AC 1,2; 1,5

Choose a partner to work with, or your facilitator may divide you into pairs.

Imagine you are going to interview someone. Choose one of the scenarios below. One of you will be the interviewer and the other will be the interviewee. Take sufficient time to work out your roles. Check what elements are necessary for an effective interview. Then prepare for the interview and role-play it.

When you have finished the interview, swap roles so that each person has the chance to be the interviewer. You may choose the other scenario if you wish to.

*Scenario One:* A radio broadcaster has to interview the captain of a sports team that has just won a very significant victory in an international sports competition. The purpose of the interview is to establish the reasons why, according to the captain, the team managed this victory.

*Scenario Two:* A situation has developed in the workplace in which there is an accusation of unfair treatment of one of the laborers. The farm manager has to interview the laborer concerned in order to try and establish what his/her grievances are. The purpose of the interview is to create trust in which the tricky situation can be explored.

Self-Assessment Checklist:

In order to establish whether you completed the Activity successfully, ask yourself these questions:

- ◆ Did I plan effectively for the interview?
- ◆ Did I do sufficient background research?
- ◆ Did I order my questions in a logical manner?
- ◆ Did I demonstrate flexibility when I got an answer I wasn't expecting?
- ◆ Did I maintain the focus of the interview?
- ◆ Can I now organize the data I received from the interview in a meaningful way?
- ◆ Can I now draw conclusions that are appropriate and relevant?
- ◆ Did I create a non-threatening environment for the interview?



**Instructions to learner:**

Meeting Procedure (Individual)

**Learner Guide: Page 16    Facilitator Guide: Page 11**

1. You are the Chairperson of the local farmers' new cultivars group. Your last meeting was held in the Community Hall at Prince Albert on September 12<sup>th</sup> 2006. At that meeting it was decided that the next meeting would be on June 15<sup>th</sup> 2007 at the same venue at 8.00 p.m. Compile a **Meeting Notice** to send to all members.
2. Draw up an **Agenda** for the meeting to be held at the Prince Albert Community Hall on 15 June 2007.
3. You are the Secretary of the local farmers' new cultivar group. Write out the **minutes** of the previous meeting that was held on 12 September 2006.
4. You are a member of the local farmers' new cultivar group. For some time you have been concerned about the lack of control in introducing a new crop in the area. You wish to propose the motion at the meeting that this situation be improved. Write out the **motion** you wish to propose to the meeting, as clearly as you can. Indicate how you wish the meeting to decide on what to do.

**Model Answer(s):**

*There are no absolute right or wrong answers for this activity. In order to check whether learners successfully completed the activity you should look at the following guidelines.*

- *Was the notice of a meeting a clear communication? Did it have all the relevant information?*
- *Did the agenda contain all the information it should have? Encourage learners to look back at their notes on the Agenda to check this.*
- *Did the minutes contain a full, clear and concise summary of what took place at the previous meeting? Encourage learners to look back at their notes on minutes to check this.*
- *Check that the motion was stated in positive terms. For example the proposal might have sounded like this: - "I would like to propose the following motion: - a register be compiled for areas where new grape cultivars have been introduced and a resolution be passed that monitoring of new grape cultivars be conducted in other areas. I would like the meeting to vote by secret ballot as to whether or not they support this motion. Thank you."*

**Instructions to learner:**

Debating an issue (Pairs)

**Learner Guide: Page 20    Facilitator Guide: Page 11**

Divide into pairs, or your facilitator may place you in pairs.

Find an issue on which you hold differing opinions, an example is that one of you may believe very strongly that affirmative action in the workplace is a very positive thing and the other may not agree with this. If you cannot find a topic on which you hold opposing views, then for the sake of this Activity, one of you must take an opposing view and find arguments to support this.

Imagine you are going to debate this topic in a public forum (in front of an audience). Prepare arguments to support your point of view as carefully as possible. Do research and make sure you are well prepared. Remember that your audience and the context (that of a debate) are very significant. Now present your point of view to the person who opposes it in as persuasive a manner as possible. Encourage that person to raise objections to your point of view and to ask as many questions about your position as possible.

Ask the person who opposed your point of view in this debate to rate your presentation as follows:

- ◆ **Persuasiveness** 1 - 5 where 1 is not persuasive at all and 5 is totally persuasive.
- ◆ **Clarity of argument** 1 - 5 where 1 is very muddled arguments, no logic and 5 is extremely clear and rational arguments, totally logical.
- ◆ **Manner of presentation** 1 - 5 where 1 speech is mumbled and points are presented in a boring way and 5 speech is clear and points are presented with confidence and in a totally engaging manner.

Now reverse your roles and listen to and assess the person who is opposing you.

**Assessing your Assessment:**

If the person who has opposed you in this debate has given you a low rating, discuss the reasons for this with him or her. Attempt to discover where your weaknesses and strengths as a debater lie. Be very honest about how you rate your own performance and encourage your opposition to be as honest as possible.

If you both feel you did not communicate as effectively as you could have done then keep practicing putting across your point of view until you feel your communication of strongly held beliefs is effectively done. By the end of this activity you should feel confident that you can hold your own in a debate, whether this is formal or informal.

**Model Answer(s):**

*This is a peer assessed Activity. Guide the learners to assess in an objective yet fair manner. Allow for relevant discussion and for re-doing of parts of the debate if it appears that this will be useful.*

**Instructions to learner:**

Voice Feedback (Individual)

**Learner Guide: Page 26    Facilitator Guide: Page 13**

1. **Prepare a short (2 minute) speech** on a topic that interests you e.g. your favorite pastime, a movie you have recently enjoyed, a book or article you have recently read and found interesting. Imagine you are going to be delivering it to about 30 people in a small hall.
2. **Tape yourself** delivering the speech with as **little intonation** as possible, using a very slow pace, at a low volume, with no pauses and no variation in pitch.  
*Listen to the tape:*
  - ◆ How effectively did you convey your enthusiasm for your topic?
  - ◆ How interested do you think your audience would have been?
  - ◆ The answer is probably that you conveyed little enthusiasm and that your audience would not have been particularly interested in hearing what you had to say.
3. Now **tape yourself** delivering the speech using a medium pace; with **a lot of intonation**, pausing where appropriate, varying the intonation, and stressing important points, at a clearly audible volume.
4. *Listen to this tape:*
5. Do you think your enthusiasm for the topic was more apparent this time around?
6. Do you think you would have been more likely to capture and retain the attention of the audience?
7. What other differences did you notice?
8. Can you think of other ways to improve the effectiveness of your delivery of this oral communication?

**Model Answer(s):**

*There is no right or wrong answer for this Activity. When you are sure that learners can vary volume, pitch, intonation, can stress important points and use an appropriate pace, then they will have successfully completed the Activity. Allow learners to practice until they are confident of this. You may want to allow learners to enlist the help of their friends, peers or family members to play the role of your audience and give them feedback.*

**Instructions to learner:**

Body Feedback

**Learner Guide: Page 30    Facilitator Guide: Page 13**

1. Think of a **topic** on a fairly factual subject that interests you.

Examples could be:

- Reasons so many young skilled people are leaving the country.
- Coping with HIV in the workplace.
- The steady move or migration from rural areas to urban ones; reasons why you would never emigrate from South Africa, and so on.

2. **Prepare a three minute speech on this topic.** Imagine you are going to deliver this speech to a group of about 40 people at a formal dinner.

Either video yourself delivering this speech or deliver it in front of the mirror.

- You can use your voice as you wish.
- You must stand completely still while you are making your presentation.

3. Now look at your speech again and mark where you think it would be appropriate to **include body language** which is relevant to the context and the topic.

Deliver your speech again, either to be videoed or in front of the mirror and this time:

- Include as many appropriate facial expressions and gestures as you can.
- Ensure that your body posture is appropriate to the context and the topic.
- Use body language to emphasise main points and to convey the appropriate attitude.

4. Make a **note of differences between the first and second presentation.**

Which do you think was the more effective form of communication? Why?

**Model Answer(s):**

*Learners will have successfully completed the Activity when you and they are sure that they can use a range of facial expressions, gestures and body postures that are appropriate to the context and the topic of their presentation. You also need to check that learners successfully use body language to convey attitude and to emphasise the main points of their presentations.*

*Allow learners to practice this until they are confident about their use of body language.*

*You may wish to allow learners to ask friends, peers, family members or fellow students to assist them by playing the role of the audience and commenting on their performances.*

**Instructions to learner:**

Preparing and Presenting a Talk (Individual and Group)

**Learner Guide: Page 33    Facilitator Guide: Page 13**

You will be assessed by your peers for this Activity.

Write a detailed plan for an oral presentation.

- Decide on the topic you wish to talk about; (you should choose a topic which would assist your plant production studies)
- Decide on the context in which you will be doing your presentation;
- Decide on exactly who your audience is going to be;
- Decide how long your talk is going to be. (It should be at least 8 minutes).

When you have written your plan, read through it carefully.

- Now present your talk to your "audience" (peers), using your plan.
- Tell them to imagine they are members of the audience whom you had in mind when you planned your oral communication.
- Time the talk.

When you have finished, you and your "audience" should answer the following questions as honestly as possible.

This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO2 – AC 3

**QUESTIONS :Did your presentation show that you:**

1 SO 2 – AC 1,2	Planned your presentation and that you planned an attention getting introduction?
2 SO 2 – AC 1,2	Planned the main body of your presentation in a way that was logical and flowing?
3 SO 2 – AC 1,2	Planned a good conclusion?
4 SO 2 – AC 1,2	Planned with the needs of the audience in mind?
5 SO 2 – AC 1,2	Planned so that your time allocation was accurate?
6 SO 2 – AC 1,2	Planned to present content that was relevant to the topic?

If you and your audience can answer "yes" to the questions above then you have successfully completed the Activity. If the answer is "no" to any of the questions, look carefully at your plan and see where you could change it to improve your presentation.



**Instructions to learner:**

Visual Aids in a Presentation (Individual and Group)

**Learner Guide: Page 36    Facilitator Guide: Page 13**

You will be assessed by your peers for this Activity.

For this activity you will need to refer back to Activity 3. You should already have written out cue cards related to this presentation and have prepared a handout. Look carefully at your oral presentation and decide where you could enhance your message by including visual aids. Now prepare these visual aids carefully. Practise on your own and then when you feel confident present the talk again to the same group of people as you used in Activity 3.

At the end rate your talk and get others to rate it by answering the following questions:

Did the visual aids add anything to the presentation?

Could they have been improved upon? If so, how?

Were the visual aids handled with a degree of competency and confidence?

Was the handout a useful tool in enhancing understanding?

Did you use the cue cards in an effective manner?

**Model Answer(s):**

*There is no set right or wrong answer for this question.*

*It is suggested that you as facilitator also play the role of audience and answer the assessment questions.*

- *Did the visual aids add anything to the presentation?*
- *Could they have been improved upon? If so, how?*
- *Were the visual aids handled with a degree of competency and confidence?*
- *Was the handout a useful tool in enhancing understanding?*
- *Did the learner use the cue cards in an effective manner?*

*The learner will have successfully completed the Activity when both he/she and their audience can answer "yes" to the above questions. If the answer to any of the above questions is in the negative then assist the learners to work out how to handle their visual aids, handouts or cue cards in a more appropriate and effective way. Allow learners to practice this until they are handling visual aids with confidence. Encourage learners to make use of any opportunity that presents itself in a study situation, to volunteer to do an oral presentation and incorporate all the techniques they have learnt about.*



**Optional  
SO 2**

**Instructions to learner:**

Optional Activity

**Learner Guide: Page 38**

Techniques to maintain continuity and interaction (individual and group)

Follow your facilitator’s instructions for this activity.

Refer back to the speech you used in the example above. Think of different ways you might have enhanced your speech and audience interest. Improve your speech by adding these additional techniques. Present the speech again and encourage audience feedback.

Look at your speech and provide examples of the following:

- ◆ How did you respond to queries?
- ◆ Did you use repetition of information?
- ◆ Did you reword phrases?
- ◆ Did you ask questions to check understanding?
- ◆ Were you aware of timing issues?
- ◆ How did you respond to cues that audience attention was waning?

**Model Answer(s):**

*There is no set right or wrong answer for this question.*

*The following questions can be used as a guideline for assessment:*

- *Did the learner respond suitably to queries?*
- *Was repetition of information used?*
- *Were phrases reworded?*
- *Were questions asked to check understanding?*
- *Was the presentation well timed?*
- *Was the learner able to regain the interest of the audience?*

*Appropriate examples of responding to queries; repetition of information; rewording of phrases; checking understanding; timing issues and response to audience losing interest; should be provided.*



9

SO 3

**Instructions to learner:**

Facts or Opinions

**Learner Guide: Page 41    Facilitator Guide: Page 15**

Work in pairs and read through the following statements and decide whether they are facts or opinions. Make a note of why you have chosen either fact or opinion.

QUESTIONS		
	Read through the following statements and decide whether they are facts or opinions	Make a note of why you have chosen either fact or opinion
1	a) Heroin addicts should be sent to rehabilitation homes at the government's expense. b) Of all the people who try heroin, about 10% will get addicted to the substance.	
2	a) HIV/AIDS is the single biggest cause of death in the age group of 20 - 27 year olds. b) HIV/AIDS is a form of modern plague sent to punish people for misbehaving.	
3	a) Parents who smoke should be heavily fined as they are harming their children. b) The children of smokers are 20% more at risk of developing asthma than the children of non-smokers.	
4	a) Organophosphate insecticides, which degrade rapidly, encourage the rapid emergence of resistant insects and destroy their natural enemies. b) Insecticides could eliminate harmful insects completely.	
5	a) Pesticides which are sprayed in the air are highly effective. b) Reliable data on how pesticides behave in air, are lacking because adequate monitoring is unavailable.	

**Model Answer(s):**

- 1a) is a fact - we can check whether or not it is true.
- 1b) is an opinion - we cannot check this, it is simply a point of view.
- 2a) is a fact - we can establish its truth through research.
- 2b) is an opinion - the speaker simply believes this is what should happen.
- 3a) is an opinion - it is what the speaker believes is the case.
- 3b) is a fact - we can check whether or not this is true.
- 4a) is a fact - we can look at a set of figures to see whether or not it is true.
- 4b) is an opinion - it is a reflection of what the speaker believes to be true.
- 5a) is an opinion - the speaker is expressing his or her ideas about what should happen.
- 5b) is a fact - research studies could prove this.

**Instructions to learner:**

Omission or Information

**Learner Guide: Page 43    Facilitator Guide: Page 15**

**1. Listen to three advertisements on the radio or on TV.**

Make notes on what information you are given in the advert.

Now make a list of what other information you would need to know in order to ensure that you had sufficient information to avoid being manipulated by the advertisers.

Make up questions to which you need the answers to ensure that you have all the information.

**2. Tape a radio news report, or video a TV news report.** Listen to it carefully. Choose one of the news clips (short reports) that you think is a good example of information being left out. Now compile a list of questions you would want answered in order to address the omissions.

**3. If you have the opportunity, go to a political rally or talk** and listen to the speakers. Make a note of when you think they are omitting necessary information. Compose a question the answer to which would show that you have noted the omission and know how it should be addressed.

**Model Answer(s):**

*There is no set right or wrong answer for this Activity. If the questions the learners have compiled show that they have noted the omissions and know what to ask in order to address these omissions, then they will have successfully completed the Activity.*

**Instructions to learner:**

Points of view (Individual)

**Learner Guide: Page 46    Facilitator Guide: Page 15**

See if you can match these statements with the appropriate point of view. The statements are given first followed by a list of points of view. You will need to match the appropriate numbers.

Statements:

1. All rapists should be hanged.
2. Education is the right of all people.
3. Abortion is every women's right.
4. Women should occupy more positions of power.
5. The Americans waged an illegal war in Iraq.
6. Homosexual men are all cowards.
7. Farm labourers should be paid well and not exploited.

Points of view:

1. Homophobic point of view
2. Pro-democracy point of view
3. Pro-socialist point of view
4. Pro-feminist point of view
5. Pro-capital punishment point of view
6. Anti-USA point of view
7. Pro-abortion on demand point of view

Again it should be apparent that the speaker's point of view has an impact and affect on the audience's interpretation of what is being said. Always be aware of **tone**, **style** and **point of view** when listening to advertisements, news reports, marketing material, political speeches, and summaries.

**Model Answer(s):**

- 1 = 5
- 2 = 2
- 3 = 7
- 4 = 4
- 5 = 6
- 6 = 1; 7 = 3

**Instructions to learner:**

Designing and advertisement

**Learner Guide: Page 46    Facilitator Guide: Page 15**

Divide into groups of about six, or your facilitator may allocate you to a group.

Think of a new product you would like to market. It could be a new rotary plough; a new set of protective clothing for pest control products; a new fertilizer meeting all the nutrient requirements for optimum plant growth, and so on.

Design an audio advertisement for your product. Remember to bear the following in mind:

1. At whom is your advert aimed? Who is your audience?
2. How are you going to convince your audience to buy your product?
3. What tone will you use in your advert?
4. What verbal style will you use in your advert?  
Will your advert reflect a particular point of view? If so, what will this be?
5. What facts will you include about your product?
6. What opinions will you give about your product?

If the advert you have designed is persuasive, you are certain you can answer the questions above, and you get positive feedback from your friends or family members, then you have successfully completed the Activity.

Write out the script for your advert.

Present the advert to the whole group.

Discuss with the whole group whether or not they would buy the product.

**Model Answer(s):**

*There is no set right or wrong answer for this Activity. If the advert the learners have designed is persuasive, and they are certain they can answer the questions in the self-assessment checklist in the Learners' Guide, and they get positive feedback from their friends or family members then they will have successfully completed the Activity.*

**My Notes ...**

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**Instructions to learner:**

Omission and Selection

**Learner Guide: Page 48    Facilitator Guide: Page 15**

Divide into pairs. Read through these examples of distortion and decide whether the speaker's position on a given issue is being distorted through omission of certain key elements or selection or a mixture of both. What position is the speaker presenting?

1. In her talk on "Why drug users should be imprisoned", Faldeelah looked at the link between crime and drug use. She did not refer to the success rate of rehabilitation.
2. In their advertising campaign for the luxury car, the advertisers spoke a great deal about the stunning new features of the model but did not mention price.
3. In the report on the war in Iraq the news reporter only mentioned USA losses.
4. In his summary Andre only referred to the positive aspects of killing the Tahrs on Table Mountain.
5. In her political speech, Dr Msimang focused only on the negative effects that anti-retroviral drugs have.
6. When talking to the vehicles salesman he focussed on the low mileage and good bodywork of the tractor but did not mention that it had been in an accident.
7. The advertising campaign spoke about the increase in plant production and did not mention that the pesticides could be harmful to certain plants.
8. The manufacturer of the rotary ploughs spoke about the use of the tools in creating good seedbeds but omitted that their high cost and extra power requirement have limited general adoption, except for the small garden tractor.



# Summative Test and Attitude & Attribute Evaluation

**B**efore the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

<b>Unit Standard:</b>	8968	<b>NQF Level:</b>	3
<b>Learner Name:</b>			
Questions		Model Answers	
1. Define an audience and give an example.		<ul style="list-style-type: none"> <li>An <b>audience</b> is a person or a group of people who are listening to a speaker or presentation of some kind. An audience is the recipient of an oral communication. Examples of an audience are a group of friends, a small group of colleagues, a church congregation, the people attending a political rally, or a single person. (This list is not complete – you may have given a correct example that does not appear here.)</li> </ul>	
2. Define oral communication and give an example.		<ul style="list-style-type: none"> <li><b>Oral communication</b> is when words are spoken out loud to a listener (audience). It is spoken verbal communication. Examples of oral communication are: asking interview questions, presenting an argument in a debate, making a political speech, reading out the minutes at a meeting, speaking on the telephone, reading the news on radio or TV, and asking someone for directions. (This list is not complete – you may have given a correct example that does not appear here.)</li> </ul>	

<p>3. Explain what we mean when we refer to group dynamics.</p>	<ul style="list-style-type: none"> <li>• <b>Group dynamics</b> refers to all the verbal and non-verbal communication that occurs during the interaction of a group. It includes things such as the roles assumed by members of the group and whether the group interaction was successful.</li> </ul>
<p>4. Explain what we mean by the phrase "group ownership of conclusions."</p>	<ul style="list-style-type: none"> <li>• <b>Group ownership of conclusions'</b> refers to whether each individual in the group feels that he or she has had a stake in the outcome of the group. If the group made a decision, for example to take a certain action, each member of the group needs to feel equally committed for there to be group ownership.</li> </ul>
<p>5. Why do you need flexibility when the sequence in an interview is disrupted?</p>	<ul style="list-style-type: none"> <li>• In an interview, questions are prepared in a set sequence. There are certain answers you need to get. If this sequence is interrupted it is important that you accommodate this interruption but are <b>flexible</b> enough to do this and then return to your sequence. If you are not flexible, you will be unable to get all the desired answers.</li> </ul>
<p>6. Why is it important to establish a non-threatening atmosphere during an interview?</p>	<ul style="list-style-type: none"> <li>• It is important to create a <b>non-threatening atmosphere</b> in an interview situation because this will establish trust between yourself and the interviewee. If the interviewee feels threatened, he or she may become unco-operative and give you incorrect information.</li> </ul>
<p>7. Why is it important to have an agenda for a meeting?</p>	<ul style="list-style-type: none"> <li>• An <b>agenda</b> is important because it informs everybody concerned with a meeting exactly what issues are to be discussed. It provides a focus and a structure for the meeting.</li> </ul>
<p>8. Why are minutes of meetings important?</p>	<ul style="list-style-type: none"> <li>• <b>Minutes of meetings</b> are important because they provide an accurate written record of who was present at a meeting, and what each person said. They also reflect the decisions reached at the meeting and plans for future action.</li> </ul>

<p>9. How would you define negotiations?</p>	<ul style="list-style-type: none"> <li>• <b>Negotiations</b> are a form of bargaining between two parties, both of whom have something to offer and both of whom have an interest in the outcome of the bargaining process.</li> </ul>
<p>10. Explain what is meant by a cultural group.</p>	<ul style="list-style-type: none"> <li>• <b>Cultural groups</b> refer to groups who regard themselves as unique in terms of criteria such as language, ethnicity, nationality, political affiliation, geographical affiliation, social activities, and religious beliefs. All members of a particular cultural group have a great deal in common.</li> </ul>
<p>11. What do we mean by stress when we are referring to oral communication?</p>	<ul style="list-style-type: none"> <li>• <b>Stress</b> refers to the amount of emphasis we place on a particular word or phrase. We usually stress words or phrases that are important.</li> </ul>
<p>12. What do we mean by pace when we are referring to oral communication</p>	<ul style="list-style-type: none"> <li>• <b>Pace</b> refers to the speed of delivery of an oral presentation. It is usually a good idea to vary the pace of delivery in order to avoid boring your audience.</li> </ul>
<p>13. Define body language in your own words.</p>	<ul style="list-style-type: none"> <li>• <b>Body language</b> is the way we communicate our feelings in a non-verbal way using our bodies, in particular our faces and hands, although it can refer to our entire body posture. Body language can be conscious or unconscious.</li> </ul>
<p>14. What cues, in terms of body language, would alert you to the fact that you had not retained the interest of the audience?</p>	<ul style="list-style-type: none"> <li>• <b>Loss of interest</b> by the audience may be indicated when they start to get fidgety, yawn, look around, avoid eye contact or frowns. These are cues that we are not interacting effectively with them.</li> </ul>
<p>15. Why is time allocation important in our planning for an oral communication?</p>	<ul style="list-style-type: none"> <li>• <b>Time allocation</b> is important when we are presenting orally because it ensures that we allocate an appropriate amount of time to each section of our speech. It also ensures that we leave enough time for audience response and participation.</li> </ul>
<p>16. What three things should you bear in mind when preparing a handout?</p>	<ul style="list-style-type: none"> <li>• <b>Handouts</b> should contain a summary of the main points of our presentation; they should be neatly done on a word processor; handouts should be able to read as a logical document on their own.</li> </ul>

<p>17. Why is it important to ensure that your equipment is in good working order when you are using visual aids?</p>	<ul style="list-style-type: none"> <li>• It is important to check that all our <b>equipment is in good working order</b> so that we can rely on it being smoothly incorporated into our presentation. Remember visual aids are there to enhance or add to our presentation - not to detract or take away from it.</li> </ul>
<p>18. Explain why rewording is a useful strategy to ensure that you are maintaining continuity and interaction.</p>	<ul style="list-style-type: none"> <li>• <b>Rewording</b> is a useful strategy because it gives you a chance to ensure that everyone understands a very important point; it is another way of repeating information.</li> </ul>
<p>19. Define a 'fact'.</p>	<ul style="list-style-type: none"> <li>• <b>A fact</b> is a statement about an event or an object which we can easily verify or check the truth thereof.</li> </ul>
<p>20. Define an 'opinion'.</p>	<ul style="list-style-type: none"> <li>• <b>An opinion</b> is a strongly held belief that someone has. It cannot be checked up on.</li> </ul>
<p>21. Why is it important to distinguish between facts and opinions?</p>	<ul style="list-style-type: none"> <li>• We need to understand <b>the difference between facts and opinions</b> because opinions are sometimes stated as facts, and we can be misled about something we hear or read.</li> </ul>
<p>22. Why do we need to note and address the omission of necessary information?</p>	<ul style="list-style-type: none"> <li>• We need to note and address the <b>omission</b> of necessary information in order to ensure we are getting the full picture about something we are being told is true.</li> </ul>
<p>23. What do you understand by the term 'manipulative language use'?</p>	<ul style="list-style-type: none"> <li>• <b>'Manipulative language usage'</b> refers to the use of language in a way that persuades us of the truth of something when this is not so. It is when we are persuaded against our better judgement to do or believe something by the way someone uses language.</li> </ul>
<p>24. Give two examples of tone of voice.</p>	<ul style="list-style-type: none"> <li>• Some examples of <b>tone of voice</b> are: - cheerful; unhappy; depressed; angry; excited; sarcastic; anxious and so on.</li> </ul>
<p>25. Give two examples of style of speech.</p>	<ul style="list-style-type: none"> <li>• Some examples of <b>style of speech</b> are: - upbeat; aggressive; comforting; optimistic; satirical; dramatic and so on.</li> </ul>

<p>26. What do you understand by point of view?</p>	<ul style="list-style-type: none"> <li>• <b>Point of view'</b> refers to the way the speaker presents their own particular stand on an issue. It only reflects the speakers set of beliefs.</li> </ul>
<p>27. How is speech distorted thorough omission of material?</p>	<ul style="list-style-type: none"> <li>• <b>Speech is distorted</b> through omission of information by simply leaving out points of view that the speaker does not want you to be aware of.</li> </ul>
<p>28. How is speech distorted through selection of material?</p>	<ul style="list-style-type: none"> <li>• Speech is distorted through <b>selection</b> of material by the speaker only choosing to include facts or opinions that support his or her argument or point of view.</li> </ul>

# Assessment Feedback Form

Comments / Remarks	
<p>Feedback to learner on assessment and / or overall recommendations and action plan for competence:</p>	
<p>Feedback from learner to assessor:</p>	
<p><b>Assessment Judgement</b> You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p><b>Actions to follow:</b></p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
<p><b>Learner's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Assessor's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Moderator's Signature:</b></p>	<p><b>Date:</b></p>