



NOF Level: 3 US No: 8969

Assessment Guide

Primary Agriculture

Interpret and use information from texts

First Language Distribution

Language	Percentage
Zulu	31%
Xhosa	27%
Sotho	17%
Afrikaans	11%
English	9%
Other	5%

Assessor:

Workplace / Company:

Commodity: Date:

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:

Title: Interpret and use Information from texts
US No: 8969 NQF Level: 3 Credits: 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.

1

SO 1

Instructions to learner:

Word Attack Skills

Learner Guide: Page 11 Facilitator Guide: Page 13

This is an individual activity.

Look at this list of complex terms on the left hand of the table in the learner guide, and match them with the correct explanations. For example, the first correct answer would be **1- j**. Use your word attack skills to help you complete this activity.

Model Answer(s):

1 = j 2 = a 11=k

3 = i 4 = b

5 = d 6 = c

7 = f 8 = h

9 = e 10 = g

Acronyms

1=l 2=f 3=h 4=g 5=e 6=d 7=i

8=c 9=a 10=b 11=k 12=j 13=m

Neologisms

1=d 2=f 3=e 4=g 5=c

6=h 7=b 8=a 9=l

Colloquialisms & Slang

1=j 2=a 3=g 4=b 5=h

6=c 7=d 8=e 9=f 10=l

Ambiguous words

1=f 2=e 3=d 4=b 5=c 6=a

My Notes ...

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SO

Instructions to learner:

GROUP Activity Dialect

Learner Guide: Page 16 Facilitator Guide: Page 13

Think of a group of people that you know, or can make contact with, who use a dialect. These could be learners at the college, members of your family, or from your community. As a group, you will focus on only one such group – so discuss this in advance and decide who you will approach. Ask them if you can tape an informal conversation they are having. Then once you have their permission, tape about 10 minutes of conversation. You may want to ask them to discuss the latest party they went to or some other topic which will interest that particular group.

After you have taped them, listen carefully to the tape and make a note of any non-standard use of English. Write down these phrases or words and then "translate" them into Standard English. Use syntax, context and word-attack skills to help you with your translation.

Then check with the group you taped whether or not your "translation" is correct.

NOTE: If it is not possible for learners to make tapes this activity can be adapted, however this will require your group to record in writing the conversation. This will be more difficult, but is still possible to do. Discuss this with your facilitator.

Model Answer(s):

- Assist Learners with answers where appropriate*
- There are no set answers for this Activity.*
- Ensure, by checking the tapes, that each learner has undertaken the task.*
- The learners will have successfully completed this Activity when they have checked with the recorded group as to the accuracy of their 'translation'.*

My Notes ...

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SO 1

Instructions to learner:

Individual activity. What do these sentences mean?

Learner Guide: Page 17 Facilitator Guide: Page 13

Look at these ambiguous newspaper headlines.

- KIDS MAKE NUTRITIOUS SNACKS
- GRANDMOTHER OF EIGHT MAKES HOLE IN ONE
- MILK DRINKERS ARE TURNING TO POWDER
- DRUNK GETS NINE MONTHS IN VIOLIN CASE
- FARMERS HOOKED ON NITROGEN FIXATION

Rewrite each one so that the ambiguity is eliminated, in other words the double meaning is fully explained. To do this you will need to rewrite each sentence twice. Write the literal (but incorrect) version first then what the headline is actually trying to say).

Example:

1. Grandmother makes a hole in one of her eight children!
2. Grandmother of eight children achieves a hole in one (*in golf*).

Model Answer(s):

The learners should have answers that are similar to these model answers.

If you wish to award marks you could award two marks per correct sentence giving a total of 16 marks.

If the learners do not have the correct answer go over the sentences with them until they can see the ambiguities in each one.

- *Children when they are eaten make a nutritious snack;*
- *Children can make their own nutritious snacks.*
- *The grandmother who had eight grandchildren, made a hole in one of them;*
- *The grandmother of eight made a hole-in-one when playing golf.*
- *Those people who drink milk are starting to turn into powder;*
- *Those people who drink milk are starting to choose to use powdered milk.*
- *The drunk was shut up in a violin case for nine months;*
- *The drunk who was involved in the legal case linked to a violin, was sentenced to nine months jail.*

Instructions to learner:

Summarizing a text (Pairs)

Learner Guide: Page 19 Facilitator Guide: Page 13

Read the following two articles through carefully. Summarise article 1 first, followed by article 2. Your points should cover the main ideas.

ARTICLE 1

Champions of the Earth award

At a glittering event hosted by the United Nations Environment Programme (UNEP) at the UN Headquarters in New York on Tuesday night, President Thabo Mbeki and the people of South Africa were recognised for outstanding achievements in the field of the environment. Accepting the Champions of the Earth award on behalf of the President and all South Africans, Marthinus van Schalkwyk, Minister of Environmental Affairs and Tourism said: "For our world to perish, all that is required of us is to do nothing. It is possible to integrate environmental protection and poverty eradication in a sustainable synergy. In beating poverty and in building prosperity we must not sacrifice our future by pillaging the planet."

The premier environmental award of the United Nations, this was the first time that the Champions of the Earth awards were presented. The six other recipients were the King and people of Bhutan; the late His Highness Sheikh Zayed bin Sultan Al Nahyan of the United Arab Emirates; the Prince of Orange of the Netherlands; Ms. Julia Carabias Lillo of Mexico; Ms. Sheila Watt-Clourier of Canada; and Mr. Zhou Qiang and the All-China Youth Federation.

South Africa was recognised both for its own commitment to cultural and environmental diversity and its strong leadership role on the African continent through the environmental component of the New Partnership for Africa's Development (NEPAD). "The timing of this ceremony could not be more significant," said the Minister. "With the UN Commission on Sustainable Development (CSD13) meeting at the same time here in New York, we are demonstrating that the needs of people and the needs of our planet are one and the same. Sanitation, fresh water resources, global warming, climate change, biodiversity loss, and desertification – these are all intertwined and interconnected challenges, shared by both the developed and the developing world."

Amongst the many specific South African achievements highlighted by UNEP was the fact that South Africa had pioneered the Peace Parks initiative, brought nearly 19% of its coastline under direct protection through the declaration last year of four new Marine Protected Areas, had created specialist environmental courts to back up a wide range of cutting-edge environmental legislation, and was party to more than 43 multilateral environmental agreements.

"There is no greater asset for humanity than the long-term health and well-being of our planet. There can be no goal more crucial to our survival than the protection and nurturing of our natural environment," said Minister Van Schalkwyk.

"One of our most urgent challenges as the global community is to convince all nations to join and support the international effort to reduce the emissions of greenhouse gases.

I have no doubt that the next few years will be crucial to move us out of an approach of stalling, of avoidance, and of excuses to one where we all accept our responsibility to deal with climate change within an inclusive multilateral international framework. Climate change is a global scourge and requires a unified global partnership for action."

Thanking UNEP for the award the Minister added: "Such recognition is high praise and greatly motivational for our further efforts in environmental protection and promotion."

Dept of Environmental Affairs Government Website 20 April 2005

ARTICLE 2

Soil texture

The texture of the soil refers to the particles that make up a soil. These could be tiny clay particles, coarse sand particles and even larger gravel particles. Most soils contain a mix of the above three, and the combinations of the mix determine the soils texture.

- Clay soils- are heavy and difficult to dig when wet and impossible to work when dry. Clay soils are usually high in minerals but the availability to the plant is limited.
- Silty soils- are less compact than clay soils, air and water does not move easily and drains slowly becoming powdery when dry. A silty soil is fairly high in minerals but is not always freely available to the plants.

Sandy soils- hold very little water and nutrients. Easy to work but require lots of compost and feeding.

To determine the type of soil you are working with here is a very easy test:

Take a spade full of the soil and moisten it with a bit of water. Work the soil until it no longer changes in feel. Now press the soil between your thumb and fingers, note the feel of the soil and now try to squish the soil into a long thin strip.

- Clay soil – would become like plasticine and be quite smooth to the touch.
- Clay loam- they are like putty but tend to crack. Still feels smooth to the touch.
- silty loam- they hold together a bit but tends to crumble. This is still a smooth soil.
- Fine sandy loams- these still tend to hold together but crumble very easily. The sand texture can be felt. And tend to be greasy because of high organic matter.
- Loamy sand soils- this does not easily stay together and tends to discolour the fingers.
- Sand – falls apart and will not be moulded and the grains of sand can easily be felt.

Structure of the soil

This refers to the shapes and arrangements of the particles that form in a soil.

Each soil has its own characteristic shapes and forms. These shapes and forms allow the movement of air and moisture to move in the soils. Organic matter acts as the cement to hold the particles together with the chemical bonding between the elements in the soil.

To determine the type of soil structure that you are working with here is a simple test:

Tilth test- dig out a spade full of soil and drop it onto a hard surface. Watch how the soil breaks up. A good structure will fall apart easily into crumbs of varying sizes. A poor structure, when it falls, will break up into blocks like clumps that are difficult to break by hand.

Plants need 15 elements obtained from the soil. These essential elements fall into two main groups. If the plant requires large amounts they are called macro elements (nitrogen, phosphorus, potassium, calcium, magnesium and sulphur) The tiny amounts that a plant requires are called micro or trace elements.

These are the following. (Iron, manganese, copper, zinc, boron, molybdenum, cobalt chlorine and sodium.)

It is very important to understand that if all the elements are available in the required quantities except for one the growth of the plant will be poor.

Extract from Plant Production, Resource Guide

Model Answer(s):

The learners should have answers that are similar to these model answers.

If you wish to award marks you could award two marks per correct sentence giving a total of 16 marks.

If the learners do not have the correct answer go over the sentences with them until they can see the ambiguities in each one.

- *Children when they are eaten make a nutritious snack;*
- *Children can make their own nutritious snacks.*
- *The grandmother who had eight grandchildren, made a hole in one of them;*
- *The grandmother of eight made a hole-in-one when playing golf.*
- *Those people who drink milk are starting to turn into powder;*
- *Those people who drink milk are starting to choose to use powdered milk.*
- *The drunk was shut up in a violin case for nine months;*
- *The drunk who was involved in the legal case linked to a violin, was sentenced to nine months jail.*

5

SO 2

Instructions to learner:

Work in Paris. Identifying bias.

Learner Guide: Page 30 Facilitator Guide: Page 15

Look at these examples of biased statements and identify what source you think they came from. Match the number of the statement with the appropriate number of the source given in the list. Keep in mind that a source can be biased for or against something.

1. Baboons are a menace and should be shot on sight.
2. The Israeli forces are evil and are illegally occupying Palestine.
3. The Palestinians have no right to own land in the Gaza strip - it belongs to Israel.
4. Eminem is one of the greatest rappers of all times.
5. Eminem's lyrics are disgusting. He should be banned.
6. Baboons are peaceful, fun-loving animals that do no harm.
7. Men are lazy and our lives would be improved if they were all eliminated.
8. Gambling is a vice - it will lead to moral decay.
9. Women are the best! Long live women!
10. Charities benefit enormously from the Lotto therefore gambling is a good thing.
11. Farm labourers are unable to negotiate with management.
12. Farm workers preferred the 'tot system'.

Model Answer(s):

Check the learners' answers and ensure that they all understand the concept of a biased source.

If you prefer to you can let learners do this as an individual activity.

1 = g

2 = j

3 = e

4 = d

5 = c

6 = b

7 = f

8 = i

9 = h

10 = a

11 = k

12 = l

Instructions to learner:

Identifying attitudes and beliefs

Learner Guide: Page 31 Facilitator Guide: Page 15

Look at these examples of extracts from articles. Then match the extract with the attitude or belief being expressed either directly or indirectly. A list of attitudes and beliefs is given below - some of which are correct, some of which are not. Choose the one you think best describes the attitude and beliefs of the author. Match appropriate numbers.

1. Children are a mixed blessing. On the one hand they give meaning to our lives, are entertaining, fun to be around and keep us young. On the other hand they are a great responsibility.
2. Modern music is in a strange state. There are no more great guitarists like Clapton and Hendricks from the 60's. Today's guitarists think it is sufficient to learn a few chords, and then blast the audience with their new-found skills.
3. The abuse of Iraqi prisoners was to be expected. The Americans have always shown little regard for those they hold captive in times of war. Abuse has occurred frequently in previous wars.
4. The current trend of concern about genetic modification of food crops is based on various scientific misconceptions. The potential benefits of GM crops far outweigh the few disadvantages.
5. Studying by correspondence is challenging. The advantages are that you can pace yourself and decide when you wish to study. You can also earn a wage while being a student. A disadvantage is that you cannot have class discussions.

Attitudes and beliefs:

- a) Negative attitude to correspondence courses
- b) Positive attitude to genetic modification; belief that its advantages outweigh any disadvantages
- c) Negative attitude to the USA; belief that they tend to abuse prisoners of war
- d) Belief that modern music is better than it was 40 years ago
- e) Belief that having children is a positive thing; positive attitude to children
- f) Positive attitude to the USA; belief that they are a humane nation
- g) Negative attitude to genetic modification; belief that it is ultimately harmful
- h) Negative attitude to modern music; belief that it has got worse over the years

Instructions to learner:**Learner Guide: Page 32 Facilitator Guide: Page 15**

Match the following extracts with the appropriate description of intentions/points of view from the list given below the extracts. Look also at the list of possible sources and match each extract with the most likely one. The points of view/intentions and sources are numbered.

In my day it was unheard of for young women to be in charge of men at the workplace. Women knew their place in those days. I'm not saying women are not equal to men but there must be a limit.

Men have it all their own way. They get higher salaries than women; they stand a better chance of being promoted; they do not have the domestic responsibilities that women have; they get more respect from their colleagues than women do.

Date-rape is on the increase. Young women should be extremely careful when they go to public places. If they are offered a drink by a stranger they should refuse. It is better to be safe than sorry.

The drug cannabis, also known as marijuana and in South Africa, as dagga, is a controversial one in terms of the effect it has. Some would claim it is a safe recreational drug, especially when compared to alcohol, but there is still debate on the subject.

The book 'Notes on Nature' is an interesting compilation of five years of nature columns published in the Windhoek Advertiser newspaper in Namibia.

When using a microwave oven it is very important to remember that metal objects of any description cannot be put into the microwave without damaging it.

Save hours of time cultivating the soil! Buy the new cultipacker and spend more time with the family!

In 1999 you turned your back on the best candidate ever to stand in Blikkiesfontein. Now in 2004 you have a chance to vote for her again. Do not make the same mistake again!

Intention/point of view:

- To convince readers that men are better treated than women; women have a more difficult time than men do;
- To educate readers about the debate on substance abuse; point of view is that the issue needs to be looked at carefully;
- To inform readers about a particular product; fairly neutral or objective point of view;

- To convince readers to vote for a certain politician; point of view is that this candidate is better than the others;
- To persuade readers that their lives could be changed if they bought a certain product; the point of view promoted indirectly is that people always want more free time; To spark interest in readers to buy a book;
- To persuade readers that women are not the equal of men; point of view is against women's rights although this is indirectly expressed;
- To inform young women about life-style choices; point of view is that life can be dangerous for a young woman.

Source:

- A) Information leaflet from Rape Prevention Bureau;
- B) Article entitled "Why it pays to be male!";
- C) Pamphlet accompanying a newly purchased product;
- D) Article in a magazine aimed at young readers who wish to be better informed about current issues;
- E) Book review on nature topics;
- F) Advertisement for an agricultural product;
- G) Political Poster;
- H) Letter to the press from a "Retired Gentleman."

Model Answer(s):

(If you wish to award marks for these answers then 3 marks per answer is suggested, giving a total of 21 marks. Alternatively you can allow for paired peer assessment)

1 = g; H

2 = a; B

3 = h; A

4 = b; D

5 = f; E

6 = c; C

7 = e; F

8 = d; G

Instructions to learner:

Individual ; Who and Why?

Learner Guide: Page 35 Facilitator Guide: Page 15

Read through the following extracts and match them with the sets of author and purpose given in the list below the extract. Then decide what type of writing technique each one is an example of. These are listed after the list entitled Author & Purpose and are given letters.

1. G'day mate! I'm taking the ute and my Sheila down to watch the Kiwis play rugger t'day.
2. Jeez last night was way cool - that club is so not old style, it's awesome!
3. The following diagram is a pie chart representing infant mortality rates by province for 2002.
4. Chronic obstructive pulmonary disease is when the bronchi and alveoli become inflamed. There is a high incidence among smokers.
5. A picture of the Telly Tubbies waving goodbye and saying "Good bye Winkie!"
6. Two isotopic forms deuterium and tritium, in which the atomic nuclei also contain one or two neutrons respectively, found to a small degree in water.

Author & Purpose:

- a. An illustration accompanying a schedule for the day's TV programmes, written by the entertainment editor in order to keep viewers informed.
- b. Text from an article on child death rates written for a factual reliable magazine by a serious journalist who wishes to inform the public.
- c. Extract from an email to a friend, written by an Australian with the purpose of friendly communication.
- d. Extract from a medical journal written by an expert with the purpose of informing first year medical students about lung diseases.
- e. A quick note written by a friend to another friend with the purpose of informal friendly communication.
- f. Extract from Learner Guide on Generic Agricultural Practices.

Type of device:

- A) Slang/colloquialism
- B) Jargon/technical terms
- C) Graphic illustration of data
- D) Picture accompanying text
- E) Dialect
- F) Technical terms

Model Answer(s):

As learners have done a few similar activities in pairs, this is an opportunity to see that they can handle this type of activity on their own.

(If you wish to award marks for these answers then 3 marks per answer is suggested, giving a total of 15 marks. Alternately you can allow for self-assessment once you have supplied the answers.)

1 = c; E

2 = e; A

3 = b; C

4 = d; B

5 = a; D

6 = f; F

My Notes ...

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SO 2

Instructions to learner:

Work in Pairs. Humorous Adverts.

Learner Guide: Page 36 Facilitator Guide: Page 15

Find two examples in a magazine of humorous adverts. Cut them out. Analyse them by answering the following questions.

1. How is the text humorous
2. Are the accompanying visuals also humorous? Explain.
3. What is the author's or creator's purpose in this advertisement?
4. What audience is the advertisement aimed at?

Model Answer(s):

There is no set answer for this activity.

Learners will have successfully completed the Activity when they demonstrate that they can answer the questions posed in a satisfactory manner, i.e. can identify the source of the humour and the intended audience.

My Notes ...

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SO 2

Instructions to learner:

Analyzing an advert

Learner Guide: Page 37 Facilitator Guide: Page 15

For this activity your facilitator will show you some adverts which have been videotaped from television. Once you have watched these, select three which appeal to you the most, and proceed with the activity.

In pairs, select three adverts that appeal to you the most. Examine them carefully for use of colours, camera angles, accompanying music, and any other details you can pick up.

Then see if you can answer the questions that follow.

1. What is the purpose of the advertisement?
2. What was the creator's intention when he/she devised the advert?
3. What is the implicit message in the advert?
4. Who is the audience that the advert is aimed at?

Model Answer(s):

There is no set answer for this Activity. Learners will have successfully completed the Activity when they demonstrate they can analyse an advert in a satisfactory manner.

Please note that if learners have difficulty in terms of videoing material, then as an alternative you could get them to simply describe the adverts. Alternatively you could video a few adverts and get learners to analyse these in small groups.

11

SO 3

Instructions to learner:

Work in Pairs; following instructions

Learner Guide: Page 40 Facilitator Guide: Page 16

See if you can follow these instructions:-

Write out the alphabet.

Now assign a number to every third letter:- start with A = 1; D= 2; G = 3 and so on;

- Now add G & J & Y together;
- Next subtract the sum of A & D
- Add M to this number
- Subtract P from this.

What is your answer?

Model Answer(s):

If the learners followed instructions properly they should end up with 12.

Check each line if all learners did not get the correct answer:-

- *Line 1 gives you 16 (3 & 4 & 9)*
- *Line 2 gives you 13 (16 - 3)*
- *Line 3 gives you 18 (13 & 5)*
- *Line 4 gives you 12 (18 - 6)*

My Notes ...

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Instructions to learner:

Identifying Humour (Individual)

Learner Guide: Page 46 Facilitator Guide: Page 18

Read the following two extracts carefully.

Cats are all tigers at heart - just one look at those huge flashing eyes and you know you are in serious trouble if you don't deliver cream and caviar instantly! Out will come the claws - the gloves will be off, so to speak, and woe betide your furniture! Anything that can be shredded will be and you had better watch out. Of course, your favourite kitty can lull you into thinking she's just a sweetheart. When she really wants something she will curl up next to you, rub against you and in a seductive purr tell you that you are just the best owner in the world. Don't be fooled, under that gorgeous sound lurks the spine chilling growl of a tiger on the prowl.

Ms Miller, the Honourable Member for Xanadu Park, has been up to her usual tricks. Using all the charm she has (and we all know how well-endowed she is in that area) she has convinced the high-minded, law abiding citizens of this suburb that prostitution and drug dealing are quite respectable ways for people to earn their living. So now, thanks to her efforts, we can all look forward to wonderful street scenes in which gorgeous ladies of the night tempt lonesome passers-by and the brave sellers of illegal substances cruise the streets offering their delights for sale. Both these passages rely on humour to make their points.

- Which one is a light-hearted entertaining extract? How do you know that? What purpose do you think the author had in mind when he/she wrote this? Is the passage trying to influence the reader to support a particular point of view? Give reasons for your answer.
- Which one is a piece that relies on sarcasm and irony to make a serious point? What purpose do you think the author had in mind when he/she wrote this? What point of view are they supporting? How are they trying to influence the reader? Give reasons for your answer.

Model Answer(s):

(If you wish to award marks for this Activity you could give up to 8 marks per correct analysis; the critical thing is that learners can distinguish between humour for entertainment and humour in the form of satire to make a political or social point.)

- *The first one is a light-hearted piece. We know this because the humour is aimed at entertaining us. The purpose of the piece is to be amusing but positive about cats. The author is not really trying to convince us of a particular point of view, other than that cats are quite manipulative but loveable pets. Would your opinion on cats change after reading this? Probably not.*
- *In the second passage the use of irony and sarcasm is apparent. Clearly the writer does not agree with what Ms Miller has done. He/she is attempting to make the serious point that prostitution and drug-dealing are bad things and that this is an unfortunate thing that has happened. He/she is trying to influence the reader by describing what life would be like if Ms Miller got her way. Humorous devices or techniques are therefore used in an attempt to build support for a point of view. Learners should indicate that they would probably be influenced by reading this.*

Instructions to learner:

Identifying Techniques (Pairs)

Learner Guide: Page 48 Facilitator Guide: Page 18

Look at these sentences. They are all taken from an article written by someone who is trying to convince readers of something.

1. This is the saddest story ever told in history.
2. You will weep buckets of tears at this movie.
3. The most beautiful child of the best mother in the world is kidnapped.
4. The kidnappers demand a ransom of 2 million rand from the estranged father.
5. Action scenes galore follow, enough to satisfy the most bloodthirsty audience.
6. Above all however, the movie breaks your heart.
7. The two lead actors act their hearts out and the end result is a tear-jerker of note.
8. Your life will not be complete if you don't see "The Boy Who Never Was."

Now see if you can find:

- Two examples of hyperbole;
- Two examples of figurative language;
- What sentence contains a fact and not an opinion?
- What message about the movie is repeated several times?
- Would this review convince you to go and see the movie? Why or why not?

Model Answer(s):

- *Sentences 1, 2, & 3 are examples of hyperbole; obvious exaggeration for effect.*
- *Sentences 6, & 7 are examples of figurative language (specifically "breaks your heart" and "act their hearts out").*
- *Sentence 4 is factual and not an opinion.*
- *The message that the movie is sad is repeated several times (specifically in 1, 2, 6, & 7).*
- *Check that the learners give coherent reasons as to whether this review would influence them in any way.*

Instructions to learner:

Analysing Visuals (Individual)

Learner Guide: Page 50 Facilitator Guide: Page 18

Find two adverts from a magazine or newspaper where the visuals really caught your attention.

Study the pictures and the accompanying text carefully and then answer the questions that follow.

1. What about the picture captured your attention?
2. Describe the picture in words - is it as effective?
3. Did the picture have a caption? If so, was it effective? If not, try making one up.
4. Would the picture alone make you interested in purchasing the product? Why or why not?
5. Decide whether the text that is written alongside the picture would influence you in any way. Give reasons for your answer.
6. At whom is the text aimed (audience)?
7. Of what is the author of the text trying to convince you?

Model Answer(s):

*There is no set answer for this Activity. Learners' answers will differ depending on what adverts they have chosen.
Check that they have understood how visual material can support a particular point of view.*

Summative Test and Attitude & Attribute Evaluation

Before 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:

Unit Standard:	8969	NQF Level:	3
Learner Name:			

Questions	Model Answers
1. Write a definition of context.	<i>Context refers to the surrounding area; the context of a word is where and how it is used in a sentence or phrase. It helps us with understanding.</i>
2. How would you define a neologism?	<i>A neologism is literally a new word. It is a word, which through frequent use gets accepted as becoming part of our everyday language.</i>
3. How would you define slang?	<i>Slang is very informal language, which is non-standard, usually used by people belonging to the</i>
4. What is meant by an ambiguous word or phrase?	<i>An ambiguous word or phrase is one that has more than one meaning. We can tell which meaning is meant by looking at the context.</i>
5. What is meant by 'summary'?	<i>A summary is a shortened version of a text (written or spoken). It should contain the main points of the text.</i>
6. What do you understand by 'to paraphrase'?	<i>To paraphrase is to rewrite something in your own words usually making it shorter or simpler.</i>
7. What is the purpose of visual material that accompanies texts?	<i>The purpose of visual material that accompanies text is to emphasise a point or to make a point that may not be clear from the text. It can also be to entertain and to keep our attention on the text.</i>

Questions	Model Answers
8. What are two graphical ways we can represent numerical data that makes it easy to understand?	<i>Two ways given here are bar graphs and pie charts. (Please note there are other ways not mentioned in this Lesson).</i>
9. How would you define a diagram?	<i>A diagram is a simple schematic drawing that is labelled.</i>
10. Define what is meant by an implied message.	<i>An implied message is a message that we can pick up from the way in which it is written; it is not directly expressed.</i>
11. How would you judge whether a source was reliable or not?	<i>A source is reliable if it includes many facts which can be checked up on; if it is not sensationalistic.</i>
12. What do we mean by 'bias'?	<i>'Bias' means to be more to one side than the other; to be slanted either in favour of or against something.</i>
13. The language used specifically by lawyers is known as 'legalisms'. What is this an example of?	<i>The term 'legalisms' is a form of jargon.</i>
14. What is meant by 'point of view'?	<i>'Point of view' refers to the angle from which we view a particular issue; it reflects how we feel about something.</i>
15. What is the difference between 'figurative' and 'literal'?	<i>The 'literal meaning' of a word or phrase is what the actual word means; 'figurative' refers to how we use the word in a non-literal sense to emphasise a point or make a comparison.</i>
16. How would you define humorous writing?	<i>Humorous writing is writing which we find amusing or entertaining.</i>
17. What type of camera angle would be used in a picture of a child playing with a kitten, with an implied message that children and kittens are sweet innocent creatures?	<i>A natural angle would be used accompanied by light, bright colours.</i>
18. What is meant by the omission of materials in a text?	<i>The omission of materials in a text is when the author deliberately leaves out certain information of which they are aware, in order to make a point.</i>
19. What is meant by the selection of certain materials in a text?	<i>Selection of certain materials refers to the strategy by which an author only chooses to use certain information, from a whole range, in order to support a cause.</i>
20. Write a definition of an instruction.	<i>An instruction is a series of commands we should follow.</i>
21. Write a definition of a request.	<i>A request is something we are asked to do.</i>

Questions	Model Answers
22. How would you describe text-type?	Text-type refers to the different types of font you can use on a word processor.
23. What is meant by the format of a written communication?	The format of a written communication means the layout on the page; it refers to how the words are set out.
24. What do we mean when we use the word register in language use?	Register in language use means the tone we take when we express ourselves.
25. What is an informal register?	An informal register is a friendly casual one.
26. What is a formal register?	A formal register is a more business-like, official tone.
27. What is another term for 'changing register'?	' Changing register ' may also be called code switching.
28. Write a definition of bias.	Bias can be defined as having an unfair position either in favour of or against somebody or some idea.
29. How would you describe discrimination?	Discrimination is to treat someone unfairly on the basis of a particular characteristic, e.g. racial discrimination.
30. What are irony and sarcasm, in your own words?	Irony and sarcasm are both humorous devices. They are when words, that mean the opposite of the message being conveyed, are used in a way to be cutting or disparaging about something.
31. What do we mean by 'silences' in texts?	' Silences ' in texts refer to when facts that are available are simply left out by the author.
32. Why might an author use repetition to shape her/his point of view?	Repetition might be used to really try and push an idea, so as to influence the reader.
33. What is meant by hyperbole?	Hyperbole is when an author deliberately exaggerates something in order to have an effect on the readers.
34. What is a stereotype?	A stereotype is a very simple representation of somebody without knowing all the facts about such people.
35. Why would an author choose to use pictures and captions to accompany his/her text?	Pictures and captions are an effective way to emphasise a point the author is trying to make. They capture the reader's attention.
36. How can typography influence a reader?	Typography refers to the layout of the page. The layout is part of the visual presentation. We may feel more inclined to read an attractive page.

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>Assessment Judgement You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p>Actions to follow:</p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
<p>Learner's Signature:</p>	<p>Date:</p>
<p>Assessor's Signature:</p>	<p>Date:</p>
<p>Moderator's Signature:</p>	<p>Date:</p>