

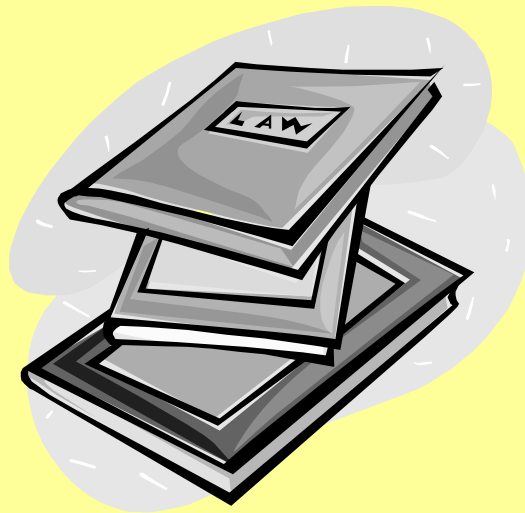


NOF Level: 3 US No: 8970

Assessment Guide

Primary Agriculture

Communications



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: Write texts for a range of communicative contexts
US No: 8970 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:**

Types of writing (Individual/Peer assessed)

Learner Guide: Page 14 Facilitator Guide: Page 12

For this activity you will need a pen and paper.

Look at these descriptions of various texts, which are indicated by letters. Then look at the list of types of writing or genres, which are numbered. Now match the text with the genre. (Just write down the numbers and letters).

Texts:

- A. A novel set in Malaysia dealing with a tea grower.
- B. A text giving reasons for and against the use of euthanasia (mercy killing) by trained medical personnel.
- C. An article promoting the view that genetic modification of plants is of overall benefit to a country.
- D. A brochure describing a new holiday resort in the Maldives.
- E. A pamphlet accompanying a complicated new digital camera in which directions for use are given.
- F. A diary entry reflecting on one's feelings about the death of a much loved friend.
- G. A letter to a wine estate's manager asking for vacation employment.

Genres:

- 1) Discursive
- 2) Descriptive
- 3) Narrative
- 4) Reflective
- 5) Argumentative
- 6) Transactional
- 7) Expository

Model Answer(s):

A = 3 D = 2 G = 6
B = 1 E = 7
C = 5 F = 4

Instructions to learner:

Jumbled sentences (Pairs)

Learner Guide: Page 16 Facilitator Guide: Page 12

For this activity you will need a pen and paper.

In the following pieces of writing the sentences are jumbled. Rearrange the sentences to make the meaning clearer for the reader. (Make minor final adjustments to the wording, as necessary, but do not make major changes to the sentences.)

Identify the genre of each text.

EXAMPLE A

He supports natural methods of plant production. He famously ensures that the farming of his 1,200-acre estate at Highgrove, Gloucestershire, is pursued by organic methods. One of his interests is organic farming. He is active in using his position to speak out on issues of national concern. He has many different interests. In 1999 he attracted some criticism for potentially compromising the delicate balance between monarchy and partisan politics. He chose to raise questions about the genetic modification of food crops. Prince Charles is heir to the British throne.

EXAMPLE B

This phenomenon is called hybrid vigour (heterosis). Almost all the maize now grown in the United States and Europe is started annually from hybrid seed. Hybrid breeding has expanded in recent years. For example, hybrid seeds have helped to double United States maize yields since the 1940s. Hybrid varieties are now common in grain crops (maize, sorghum), vegetables (cabbage, tomatoes, squash), and many flower species. Hybrids may be more vigorous than either parent. It has been widely used by plant breeders to increase crop yields.

- Model Answer(s):

EXAMPLE A

Prince Charles is heir to the British throne. He has many different interests. One of his interests is organic farming. He supports natural methods of plant production and famously ensures that the farming of his 1,200-acre estate at Highgrove, Gloucestershire, is pursued by organic methods. He is active in using his position to speak out on issues of national concern. In 1999 he attracted some criticism for potentially compromising the delicate balance between monarchy and partisan politics when he chose to raise questions about the genetic modification of food crops. He supports natural methods of plant production.

Genre - Descriptive

EXAMPLE B

Hybrids may be more vigorous than either parent. This phenomenon is called hybrid vigour (heterosis) and has been widely used by plant breeders to increase crop yields.

3

SO 1

Instructions to learner:

Producing paragraphs (Individual)

Learner Guide: Page 21 Facilitator Guide: Page 12

For this activity you will need a pen and paper.

Using the points listed in your mind-map, and with guidance from the Example above, produce a paragraph for each of the Main Ideas, namely Barriers, Solutions and Conclusion.

From this, you would produce the first draft of the letter. You would then edit it into the final draft before sending it to the editor of the newspaper.

Model Answer(s):

Barriers:
ABC would be more possible if people could be open about their HIV status, but there are many barriers for people living with AIDS. Fear of AIDS, often based on ignorance, means that there is a lot of prejudice towards people who are HIV-positive. These people fear rejection if they disclose their status.

Solutions:
We need to think more holistically. Education is important, not only among the youth but also among adults, for instance in the workplace. Testing and counselling should be encouraged, and antiretroviral medicines must be made widely available so that people can live relatively normal and productive lives.

Conclusion:
With this more holistic approach, we could get away from the simplistic idea that ABC is all we need. Yes, we do need ABC, but we need a lot more. With many people already infected, we need to understand and treat it as we do all other serious diseases. To change people's mindsets, we need more effective education campaigns for prevention and against prejudice.

My Notes ...

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4**SO 1****Instructions to learner:**

Planning writing (Pairs or small groups)

Learner Guide: Page 21 Facilitator Guide: Page 12

For this activity you will need access to library, Internet, magazines, newspapers and pen and paper.

This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO1-AC 1,2,3,5

Please note that you will need to hand in your planning and your checklists.

In this activity, you are going to plan a piece of writing that will end up being at least 250 words in length. Choose one of the following options:

A letter to a newspaper on your opinion of alien vegetation.

An article for your college newspaper on an issue that you think will interest fellow students.

A story for an 8-year-old who is struggling with a long-term illness.

Whichever option you choose, decide on a focus for that piece. It may be an opinion (for the letter), an institutional demand (for the article) or a theme (for the story). Whatever that topic is, think about it in relation to your audience, purpose and context.

Before beginning your planning, arm yourself with information. Use at least two different sources to research your topic: books, newspapers, magazines, internet, a knowledgeable person

For the letter to the newspaper or the article, find resources on the chosen topic

For the child's story, find resources on the illness and the kinds of issues that are confronting the child

For all information, ask yourself: Is it relevant? Is it valid (true)? Is it reliable? (Look back at reliability and bias Unit 8969 SO2, AC1)

Referring back to our process for drawing up a mind-map, plan a piece of writing on the topic you have chosen.

Note: For this activity, you should only

- ◆ Brainstorm ideas
- ◆ Highlight and cluster your ideas
- ◆ Draw up a mind-map

Use the following checklist to assess your brainstorm:

- ◆ I decided on a single topic
- ◆ I developed a clear point of view on that topic
- ◆ I made use of my research to get ideas
- ◆ I thought of my own points on the topic
- ◆ I have jotted down at least 15 points

Use the following checklist to assess your highlighting and clustering of ideas

- ◆ I have sifted through my brainstorm ideas
- ◆ I have highlighted not less than 3 and not more than 5 main ideas
- ◆ For my main ideas I have selected general categories
- ◆ I have sifted through my other ideas, selecting those relevant to each Main idea
- ◆ Each cluster of ideas is relevant to its main idea
- ◆ I have discarded any ideas irrelevant to my purpose

Use the following checklist to assess your mind-map

- ◆ I have planned for an introduction
- ◆ I have sequenced the main ideas in a logical order
- ◆ I have planned for a conclusion
- ◆ Every idea links directly (main ideas) or indirectly to the topic

-Model Answer(s):

- There is no set answer for this activity.

My Notes ...

(This area contains horizontal dotted lines for writing notes.)

6

SO 2

Instructions to learner:

Combining sentences

Learner Guide: Page 27 Facilitator Guide: Page 14

For this activity you will need a pen and paper.

Read the following sets of short simple sentences and then combine them into complex sentences.

Use the words in brackets after the sentences to join the sentences.

Remember when you are combining short sentences you can leave out words from the adjoining sentences.

- ◆ Writing clearly is a challenge. You can always learn to improve. (however)
- ◆ Plant production is an interesting field. There are various specializations. (in which)
- ◆ Nelson Mandela is a great man. He recently celebrated his 86th birthday. He celebrated it in Qunu. Qunu is his birthplace. (who; which)
- ◆ AIDS is a terrible pandemic. Millions have already died. We could stop it. (in which; however)
- ◆ Racist language is offensive. Racist language comes from fear. It also comes from stereotyping. (which; and)
- ◆ Women used to be discriminated against. Women have now demanded equal rights. Women are prepared to fight for these rights. (however; and)
- ◆ Professionalism is important. Professionalism guarantees respect in the workplace. It should be practiced by everyone. (as; and therefore)

By this stage of the Section you should be able to see how sentences can vary in length, type and complexity.

The purpose, context and audience often determine sentence length. If the readership level for your text is not known to you, then it is probably better to use shorter sentences. If however you are confident that you have sufficient command of English to use long sentences appropriately, then do so.

The important point always to bear in mind is that your written text must show coherence and cohesiveness.

You are now going to do an Activity in which you experiment with sentences of various lengths and levels of complexity.

Model Answer(s):

1. *Writing clearly is a challenge, however you can always learn to improve.*
2. *Plant production is an interesting field in which there are various specialisations.*
3. *Nelson Mandela is a great man who recently celebrated his 86th birthday in Quntu, which is his birthplace.*

- . 4. Aids is a terrible pandemic in which millions have died, however we could stop it.
- . 5. Racist language which is offensive comes from fear and stereotyping.
- . 6. Women used to be discriminated against, however they have now demanded equal rights and are prepared to fight for these rights.
- . 7. Professionalism is important as it guarantees respect in the workplace and therefore should be practised by everyone.

My Notes ...

Dotted lines for note-taking.

7

SO 2

Instructions to learner:

Writing sentences

Learner Guide: Page 28 Facilitator Guide: Page 14

For this activity you will need a pen and paper.

- ◆ This Activity requires you to write different sentence types and lengths.
- ◆ We have put suggestions in brackets for you.
- ◆ You may want to ask an objective reader whether your texts are clear and coherent before you hand this in.
 1. Write an email to a fellow student in which you ask for some information that you need to continue with your project. (Short sentences)
 2. Write part of a text (150 words) for a brief talk you have been asked to give to a group of emerging farmers. The talk is entitled "How to rotate crops effectively." (Short simple sentences)
 3. Write a brief report (100 -150 words) on an incident at college where you feel you have been discriminated against and unfairly treated. The report is for a lecturer so you can assume a good command of English. (Complex sentences)

Do some research on a place you have always wished to visit. Write a short essay (180-250 words) for a competition to win tickets to your dream destination. (Complex sentences, with quite detailed descriptions; assume a good command of English).

Model Answer(s):

There is no set answer for this activity.

My Notes ...

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SO 2

Instructions to learner:

Paragraph writing (Individual)

Learner Guide: Page 31 Facilitator Guide: Page 14

For this activity you will need a pen and paper.

This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO2-AC 1, 2, 3

You are now going to write a text in which you demonstrate that you can use paragraphs in a logical way that contributes to the cohesion of your text.

Imagine you have been asked to write an article for the college magazine. The theme of this issue of the magazine is "Getting to know each other."

You need to write a text in which you give a short autobiography (life story).

Brainstorm the topic, using the words "My life" as your central topic.

Draw a mind map or a spider diagram to guide you and help you plan.

Some branches, or legs, might be:-

- ◆ Where I grew up;
- ◆ My family;
- ◆ My education;
- ◆ My interests;
- ◆ My dreams for the future.

Write a text in which you use these (and other) branches or legs as guides for each separate paragraph.

Your text should have at least five paragraphs, and should be about 200 - 240 words long.

Model Answer(s):

There is no set answer for this activity.

My Notes ...

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Instructions to learner:

Introduction and conclusion (Pairs)

Learner Guide: Page 34 Facilitator Guide: Page 14

For this activity you will need a pen and paper.

The following letter has been written to a newspaper.

Read it carefully and then make changes to make the whole article clearer for the reader:

- ◆ choose a suitable heading that the newspaper might write for it;
- ◆ write an introductory paragraph;
- ◆ write a conclusion

Dear Sir

Organic Farming, about which there has been much discussion, refers to the production system that avoids or largely excludes the use of synthetically produced fertilizers, pesticides, growth regulators, and livestock feed additives. As far as possible, it relies on crop rotations, crop residues, animal manures, legumes, green manures, off-farm organic wastes, and aspects of biological pest control to maintain soil productivity and tillage, to supply plant nutrients, and to control insects, weeds, and other pests.

It has been successfully used in many developing countries due to economic considerations and technological constraints. Increasingly it has been successfully used in the developed world where it is known by a variety of other names including biodynamic farming.

Yours sincerely

Heading:

Choose a suitable heading:

- ◆ Biodynamics - the way of the future
- ◆ Organic farming in the developing world
- ◆ Advantages of crop rotation
- ◆ Support for conventional farming
- ◆ Organic farming - a perspective

Now write a short but to-the-point introduction and conclusion.

Model Answer(s):

The most appropriate heading is :- Organic farming - a perspective

This idea is common to both paragraphs.

Problems with the other headings are as follows:

- **Biodynamics** - the way of the future - this is not actually the line being promoted
- Organic farming in the developing world - is too narrow - only mentioned once
- **Advantages of crop rotation** is too narrow - only mentioned once
- **Support for conventional farming** - not at all what the letter is promoting

Model answer for Introduction

The learners' answer will of course not be the same but it should orientate the reader to what they are going to say:

"There has been a lot of discussion in your newspaper about the pros and cons of organic farming. There appears to be some confusion and I would like to make a few points in this regard and put the whole issue of organic farming into some sort of perspective."

Model answer for Conclusion

The learners' answer will be different but it should summarise their main argument:

"In summarising, I would say that it should be apparent to all that organic farming is a topic which needs a lot of clear discussion before a decision is made as to how to proceed." In checking the learners' work, ensure that they have grasped the essential points regarding introductions and conclusions.

My Notes ...

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SO 3

Instructions to learner:

Editing a letter (Individual)

Learner Guide: Page 37 Facilitator Guide: Page 17

For this activity you will need a pen and paper.

Read the following letter written to a lecturer, written by Tania explaining why she was absent from college on the previous two days:

Dear Esmerelda Potgieter

Sorry about disappearing like that - I was kidnapped - no only joking! Actually I was at res feeling really disgustingly sick -sick as a dog in fact. I puked all night and there was no way I could drag myself off the old bed for two days. So sorry for messing you around.

Love

Tania

Rewrite the letter so that it is more appropriate in terms of context, purpose and audience.

- ◆ When you have completed this, read through the original and then read through your corrected one.
- ◆ Is the version you have written more appropriate? Make any other improvements you can.
- ◆ If, when you read your version you are sure it is more formal, contains no slang or jokes, and is appropriately ended, you will have successfully completed this activity.

Model Answer(s):

There is no set answer for this activity.

My Notes ...

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Instructions to learner:

Editing a text (Pairs)

Learner Guide: Page 40 Facilitator Guide: Page 17

For this activity you will need a pen and paper.

Imagine you are the editor of a news leaflet that is going to run an article on Genetic Modification. One of your writers hands you this text for the publication. You think the content is good and appropriate but are worried that the structure makes it unclear. How would you edit it to improve the clarity and consistency? Divide the text into paragraphs and give reasons for why you have chosen each section to stand as a paragraph.

"Genetic Modification of food refers to the alteration of the genome of plants grown for food in order to produce crops with specific advantages, such as improved yield or resistance to herbicides and insect pests. We have been modifying the genetic material of crops since the dawn of agriculture, by selection of seeds from better yielding plants, then later by deliberate cross-pollination to select desirable characteristics. The difference with modern genetic modification (recombinant DNA technology) is that we can now introduce specific genes for a defined purpose, not only from another strain of the same plant, but from a totally different species. There are potential advantages of genetically modified crops for three groups of people: (i) Growers, who will benefit from the resistance of crops to insect pests, viruses, and fungi, by the introduction of natural insecticides or fungicides from other species, so reducing the need for application of agricultural chemicals, hence also an environmental gain; resistance to herbicides, so that a field of the crop can be sprayed with a weedkiller without damaging the crop, so reducing the amount of work required; increased yields or specific tolerance to cold, salinity, or drought, so permitting crops to be grown in regions that at present have low agricultural productivity. (ii) Food processors and manufacturers, who will benefit from produce with a longer shelf-life, and better properties for processing and manufacture. (iii) Consumers, who will have cheaper and more plentiful food as a result of the advantages to growers and processors, as well as possibly better flavour, colour and texture in the food, and possibly also increased nutritional value or other health benefits. GM varieties of canola (oil-seed rape) have been designed to modify the proportions of different polyunsaturated fatty acids, and so improve the nutritional quality of the oil. Concerns have been raised about the business ethics that may drive the application of these powerful technologies, especially since the products concerned are often staple foods. Many people are unhappy about a herbicide-resistant crop being developed and marketed by a company that also manufactures the herbicide, raising the suspicion that the main beneficiary will be the company concerned rather than the consumer."

Model Answer(s):

Genetic Modification of food refers to the alteration of the genome of plants grown for food in order to produce crops with specific advantages such as improved yield or resistance to herbicides and insect pests.

We have been modifying the genetic material of crops since the dawn of agriculture, by selection of seeds from better yielding plants, then later by deliberate cross-pollination to select desirable characteristics. The difference with modern genetic modification (recombinant DNA technology) is that we can now introduce specific genes for a defined purpose, not only from another strain of the same plant, but from a totally different species

There are potential advantages of genetically modified crops for three groups of people:

(i) Growers, who will benefit from the resistance of crops to insect pests, viruses, and fungi, by the introduction of natural insecticides or fungicides from other species, so reducing the need for application of agricultural chemicals, hence also an environmental gain; resistance to herbicides, so that a field of the crop can be sprayed with a weedkiller without damaging the crop, so reducing the amount of work required; increased yields or specific tolerance to cold, salinity, or drought, so permitting crops to be grown in regions that at present have low agricultural productivity.

(ii) Food processors and manufacturers, who will benefit from produce with a longer shelf-life, and better properties for processing and manufacture.

(iii) Consumers, who will have cheaper and more plentiful food as a result of the advantages to growers and processors, as well as possibly better flavour, colour, and texture in the food, and possibly also increased nutritional value or other health benefits. GM varieties of canola (oil-seed rape) have been designed to modify the proportions of different polyunsaturated fatty acids, and so improve the nutritional quality of the oil.

Concerns have been raised about the business ethics that may drive the application of these powerful technologies, especially since the products concerned are often staple foods. Many people are unhappy about a herbicide-resistant crop being developed and marketed by a company that also manufactures the herbicide, raising the suspicion that the main beneficiary will be the company concerned rather than the consumer.

The reasons we have separated the text into paragraphs at those particular points, is as follows:-

- Paragraph one describes what genetic modification of food is.*
- Paragraph two briefly looks at the historical perspective.*
- Paragraph three looks at the first group who will benefit from GM foods.*
- Paragraph four looks at the second group who will benefit from GM foods.*
- Paragraph five looks at the third group who will benefit from GM foods.*
- Paragraph six looks at why some people are resistant to the notion of GM foods.*
- Each paragraph is clear and is consistent in terms of expressing one idea.*

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SO 3

Instructions to learner:

First draft (Pairs)

Learner Guide: Page 42 Facilitator Guide: Page 17

For this activity you will need kokis, pen and paper.

1) Choose one of the following topics:

- ◆ Some possible solutions to the AIDS pandemic.
- ◆ Arguments for and against genetic modification of food.
- ◆ How we could combat alcohol abuse amongst farmworkers.
- ◆ Reasons for affirmative action and black economic empowerment.
- ◆ Land redistribution.

2. **Brainstorm** for ideas.

3. Create a **mind-map**.

4. **Cluster** and order ideas.

5. Now write out your **first draft** of this text.

6. Read through what you have written down and **redraft** your text to ensure that your ideas are logically sequenced.

7. Check your draft for **overall unity and flow**.

8. When you are satisfied that you have made all the necessary alterations to your text, ask another pair of learners to read over it. Ask them whether they think it is logical and well integrated.

We now need to move on to some more writing and redrafting. This time the focus will be on editing out grammar and linguistic (language) errors. Once again we are going to do a practice example and then you will do your own piece of writing.

Model Answer(s):

There is no set answer for this activity

My Notes ...

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Instructions to learner:

Editing a text (Individual)

Learner Guide: Page 43 Facilitator Guide: Page 17

For this activity you will need a pen, paper, texts, internet & an "editor". This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO3 - AC 1, 2, 3, 4
For this Activity you will need to ask a friend, fellow student or family member, to assist you. Choose someone whom you know has a good command of the English language.

Imagine you are a member of a team that has been asked to help draft a report on the current state of plant production in terms of meeting South Africa's food needs. Your part of the work is to cover a report about what you see your future role as being. You have been asked to go into some detail about this. You need to produce about 200 - 250 words.

First do whatever research is necessary on this topic.

- ◆ Brainstorm the topic.
- ◆ Write down the points you have covered in your brainstorming.
- ◆ Now order these points into sentences.
- ◆ Then put your sentences into paragraphs - check for consistency.
- ◆ Now check your draft and edit out any grammar or language errors you can see.
- ◆ Then give your work to your chosen "editor".
- ◆ Ask them to point out any further grammar errors you may have made.
- ◆ Write your final draft.
- ◆ Read over your final draft - is it an improvement on the first draft?

Model Answer(s):

There is no set answer for this activity.

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SO 3

Instructions to learner:

Offensive language (Individual)

Learner Guide: Page 46 Facilitator Guide: Page 17

For this activity you will need a tape recorder, pen and paper.
Many of today's songs have lyrics that are potentially very offensive to certain listeners.

- ◆ Find one example of such a song.
- ◆ Tape it.
- ◆ Transcribe (write down) the lyrics.
- ◆ Identify those that are offensive.
- ◆ Indicate to which group of people they would be offensive and give a reason why.
- ◆ Re-write the lyrics, replacing the offensive words with more acceptable ones.

Model Answer(s):

There is no set answer for this activity

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Instructions to learner:

Presentation Styles (Individual)

Learner Guide: Page 48 Facilitator Guide: Page 17

For this activity you will need a computer and printer.

Write a memo to a person with whom you have a business relationship, in which you ask for their personal details, e.g. date of birth; Surname; First names; Profession; Address; Contact details, etc.

For your first draft do the memo with no formatting.

Then read through your draft and add some of the following features:-

- ◆ Choose a different font type;
- ◆ Choose a different font size;
- ◆ Use the **bold** function for some words or phrases;
- ◆ Experiment with underlining;
- ◆ Try out the *italics* function;
- ◆ Use space bars and tabs.

Do this until you are satisfied that you have experimented successfully with your presentation.

Now compare the two texts.

Which do you prefer? (Give reasons) [Hopefully you will choose the one with more features to the presentation.]

You may wish to show the results of your experiments to some fellow students and ask for their opinions of your work.

Model Answer(s):

There is no set answer for this activity.

My Notes ...

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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:	8970	NQF Level:	3
Learner Name:			

Questions	Model Answers
1. What do we mean by target audience?	◆ <i>The intended reader or readers for whom the text is written.</i>
2. Define context.	◆ <i>The environment in which a text is produced or read, it includes a number of factors.</i>
3. Give an example of a text that is written in the narrative genre.	◆ <i>Novel ; story ; joke; history text etc.</i>
4. Name three other kinds of genre.	◆ <i>Expository; descriptive; discursive; argumentative; reflective; transactional (any three are acceptable).</i>
5. What is the basic starting-point for an argument called?	◆ <i>The premise</i>
6. What is meant by socio-cultural sensitivities? Give two examples.	◆ <i>Any social or cultural issue around which language can cause offence e.g. sexist, racist, ethnicist, ageist etc.</i>
7. If you make a list of basic ideas in planning, what would you call this?	◆ <i>A brainstorm</i>

8. What is a spider diagram?	◆ <i>A spider diagram is similar to a mind-map. It has a central body containing the main topic and eight legs containing related ideas.</i>
9. What is meant by validity?	◆ <i>Validity refers to the truthfulness of a statement or claim.</i>
10. Name 3 resources you could use for researching a subject.	◆ <i>Book; newspaper; internet; magazine; person; etc. (any three are acceptable).</i>
11. What do we mean by the structures and features of language?	◆ <i>The structures and features of language refers to those items that distinguish one set of words from another.</i>
12. What do we mean by the cohesiveness of a piece of text?	◆ <i>The cohesiveness of a text refers to the way it fits together as a unit or whole.</i>
13. What is the technical definition of a simple sentence?	◆ <i>A simple sentence is one which contains only one (finite) verb.</i>
14. What do we mean by the complexity of a sentence?	◆ <i>The complexity of a sentence refers to how complicated it is.</i>
15. How would you define a paragraph?	◆ <i>A paragraph is a brief set of writing that contains one main idea.</i>
16. Why does each paragraph contain a separate idea?	◆ <i>This is to help us progress logically through a text and to emphasis the main points.</i>
17. How could we use paragraphs to contrast ideas? You may use an example to support your explanation.	◆ <i>The use of contrast in paragraphs could be illustrated when we discuss light in one paragraph and darkness in another thereby contrasting day and night.</i>
18. Why are conclusions to texts important?	◆ <i>Conclusions draw all the points that have been covered together and give us a sense of finality.</i>
19. Explain what is meant by drafting a piece of written work.	◆ <i>To draft a piece of work is to do an initial or rough first attempt.</i>

20. Explain what happens in the process of editing.	◆ <i>In the process of editing we look for ways to check for errors and improve on the original piece of writing.</i>
21. What do we mean by consistency of written work?	◆ <i>The consistency of written work refers to how even it is in terms of tone and style and grammar. It means the ability to maintain a particular, even standard throughout.</i>
22. Write a definition of grammar.	◆ <i>Grammar refers to the set of rules that govern a language.</i>
23. What do we mean by logical sequencing?	◆ <i>Logical sequencing refers to the most appropriate order of words and ideas.</i>
24. What is another term for linguistic errors?	◆ <i>Another term for linguistic errors is language errors.</i>
25. Why should we avoid excessive use of jargon in our written work?	◆ <i>Jargon is not always clearly understood by everyone and can lead to a feeling of exclusion for the reader.</i>
26. What is meant by offensive language?	◆ <i>Offensive language is language which is upsetting to the reader - the reader feels moral outrage.</i>
27. What do we mean by the word register when applied to written work?	◆ <i>Register refers to the tone and style of a particular piece of writing.</i>
28. Name three functions on the computer that can change the appearance of a written presentation.	◆ <i>You could change the font style; the font size; there is the bold function; there is underlining; there is the use of italics; there is the use of space bars and tab keys</i>

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>