



NQF Level: 3 US No: 8973

# Assessment Guide

## Primary Agriculture

# Communications



Assessor: .....

Workplace / Company: .....

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

# Before we start...

**T**his 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> Use language and communication in occupational learning programmes
<b>US No:</b> 8973 <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.

**1**  
**SO 1**

**Instructions to learner:**  
Selecting appropriate learning resources

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

In column A there are some tasks and in column B there are different kinds of learning resources. Think about each task, and think about each resource. Decide which resource would be most suitable for each task.

Column A	Column B
You are studying irrigation and need to find a film that shows the different systems in action You want to know how farmers in your area consult with each other about marketing their produce You need guidance on how to approach a written assignment You want to find the meaning of a word You are learning about a new plant propagation process and want to get some information about it and the company that is developing it You want to find out what recent products are being advertised for the South African market You have an assignment on the structure and functions of the cells of a leaf.	Magazine Reference book Dictionary Internet Dvd Teacher Local person with suitable experience

**Model Answer(s):**  
*SUGGESTED SOLUTIONS*  
1 - E   2 - G   3 - F   4 - C   5 - D   6 - A   7 - B

**My Notes ...**

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**Instructions to learner:**

Investigate your local library

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

Go into your local library and look for the following: (if necessary ask the librarian for help)

- Magazine section – find 3 magazines that are relevant to your course.
  - Bookshelves – find the section on as many of the following subjects as you can:
    - Agriculture and related technology
    - Farm management
    - Plants: Injuries, diseases, pests
    - Field and plantation crops
    - Horticulture
    - Animal husbandry and domestic animals.
  - Write down the Dewey classification number for the subject/s you have found.
1. Select any book, and write down its reference details: title, author or authors, publisher, place of publication and date of publication. (Hint: for title, author, publisher – look at title page. Turn this page over to find the place and date of publication).
  2. Write a sentence to say why you selected this book (whether for its language medium / appearance / title / subject / pictures etc.)
  3. Select 2 other books and write down their reference details as above.
  4. What system does this library use if anyone wants to find a book - electronic or card retrieval system?
  5. Is the internet available here?
  6. Are there any video or electronic resources? If not, is the library planning to get any?

**Model Answer(s):**

*There are no right or wrong answers for most of this Activity.*



**3**  
SO 2

**Instructions to learner:**  
Select an appropriate learning technique

**Learner Guide: Page 20    Facilitator Guide: Page 15**

Match the task in Column A with the most suitable technique in Column B

<p>Column A</p> <ol style="list-style-type: none"> <li>1. You are about to hand in an assignment for which you have the criteria. You want to know if it is ready to hand in.</li> <li>2. You and a classmate check each others' assignments before handing in.</li> <li>3. You and a group of classmates start work on a group assignment by contributing a wide range of ideas</li> <li>4. You have a list of websites and you want to find one that deals with wheat-growing</li> <li>5. You want to get an overview of the scope of an article</li> <li>6. After a brainstorm, your group critically reviews the ideas that the brainstorm has provided</li> <li>7. During a visit to a site, you want to record key ideas</li> <li>8. You have to learn something off by heart so you use a mnemonic</li> </ol>	<p>Column B</p> <p>Brain storming Group analysis Mind-map Note taking Memorising Key words Underlining Skimming Scanning Peer assessment Self assessment</p>
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**Model Answer(s):**  
1-K 2-J 3-A 4-I 5-H 6-B 7-F 8-E

**My Notes ...**

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### Instructions to learner:

Complete the questions

**Learner Guide: Page 21    Facilitator Guide: Page 15**

Read the following passage then complete questions 1 – 3 below.

Good food hygiene can contribute towards preventing the transmission of pathogens responsible for many foodborne diseases. Governments, industry and consumers have shared responsibility in ensuring the safety of food. WHO has long been aware of the need to educate all food handlers, including professionals and ordinary consumers, about their responsibility for food safety. After nearly a year of consultations with food safety experts and risk communicators, WHO introduced the Five Keys to Safer Food poster in 2001. Already translated into 25 languages, the WHO Five Keys to Safer Food are simple rules elaborated to promote safer food handling and preparation practices: keep clean, separate raw and cooked, cook thoroughly, keep food at safe temperatures, use safe water and raw materials.

[www.fao.org](http://www.fao.org)

1. Working individually and using the categories below, prepare three questions based on this passage. These should be *real* questions, i.e. you should not know the answers.
  - Category 1: one word of which you do not know the meaning.
  - Category 2: one sentence that you do not understand
  - Category 3: one question that you have about the context.
2. Now work with a partner. Take turns to ask your questions, and help each other to answer them as best you can. If you cannot answer any questions, keep these aside and carry on with the next category. If you answer the questions of both partners, go further through the paragraph until you find a question for each category that neither of you can answer. You should end up with at least 3 questions.
3. Now combine with another pair so that you are working in a team of four. Share the questions from each pair, and try to answer them. Again, if your group cannot answer a question, keep it aside. If you can, move on until you have at least one question per category.

Your facilitator will now take questions from each group. The class can try to answer the questions; otherwise your facilitator can help the class reach an understanding.

### Self assessment checklist

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

1. Did I prepare 3 questions (1 word that I did not know, 1 sentence that I did not understand, 1 question about the context) based on things I did not understand about the passage?
2. Did I work with my partner to find 3 questions like these that neither of us could answer?
3. Did I work with my group to find 3 questions that none of us knew?
4. Did I feel comfortable saying I did not know the answers to my questions?

**Model Answer(s):**  
*This assessment standard is clustered with 2.7 (Learning through communicating with others in groups or as individuals)*

**My Notes ...**

[A large rectangular area with a dotted grid for taking notes.]

**Instructions to learner:**

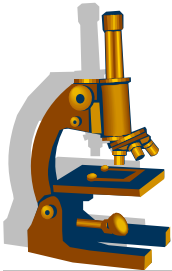
Complete the following exercise

**Learner Guide: Page 23    Facilitator Guide: Page 15**

We will practice the above skills by reading the passage that follows and answering the questions below. In addition, think about *how* you come to your answer and mark each answer with a letter to indicate whether it is a question for detail (D), interpretation (I) or analysis (A). (This should not affect your answers, it is just to make you more aware of *how* you are approaching the reading.)

The following passage is taken from the Western Cape Department of Agriculture's current website (address given below the passage). Read it through and then answer the questions below.

Description:



The Plant Pathology laboratory at Elsenburg renders a plant disease diagnostic service to the public of the Western Cape. It specialises in the fields of vegetable-, small grain-, lupin- and canola diseases. The tests performed at the laboratory are aimed at identifying disease-causing organisms of the following kind:  
Fungi  
Bacteria  
Viruses  
Mycoplasmas.

Instructions:

The following samples are required to perform the tests:  
Whole plants (where possible)  
Seeds  
Fruits (for post-harvest diseases).  
Samples must be accompanied by a submission form, which can be found on the Elsenburg website.  
The samples must be received in a suitable condition to perform standard plant pathological methods on it.  
The Western Cape Department of Agriculture and its employees accept no liability for the outcome of this examination.  
For more information, contact:  
Lizette van Deventer  
Tel: 021-808 5269  
[lizettevd@elsenburg.com](mailto:lizettevd@elsenburg.com)

Provided At:

These facility categories:  
Western Cape Department of Agriculture Offices

Provided By:  
Government  
Body:

[Technology Development and Transfer](#) (Provincial Government of the Western Cape - Department of Agriculture)

PRICE:

The tariffs as of 1 May 2003 are:  
Macro- and microscopic examination: R80  
Test for fungi (conventional): R140  
Test for bacteria (conventional): R205



Seed tests are priced according to the organism being tested for. Each case is handled individually.  
 Prices include VAT and are subject to increases from time to time.  
 Invoices are sent via mail to the accountable person, as indicated by the client on the submission form.

<http://www.capegateway.gov.za/eng/yourgovernment/gsc/3576/services/11428/9688>

Questions:

1. What format is used in this text?
2. How many columns are there?
3. How many rows are there?
4. What categories of information do these rows contain?
5. What service does the Plant Pathology laboratory at Elsenburg offer?
6. In which province is the laboratory found? How can you tell?
7. What is the laboratory's field of specialisation?
8. What 2 steps are needed to make use of the service?
9. What would it cost to use this service?
10. Do the costs change often? How do you know?

**Model Answer(s):**

*POSSIBLE ANSWERS*

- |     |   |          |
|-----|---|----------|
| 1.  | <i>Table format</i>                                   | <i>A</i> |
| 2.  | <i>Two</i>  | <i>A</i> |
| 3.  | <i>Five</i>   | <i>A</i> |
| 4.  | <i>Description, instructions, Provided At,</i>        |          |
| 5.  | <i>Government Body, Price</i>                         | <i>D</i> |
| 6.  | <i>It diagnoses plant diseases</i>                    | <i>D</i> |
| 7.  | <i>Western Cape province: services are</i>            |          |
| 8.  | <i>offered to the public of the WC.</i>               | <i>I</i> |
| 9.  | <i>It specialises in fungal, bacterial, viral and</i> |          |
| 10. | <i>micoplasmic diseases of vegetables,</i>            |          |
| 11. | <i>lupins, small grains and canola.</i>               | <i>D</i> |
| 12. | <i>The farmer must send a plant sample</i>            |          |
| 13. | <i>and a submission form.</i>                         | <i>A</i> |
| 14. | <i>It costs between R80 and R205,</i>                 |          |
| 15. | <i>depending on the individual case.</i>              | <i>D</i> |
| 16. | <i>The costs do not change often as the</i>           |          |
| 17. | <i>last pricing was for 2003.</i>                     | <i>A</i> |

**Instructions to learner:**

Listen and answer the questions

**Learner Guide: Page 25    Facilitator Guide: Page 16**

Your facilitator will read you a passage about Nkanyiso Gumedede. You should listen carefully to the story of his experience as a farmer, and answer the following questions. Each question is marked with a letter to indicate whether it is a detail (D), interpretation (I) or analysis (A).

Questions

- |  |   |
|--|---|
| 1. Did Nkanyiso grow up in the city or in the country?   | I |
| 2. Were his parents rich or not?   | I |
| 3. What was Nkanyiso's first job?  | D |
| 4. How long did he work in that job?   | D |
| 5. While he was doing this job, he worked part-time as a contractor.<br>Why did he do this second job? | D |
| 6. Why did he choose to start farming?   | I |
| 7. What crop does he grow?   | D |
| 8. How did he get his farm?  | D |
| 9. What was the biggest problem in his first year of farming?  | D |
| 10. How did he and his family survive?   | D |
| 11. How many tons is his mill estimate (approximately)?  | D |
| 12. How much more than average is his RV (approximately)?  | A |
| 13. How do you know some of his land was uncultivated?   | I |
| 14. Give three kinds of help that Nkanyiso has had.  | A |
| 15. Give two signs that he is making a profit.   | I |
| 16. Name two things he is saving money for.  | D |
| 17. Who has helped him the most?   | I |
| 18. Where does this person live? Give the word that tells you this.                                    | I |
| 19. What three pieces of advice does Nkanyiso give new farmers?  | D |
| 20. Do you think this is good advice? Why? Or why not?   | A |

## Reaping the Rewards

When Nkanyiso Gumede stands on top of the hill on his 120 hectare farm he can literally see his humbler beginnings in the valley. "That's where I come from, there is my parents' house," says Nkanyiso as he points to a small house in the distance with a plot of sugarcane growing alongside.

Nkanyiso has come a long way since his childhood. He did not start as a farmer but as a teacher at a nearby high school. During the nine years he taught, Nkanyiso dabbled in his passion for sugarcane farming on his parents' plot. "Even as a teacher, my heart was in farming", says Nkanyiso. To supplement his income Nkanyiso also worked in his spare time as a transport contractor.

### **Black Empowerment:**

It was through this contract work that local SASEX extension officers got to know of Nkanyiso. A local sugar farm was earmarked for Black Economic Empowerment and Nkanyiso was the perfect candidate as he had already shown his commitment and passion for sugarcane farming.

### **Commitment:**

That commitment has been tested since he took occupation of the farm at the end of November 2001. The less than ideal rainfall meant that 2002 was a difficult year. Nkanyiso made the decision not to harvest. He says, "I decided to be patient and wait for the cane to mature". Nkanyiso and his family had to tighten the belt and survive off his contract work. The tide turned in Nkanyiso's favour when the Mtunzini area had good late summer and autumn rains. His patient wait has resulted in the Nkanyiso's mill estimate being 5 034 tons and his relative RV currently stands at 13.73 percent. The mill average to date is 11.35 percent RV.

### **Mentors and Friends:**

Nkanyiso cannot give enough praise to the people who have assisted him. SASEX has provided sound advice and the scientific support. Nkanyiso also has had support from Mike Butler from Farmers' Agricare in dealing with the eradication of weeds. Bruce Galloway from CANEGROWERS has been guiding Nkanyiso in terms of financial management. Nkanyiso's loan repayments for the farm are ahead of schedule and he has been able to put substantial money aside in anticipation of fertiliser and labour costs. Nkanyiso's highest praise is reserved for his neighbour Anthony Bennet. "When I have needed advice and equipment Anthony has been happy to help me. I look up to Anthony as my mentor and watch everything he does so I can learn how to become a better farmer. Anthony is more than my neighbour, he has opened his heart to me and he is my friend."

### **Advice to Aspiring Growers:**

Nkanyiso has not forgotten his roots. When asked what advice he gives to aspiring growers he says, "Small-scale growers must go to the meetings and use the support they can get from SASA and the extension officers at SASEX. Learn from experienced farmers and be prepared to work hard because farming is not easy." Then Nkanyiso slowly turns and looks at his farm with a gentle smile of satisfaction.

**Model Answer(s):**

- 1. *In the country*
- 2. *Not – humbler, small house*
- 3. *Teacher*
- 4. *Nine years*
- 5. *Transport contractor - To make extra money*
- 6. *It was his passion*
- 7. *Sugar*
- 8. *Through BEE*
- 9. *No rain*
- 10. *By cutting back expenses and by contract work*
- 11. *5 000*
- 12. *2%*
- 13. *eradication of weeds*
- 14. *scientific, financial, mentoring*
- 15. *loan repayments are ahead of schedule, saving money*
- 16. *fertiliser and labour*
- 17. *Anthony Bennett*
- 18. *Next door – neighbour*
- 19. *Use all available support, learn from experienced farmers, work hard*
- 20. *[open ended question]*

## My Notes ...

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**Instructions to learner:**

Organizing video for learning (Pairs or small groups)

**Learner Guide: Page 30    Facilitator Guide: Page 17**

For this activity you will need to have a video machine (VCR) linked to a television set, a recorded copy of SATV's Agri Programme and a documentary video on an appropriate topic (whether you have recorded it from TV or accessed it through the library services).

Preparation:

- If possible, work in pairs or small groups (not more than 4).
- Your group will have to agree on a video that you would all find interesting, and also agree on a time and place to view it together. Your viewing session should be the length of the video plus one hour. Most documentaries are 25 to 55 minutes long. The extra hour gives half an hour to view and discuss the Agri Programme (which is 10 minutes long), and half an hour to discuss the documentary.
- Make sure that one of you knows how to set the VCR timer for recording, because the activity will involve watching an episode of the SATV 2's Agri programme, which should be timer-recorded by one of the group for the viewing session. When you do meet, the person who did the recording should show the others how the timer recording was done.
- In preparation for the viewing session, each person should find out **two facts** about the subject of the video.

Viewing:

- Start the viewing session with the Agri programme. Once everyone has gathered, the person who did the recording tells how it was done (see point 3 above).
- Then the group views the Agri programme. Remember that it is a daily information programme for farmers. Is any topic on the Agri programme familiar to anyone in the group? Do you have experience of it? Does it link with what you are studying? As a magazine programme, it covers topics that are current, so sooner or later it will raise issues that are important for you your course and your learning.
- Then, before you start watching the documentary video, each person shares with the group their two facts about the subject. If there are any points of difference raised, or any questions or debates, note these but do not go into a discussion yet.

- Watch the video. You can make notes as you go. Remember that note-taking depends on writing just key words, which can help you to remember the point later.

After the video, discuss what you have seen. **Ask yourselves the following questions:**

1. Did it make sense? Did you understand not only the immediate information but the underlying idea or point of the whole film?
2. Was there anything you did not understand or that did not make sense to you?
3. Was it what you expected? Did the subject link adequately to what you are learning and/or to your own experience? Or was it way off the point?
4. Do you think it was well made? Did you enjoy it? Were there points that you disagreed with? Did the video leave out things that you think are important?
5. In a way, a documentary is like a book, while Agri Programme is like a magazine. In what way/s is this statement true?
6. Did you learn anything from either of the videos you watched?
7. Do you think you learn better from a book or from watching a video? Or are they just different ways of learning? If so, in what way/s are they different?

You will have completed this activity successfully if you have participated in the group discussion and have developed your **own** response to each of the questions 1 – 7. You do not have to agree with one another on each point, but you do need to have discussed them together and shared your ideas.

**Model Answer(s):**  
*This is a self-assessment task, but the facilitator may choose to have the learners hand in their self-assessment record.*

**My Notes ...**

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**Instructions to learner:**

Creating a glossary

**Learner Guide: Page 33    Facilitator Guide: Page 17**

This activity will be in 2 stages: First we will make a suitably formatted book and then we will start to fill it in.

**A: Making the book**

This should be done at home and brought to class ready to use.

1. You may buy a book (soft-cover or preferably hard-cover) or use an old one that still has most of its pages.
2. Cover the book with paper or plastic, write the word 'Glossary' on the cover and make sure that your name is inside as well as outside the book.
3. Count the number of pages in the book and divide this number by 24. This will give the number of pages you can use per letter of the alphabet. There are 26 letters in the alphabet but some letters are not very common. Q is one of these so it can be combined with P. X Y and Z can take a single page.
4. First plan your book in pencil. On the first page, write an A. Turn over the number of pages you have calculated for each letter, and on the page following that number write B. e.g. if you have calculated 2 pages per letter, write your B on page 3. Continue through the book, writing each letter on its page. Remember to write P and Q on the same page, and the same for XYZ.
5. Once you are sure you have distributed the letters correctly through the book, go back to page 1 and, in the upper right hand corner of the first page, write the capital letter A in large print, this time with a pen. Then do the same on the pages for B, C etc, right through the alphabet. Once you have written the large letter in, you can erase the pencil letter.

**B: Starting the glossary**

You need to bring your prepared book to class, where you will work in groups of four, going through the following steps:-

1. First working individually, each person must think of five specialised new words that you have heard or read in your course. These should be words that you did not understand when you first came across them.
2. Each person writes their five words down, then notes where this word first came up (if you remember the context), then what you think the meaning is.
3. When everyone has completed this task individually, each person shares their words with the group. [Some of you are likely to have the same words.]

4. For each word, discuss it until you have reached consensus on its meaning. Write this meaning down.
5. You now have a list of new words with their meanings. Divide this list up among the group, and each will then research the meaning to make sure it is correct. Remember, we discussed three categories of learning resource: print, electronic, other people. You may therefore choose to use a dictionary (if you can locate a specialised one), any electronic resource that is available or an appropriate facilitator from your course.
6. When the meaning of each word has been verified (checked), you, as well as the people in your group may use those as the first entries in your glossaries. You may want to write the word in one colour and its meaning in another.

- **Model Answer(s):**  
- *The learner should bring the prepared book to class ready for B: Starting the glossary.*

**My Notes ...**

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**Research Project**  
SO 4

**Instructions to learner:**

Research Project

**Learner Guide: Page 35    Facilitator Guide: Page 19**

The research project is to be done in a group, so we will be focussing on working in a team, as well as on basic research skills. This research project will be in the place of any Activities in this Section, i.e. 4.2 - 4.7 comprise the research project.

**Model Answer(s):**

- selection of a research topic (examples are given but may need to be adapted/contextualised (Section 4.2)
  - approval of a research question (Section 4.2)
  - selection of a format for the final presentation e.g. poster, oral or written presentation (Section 4.7)
- This is a checklist for self-assessment. It can provide part of the final assessment for the project, which will mainly be based on the group presentation of the research project.*

**My Notes ...**

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**Instructions to learner:**

Conflict Management

**Learner Guide: Page 42    Facilitator Guide: Page 20**

You will work in groups of three. Two will be the angry people, the arguers, and the third will act as arbitrator.

Choose one of the following scenarios:

- Two fellow learners arguing over a video that was not returned in time
- A learner and a facilitator argue about a late assignment
- A parent and teenage child argue about staying out late at night
- A labourer and a employer argue about wages
- A boy and a girl argue about leaving a party early

If you are an arguer, consider your role, and build up a case. The arguers should have a minute or two to get their argument going.

If you are arbitrator, your job is not to judge the arguers, not to take sides, but to get them talking about what they are feeling. But remember, if you start by opposing them ("Please stop behaving like this") you will make it worse. Instead of focussing on their anger, try listening to what they are saying rather than how they are saying it. Then you may be able to reflect that back to them. If you say something like "So what you're saying is ..." it lets the person know that you are listening to them, that you understand their point of view, and that you are empathising with them.

Then do the same for the other person. (An arbitrator does not take sides.)

Try to get people talking about their own feelings. "When you say ... I feel ..."

The arbitrator's job is not to stop the conflict (only the arguers can do that). Your job is to change the balance from 2 people shouting at each other accusingly to two people telling each other what has been making them angry. If you can do that, you have managed the conflict, and possibly set the arguers on the road to settling the conflict for themselves.

At that point, stop the roleplay and discuss what has been happening, and how you each experienced it. Talk about what worked and why, and if something did not work, talk about how you could do it better.

Now change roles, take another topic, and try another roleplay with someone else as the arbitrator.





**Instructions to learner:**

Do the following exercise

**Learner Guide: Page 49    Facilitator Guide: Page 22**

Below is a description of some employees. Underneath that is a list of possible work environments from which they come.

Match the letter of the employee description with the number of the appropriate work environment.

**Occupation:**

1. A worker producing steel girders
2. An air hostess for SAA
3. A literacy trainer
4. A designer of optic fibres
5. A person making pressed flower pictures
6. An insurance agent
7. A grape picker
8. A director of Telkom
9. A worker fitting together tractor parts
10. A waitron

**Work environments:**

- a Light industry
- b Heavy industry
- c Medium industry
- d Financial
- e Educational
- f Agricultural
- g Parastatal
- h Large organisation
- i Small business
- j Service industry

Model Answer(s):

A = 2

B = 7

C = 5

D = 1

E = 9

F = 4

G = 6

H = 8

I = 3

J = 10

My Notes ...

Dotted lines for writing notes.

# 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>	8973	<b>NQF Level:</b>	3
<b>Learner Name:</b>			

Questions	Model Answers
1. Define a learning resource.	<ul style="list-style-type: none"> <li>A learning resource is any source of information that is deliberately used to assist learning.</li> </ul>
2. Name 4 sections that you might find in a library or resource centre.	<ul style="list-style-type: none"> <li>Lending, periodicals, reference, IT</li> </ul>
3. Define a print resource and give 3 examples	<ul style="list-style-type: none"> <li>Any paper-based resource, e.g. books, magazines, newspaper etc.</li> </ul>
4. Define an electronic resource and give 2 examples.	<ul style="list-style-type: none"> <li>A computer-based resource e.g. internet, dvd</li> </ul>
5. Which is the biggest learning resource available?	<ul style="list-style-type: none"> <li>The internet</li> </ul>
6. Give 3 advantages of using the internet as a learning resource.	<ul style="list-style-type: none"> <li>Amount of information, search-engines can find topics, linked for easy cross-reference etc.</li> </ul>
7. Generally speaking, which is a more reliable source of information: a book or the internet? Why?	<ul style="list-style-type: none"> <li>A book because its publication details are certain</li> </ul>

8.	Under what circumstances can a person be a learning resource?	<ul style="list-style-type: none"> <li><i>If that person has information for learning</i></li> </ul>
9.	What term is used to describe using a resource without acknowledging it?	<ul style="list-style-type: none"> <li><i>Plagiarism</i></li> </ul>
10.	What details do you have to give when acknowledging (a) a book (b) a journal article (c) a webpage	<p>(a) <i>author, title, publisher, place and date of publication</i></p> <p>(b) <i>title of article, name of journal, year, volume and number, page numbers</i></p> <p>(c) <i>website address</i></p>
11.	Why is summarising such an effective strategy for learning?	<ul style="list-style-type: none"> <li><i>It makes us read with understanding. It makes us use key sentences, key words, our own words</i></li> </ul>
12.	List 4 steps you should take when summarising information for learning.	<ul style="list-style-type: none"> <li><i>Look at title, number of paragraphs, key words and key sentence per paragraph</i></li> </ul>
13.	Which side of our brain is more concerned with creative thinking? How do the 'rules' for brainstorming make use of this?	<ul style="list-style-type: none"> <li><i>Right side of brain; no censorship of ideas</i></li> </ul>
14.	What process is necessary after a brainstorm? What steps should be taken to make best use of the ideas from the brainstorm?	<ul style="list-style-type: none"> <li><i>Group analysis: discuss ideas more critically, choose the most suitable ones and sort them into a logical plan</i></li> </ul>
15.	How is a mind-map different from a list of points?	<ul style="list-style-type: none"> <li><i>Points are arranged to show their relationship</i></li> </ul>
16.	In what way is memorising different from learning?	<ul style="list-style-type: none"> <li><i>Memorising: information is not internalized</i></li> </ul>
17.	When should you not use underlining as a learning technique?	<ul style="list-style-type: none"> <li><i>When using library books</i></li> </ul>
18.	In what way are skimming and scanning similar? What is the difference between them?	<ul style="list-style-type: none"> <li><i>Both are fast reading techniques. Skimming is to get an overview of a whole text; scanning is to locate a particular item</i></li> </ul>
19.	Mention 4 ways in which asking questions can help learning.	<ul style="list-style-type: none"> <li><i>Questioning can lead to checking our understanding, clearing up misunderstanding, getting more information, correcting information</i></li> </ul>



20.	Mention 4 attack skills we can use when we read for learning.	<ul style="list-style-type: none"> <li>• <i>Check format; read for detail, interpretation, analysis</i></li> </ul>
21.	Mention two things to bear in mind when organising learning materials that are loose pages e.g. handouts and notes.	<ul style="list-style-type: none"> <li>• <i>Date and file the sheets</i></li> </ul>
22.	What should always be done to textbooks, and what should never be done to them?	<ul style="list-style-type: none"> <li>• <i>Do the cover, do not write in them in ink</i></li> </ul>
23.	What is a non-fiction film called?	<ul style="list-style-type: none"> <li>• <i>Documentary</i></li> </ul>
24.	Give two differences between a contents page and an index.	<ul style="list-style-type: none"> <li>• <i>Contents page – at the front, gives general overview</i></li> <li>• <i>Index – at the back, gives detailed list of items</i></li> </ul>
25.	When using an electronic learning resource, what three things could you look for if you want to find a link to another page?	<ul style="list-style-type: none"> <li>• <i>Web address, menu, icon</i></li> </ul>
26.	What is a glossary? In what way is it different from a dictionary? Where will you find it?	<ul style="list-style-type: none"> <li>• <i>List of specialized terms, at the back of a specialized book</i></li> </ul>
27.	What information does the contents page of a book give you?	<ul style="list-style-type: none"> <li>• <i>Chapter headings and perhaps sub-headings</i></li> </ul>
28.	Where would you look to see if a book mentions a particular detail?	<ul style="list-style-type: none"> <li>• <i>At the back</i></li> </ul>
29.	What is this part of the book called?	<ul style="list-style-type: none"> <li>• <i>Index</i></li> </ul>
30.	In this section, why are some numbers written in bold? (give two possible reasons)	<ul style="list-style-type: none"> <li>• <i>Refers to main reference for item, or to illustration</i></li> </ul>

<ul style="list-style-type: none"> <li>• In preparing my research assignment: I participated in identifying a research topic and research question I had a defined role in our group's plan of action</li> <li>• I made use of research techniques of:             <ul style="list-style-type: none"> <li>• summarising</li> <li>• skimming</li> <li>• scanning</li> <li>• note-taking</li> <li>• underlining using key words</li> </ul> </li> <li>• When using print resources, I used             <ul style="list-style-type: none"> <li>• contents page</li> <li>• index pages</li> </ul> </li> <li>• When using electronic resources, I used only reliable sites</li> <li>• linkages between webpages and websites</li> <li>• I participated in the group sorting of information</li> <li>• I helped reach a final conclusion on our research question</li> <li>• I participated in our presentation of our research findings.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>This whole section is a learner Activity, and the facilitator can provide support in:</i> <ul style="list-style-type: none"> <li>• <i>selection of a research topic (examples are given but may need to be adapted/contextualised (Section 4.2)</i></li> <li>• <i>approval of a research question (Section 4.2)</i></li> <li>• <i>selection of a format for the final presentation e.g. poster, oral or written presentation (Section 4.7)</i></li> </ul> </li> <li>• <i>This is a checklist for self-assessment. It can provide part of the final assessment for the project, which will mainly be based on the group presentation of the research project.</i></li> </ul>
<p>31. What is the difference between conflict and fighting?</p>	<ul style="list-style-type: none"> <li>• <i>Conflict may be open or submerged, but it includes an ongoing deadlock.</i></li> </ul>
<p>32. What is the one feature of conflict that conflict management tries to change?</p>	<ul style="list-style-type: none"> <li>• <i>Fighting is open hostility/violence.</i></li> </ul>
<p>33. What term do we use for the 'outsider' in a conflict situation?</p>	<ul style="list-style-type: none"> <li>• <i>The deadlock</i></li> <li>• <i>Arbitrator</i></li> </ul>
<p>34. Define negotiating techniques.</p>	<ul style="list-style-type: none"> <li>• <i>Skills involved in attempting to achieve terms of agreement between parties in conflict.</i></li> </ul>
<p>35. What are the conventions governing group work?</p>	<ul style="list-style-type: none"> <li>• <i>Each group member has a role to play e.g. scribe, co-ordinator, chair etc.</i></li> </ul>

<p>36. Define consensus.</p>	<ul style="list-style-type: none"> <li>• <i>Consensus is a form of decision-making which maximizes inclusion by reaching agreement on as much common ground as possible, and compromises are made around areas of disagreement.</i></li> <li>• <i>Consensus includes as many people/parties as possible.</i></li> </ul>
<p>37. Define occupational environment in your own words.</p>	<ul style="list-style-type: none"> <li>• <i>The occupational environment is the social and physical surroundings in which people work.</i></li> </ul>
<p>38. What do we mean by the service industry?</p>	<ul style="list-style-type: none"> <li>• <i>The service industry refers to all occupations which provide a service to people.</i></li> </ul>
<p>39. What do we mean when we refer to the manufacturing industry?</p>	<ul style="list-style-type: none"> <li>• <i>The manufacturing industry refers to the taking of raw materials and transforming these into items that are for sale.</i></li> </ul>
<p>40. Give two examples of primary sector activities.</p>	<ul style="list-style-type: none"> <li>• <i>Two examples of primary sector activities are mining and agriculture.</i></li> </ul>
<p>41. What is a parastatal?</p>	<ul style="list-style-type: none"> <li>• <i>A parastatal is a company which is owned by the government.</i></li> </ul>
<p>42. Why is multilingualism an advantage in the workplace?</p>	<ul style="list-style-type: none"> <li>• <i>Multilingualism is an advantage in the workplace because it leads to better communication with people in their mother-tongue.</i></li> </ul>
<p>43. Give three examples of service industry employees.</p>	<ul style="list-style-type: none"> <li>• <i>Some examples could be waiters, library assistants, lawyers, bookkeepers, social workers, psychologists, nurses, doctors and so on.</i></li> </ul>

44. Give three examples of goods that would be produced by light industries.

- *Some examples could be computer parts, sewing machine parts, CD players, picture frames, kitchen units, heaters, fans, books and so on.*

### 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>