

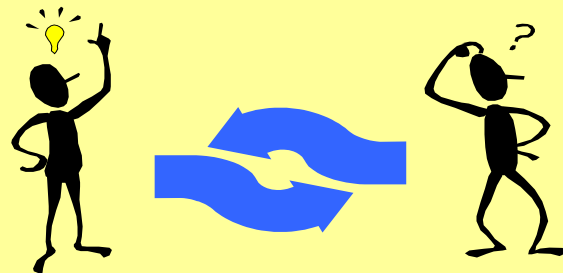


NQF Level: 4 US No: 8974

Assessment Guide

Primary Agriculture

Engaged in sustained oral communication



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:	Engage in sustained oral communication and evaluate spoken texts		
US No:	8974	NQF Level:	4
		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	48979	4	120	<input type="checkbox"/>
National Certificate in Plant Production	49009	4	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

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

Note to Assessor:

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

Instructions to learner:

Paired Activity

Learner Guide: Page 23 Facilitator Guide: Page 13

Identifying meaning by vocal cues only

Model Answer(s):

There are no right or wrong answers to this particular activity. It is important to stress to the learners that when they listen, they should now listen to more than just the words being spoken. They should concentrate to identify meaning by listening to vocal cues only. In fact ask them to sit back to back to one another, so that they do not see one another. Their answers could look something like this:

	Volume Loud/Quiet	Pitch High/Low	Inflection Varied	Pace Fast/Slow
Anger	Loud	High	Varied	Fast
Concern	Quiet	Low	Varied	Slow
Arrogance	Loud	High	Varied	Fast
Anxiety	Quiet	Low	Varied	Fast
Grief	Quiet	Low	Not varied	Slow
Compassion	Quiet	Low	Not varied	Slow
Shyness	Quiet	Low	Not varied	Slow
Lack of interest	Quiet	Low	Not varied	Slow

Instructions to learner:

Paired Activity

Learner Guide: Page 24 Facilitator Guide: Page 13

Identifying meaning through voice and body language

Emotion	Vocal Qualities			Body Language		
	Tone	Pitch	Pace	Facial	Gestures	Posture
Anger	High	High	Fast	Unfriendly	A lot	Upright
Fear	High	High	Fast	Scared	Average	Bent over
Helpfulness	Low	Low	Slow	Friendly	Little	Upright
Grief	Low	Low	Slow	Sad	Little	Bent over
Lack of interest	Low	Low	Fast	Sad	Little	Bent over
Compassion	Low	Low	Fast	Neutral	Little	Upright
Shy	Low	Low	Fast	Neutral	Little	Bent over
Submissive	Low	Low	Fast	Neutral	Little	Bent over
Authority	High	High	Fast	Serious	A lot	Upright
Love	Low	Low	Fast	Soft	Little	Upright
Happiness	High	High	Fast	Friendly	A lot	Upright
Irritation	High	High	Fast	Unfriendly	A lot	Upright
Tiredness	Low	Low	Fast	Tired	Little	Bent over
Eagerness	High	High	Fast	Excited	A lot	Upright
Anxiety	High	High	Fast	Stressed	A lot	Bent over

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SO 3

Instructions to learner:

Individual reflection

Learner Guide: Page 34 Facilitator Guide: Page 14

Listening and taking notes

Model Answer(s):

There are no right or wrong answers to this particular activity. It is important to stress to the learners that when they listen, they should now listen to more than just the words being spoken, and take notes. Let the learners compare their notes during the plenary session.

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SO 3

Instructions to learner:

Large group

Learner Guide: Page 39 Facilitator Guide: Page 14

Asking questions

Model Answer(s):

There are no right or wrong answers to this particular activity. It is important to stress to the learners that when they listen, they should ask good questions to check their understanding of what is being said.

Instructions to learner:

Individual reflection

Learner Guide: Page 43 Facilitator Guide: Page 14

Reflecting feelings

REFLECTING FEELINGS WORKSHEET

Situation 1: A client is fretting about her up-coming medical. She says, "Do you think I'll do OK?"

I sense that you feel a bit worried about your up-coming medical. Relax, everything is going to be OK. The doctors know their job well.

Situation 2: A client says, "It's to the point now that I don't like to come into the city to drop off my contribution, as I am afraid of being mugged."

I sense that you feel unsafe to come into the city. That is quite understandable. We do offer the facility that you can do an electronic transfer. Might that solve your problem?

Situation 3: A client says, I am tired of being passed from one department to the next without having my query resolved."

If I understand you correctly, you feel frustrated by being sent from pillar to post. You will not be transferred to another person any more. I will resolve your problem for you.

Situation 4: A colleague says with a little laugh, "I can't believe I went out this morning with that rip in the back of my pants."

You must have felt a little embarrassed when you discovered that you had a rip in the back of your pants.

Situation 5: A broker says, "Whew! I'm really glad that New Business application has finally been accepted."

You must feel quite relieved that the New Business application has finally been accepted.

Instructions to learner:

Small group

Learner Guide: Page 48 Facilitator Guide: Page 16

Use of language

1. You apologise for your department's poor service to an angry client.

Informal		←————→						Formal	
1	2	3	4	5	6	7	8	9	10
									x

e.g. "Mr. Maharaj, this is not the service you should expect from our organisation. I apologise and I will make every effort to change your experience"

2. You answer the telephone in your call centre.

Informal		←————→						Formal	
1	2	3	4	5	6	7	8	9	10
									x

e.g. "Good morning, this is Sipho speaking, how may I best assist you today?"

3. You speak to your colleagues during a break in the smoking room.

Informal		←————→						Formal	
1	2	3	4	5	6	7	8	9	10
	x								

e.g. "Hi John, what are you going to do during the weekend?"

4. You discuss your running achievements with your director during a graduation held for learners, who have successfully completed this programme.

Informal		←————→						Formal	
1	2	3	4	5	6	7	8	9	10
				x					

e.g. "Thank you for the compliment Mr. Smith. I find it a great way to relieve stress in my life and it also helps me to concentrate better when I have to study. I have come to realise that if you want something you have to work hard for it."

5. You phone a client to thank her for the flowers she sent to you for your excellent service.

Informal		←————→						Formal	
1	2	3	4	5	6	7	8	9	10
					x				

e.g. "Thank you very much Mrs. Jones for sending me this magnificent bouquet of flowers. I really appreciate your wonderful gesture. Although I was just doing my job, it was a pleasure delivering good service to you."

Instructions to learner:

Small group

Learner Guide: Page 49 Facilitator Guide: Page 16

Suggest improved language use

Model Answer/s

	Examples	Alternatives
Jargon		
premiums	We achieved a 14% growth in premiums.	We achieved a 14% growth in monthly contributions.
underwriting surplus	We achieved a R111-million underwriting surplus	We achieved a R111-million surplus by getting more for our public offering price compared to the purchase price of insurance policies.
net written premiums	is about a 4.1% underwriting surplus to net written premiums	Is about 4.1% more on the public offering price compared to the purchase price on the insurance policies.
Plain Language		
plateau	have reached a plateau	have leveled out
dread purchasing	Many dread purchasing insurance	Many fear buying insurance
Verbal Mannerisms		
Very pleased	We are very pleased with the first six months.	
	we are very pleased with a solid set of results	
improving	you are seeing an improving result coming through	
	conducive to an improving underwriting result	

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.



R1

SO 4

Instructions to learner:

Individual

Learner Guide: Page 53

Facilitator Guide: Page 16

You have just learned skills that your industry has determined are critical to your success to engage in sustained oral communication and evaluate spoken texts.

This assignment is designed to measure your interactions with other people such as colleagues or clients in a role-play situation. You will need to provide evidence of your competence to engage in sustained oral communication and evaluate spoken texts using the competencies you have learnt on this programme.

The role-play will be based on one or more of the following situations:

- Disagreements within groups;
- Personality clashes;
- Conflict management,
- Resolving deadlocks,
- Positively summarising conclusions

For the above interactions show the notes that you have created of the interaction. You will be given time after the presentation to create notes.

The role-play is intended to determine whether you can respond critically yet sensitively as a listener. You need to:

- Show a clear understanding of complex issues. During the role play you also have to seek clarification to check your understanding of the speaker’s message;
- Manage the discussion with sensitivity that will support the goal of the interaction;
- Identify and challenge when appropriate, the underlying assumptions in the spoken text, to clarify understanding, remove bias and/or sustain the interaction.

Furthermore the role-play is intended to determine whether you can analyse your own response to spoken text and adjust as required. You need to:

- Identify inappropriate responses on your side and adjust accordingly;
- State your side of the story with confidence in an appropriate manner when being confronted by an opposing view to your own.
- Adapt your tone, approach or style so as to maintain oral interaction especially when it seems difficult to maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.

Model Answer(s):
RUBRIC FOR ASSESSMENT

In the NQF assessment is transparent. We provide you with the quality requirements of the evidence required from you to prove your competence. This is provided in a tool called the “rubric” which describes competent evidence and behaviour. It also indicates what “not yet competent” evidence will look like. Ensure that you are familiar with the requirements for competence and measure your evidence against the criteria before submitting your portfolio, to evaluate if you are ready for assessment.

Assessment Criteria	Not yet competent	Competent
Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. One’s understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another’s understanding.	Responses do not show a clear understanding of complex issues. No clarification is sought during discussions.	Responses show a clear understanding of complex issues. Clarification is sought during discussions.

Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction.	Insensitive towards others in discussions.	Sensitive towards others in discussions.
The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.	Unable to identify and challenge underlying assumptions or points of view in spoken texts to clarify understanding.	Able to identify and challenge underlying assumptions or points of view in spoken texts to clarify understanding.
One's responses to spoken texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly.	Unable to analyse own response to spoken text in relation to audience, purpose and context.	Able to analyse own response to spoken text in relation to audience, purpose and context.
When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction.	Confidence in own opinion is lacking when confronted with an opposing view.	Confidence in own opinion is shown when confronted with an opposing view.
Tone, approach or style is appropriate to context, and is adapted so as to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.	Unable to adapt tone, approach or style in oral communication. Unable to identify and modify, pedantic, illogical or aggressive language, to sustain an oral interaction.	Able to adapt tone, approach or style in oral communication. Able to identify and modify, pedantic, illogical or aggressive language, to sustain an oral interaction.
Characteristics of a speaker's style and tone that attract or alienate an audience are	Unable to identify characteristics of a speaker's style and tone	Able to identify characteristics of a speaker's style and tone that attract or alienate an audience.

identified with reference to the particular effect of each feature in creating audience response.	that attract or alienate an audience.	
The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately.	Unable to analyse and use the impact of non-verbal cues on an audience.	Able to analyse and use the impact of non-verbal cues on an audience.
The influence of rhetorical devices is analysed and used for effect on an audience.	Unable to analyse and use the influence of rhetorical devices for effect on an audience.	Able to analyse and use the influence of rhetorical devices for effect on an audience.
Point of view in spoken texts is identified and meaning described in relation to context and purpose of the interaction.	Unable to identify and describe the point of view in spoken texts in relation to context and purpose of the interaction.	Able to identify and describe the point of view in spoken texts in relation to context and purpose of the interaction.
Values, attitudes and assumptions in discourse are identified and their influence on the interaction described.	Unable to identify and describe the influence of values, attitudes and assumptions in a discourse.	Able to identify and describe the influence of values, attitudes and assumptions in a discourse.
Techniques used by speakers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight.	Unable to identify and interpret techniques used by speakers to evade or dissipate responsibility for an issue.	Able to identify and interpret techniques used by speakers to evade or dissipate responsibility for an issue.
The impact (e.g. clarity of purpose, speaker's capability) is described, explained and judged.	Unable to describe, explain and judge the impact of a speaker's clarity of purpose or capability.	Able to describe, explain and judge the impact of a speaker's clarity of purpose or capability.

R2**SO 4****Instructions to learner:**

Individual

Learner Guide: Page 54 Facilitator Guide: Page 16

You have just learned skills that your industry has determined are critical to your success to engage in sustained oral communication and evaluate spoken texts.

This assignment is designed to determine whether you can use strategies to be an effective speaker in sustained oral interactions. You will be delivering a three to five minute presentation that will be video taped. After you had watched the video of yourself you will have to write a report discussing the following aspects:

1. Identify the characteristics of your presentation style and tone that attract or alienate an audience, with reference to the particular effect of each feature in creating audience response.
2. Analyse the impact of non-verbal cues/body language and signals on your audience, and indicate whether you thought it was used appropriately.
3. Analyse your use of rhetorical devices for effect on an audience, such as
 - pause,
 - rhetorical question,
 - exclamation,
 - analogy,
 - emphasis,
 - repetition,
 - rhythm,
 - use of inclusive/exclusive pronouns,
 - stress,
 - intonation,
 - volume.

Model Answer(s):

RUBRIC FOR ASSESSMENT

In the NQF assessment is transparent. We provide you with the quality requirements of the evidence required from you to prove your competence. This is provided in a tool called the "rubric" which describes competent evidence and behaviour. It also indicates what "not yet competent" evidence will look like. Ensure that you are familiar with the requirements for competence and measure your evidence against the criteria before submitting your portfolio, to evaluate if you are ready for assessment.

Assessment Criteria	Not yet competent	Competent
Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. One's understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding.	Responses do not show a clear understanding of complex issues. No clarification is sought during discussions.	Responses show a clear understanding of complex issues. Clarification is sought during discussions.
Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction.	Insensitive towards others in discussions.	Sensitive towards others in discussions.
The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.	Unable to identify and challenge underlying assumptions or points of view in spoken texts to clarify understanding.	Able to identify and challenge underlying assumptions or points of view in spoken texts to clarify understanding.
One's responses to spoken texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly.	Unable to analyse own response to spoken text in relation to audience, purpose and context.	Able to analyse own response to spoken text in relation to audience, purpose and context.
When confronted by opposing views, own position is put forward with	Confidence in own opinion is lacking when	Confidence in own opinion is shown when

confidence in a manner appropriate to the interaction.	confronted with an opposing view.	confronted with an opposing view.
Tone, approach or style is appropriate to context, and is adapted so as to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.	Unable to adapt tone, approach or style in oral communication. Unable to identify and modify, pedantic, illogical or aggressive language, to sustain an oral interaction.	Able to adapt tone, approach or style in oral communication. Able to identify and modify, pedantic, illogical or aggressive language, to sustain an oral interaction.
Characteristics of a speaker's style and tone that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.	Unable to identify characteristics of a speaker's style and tone that attract or alienate an audience.	Able to identify characteristics of a speaker's style and tone that attract or alienate an audience.
The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately.	Unable to analyse and use the impact of non-verbal cues on an audience.	Able to analyse and use the impact of non-verbal cues on an audience.
The influence of rhetorical devices is analysed and used for effect on an audience.	Unable to analyse and use the influence of rhetorical devices for effect on an audience.	Able to analyse and use the influence of rhetorical devices for effect on an audience.
Point of view in spoken texts is identified and meaning described in relation to context and purpose of the interaction.	Unable to identify and describe the point of view in spoken texts in relation to context and purpose of the interaction.	Able to identify and describe the point of view in spoken texts in relation to context and purpose of the interaction.
Values, attitudes and assumptions in discourse are identified and their influence on the interaction described.	Unable to identify and describe the influence of values, attitudes and assumptions in a	Able to identify and describe the influence of values, attitudes and assumptions in a

	discourse.	discourse.
Techniques used by speakers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight.	Unable to identify and interpret techniques used by speakers to evade or dissipate responsibility for an issue.	Able to identify and interpret techniques used by speakers to evade or dissipate responsibility for an issue.
The impact (e.g. clarity of purpose, speaker's capability) is described, explained and judged.	Unable to describe, explain and judge the impact of a speaker's clarity of purpose or capability.	Able to describe, explain and judge the impact of a speaker's clarity of purpose or capability.

R3

SO 4

Instructions to learner:

Individual

Learner Guide: Page 54 Facilitator Guide: Page 16

You have just learned skills that your industry has determined are critical to your success to engage in sustained oral communication and evaluate spoken texts.

This assignment is designed to determine whether you can evaluate spoken discourse. You will be watching either a video or a live role-play set up by your facilitator. After you had watched the video or the role-play you have to write a report discussing the following aspects:

1. Identify the point of view in the spoken text and describe the meaning in relation to context and purpose of the interaction.
2. Identify the values, attitudes and assumptions in the discourse as well as its influence on the interaction.
3. Identify the techniques used by the speakers to evade or dissipate responsibility for an issue.
4. Describe, explain and judge the impact of the discourse. You may refer to the clarity of purpose and the speaker's capability).

**Model Answer(s):
RUBRIC FOR ASSESSMENT**

In the NQF assessment is transparent. We provide you with the quality requirements of the evidence required from you to prove your competence. This is provided in a tool called the "rubric" which describes competent evidence and behaviour. It also indicates what "not yet competent" evidence will look like. Ensure that you are familiar with the requirements for competence and measure your evidence against the criteria before submitting your portfolio, to evaluate if you are ready for assessment.

Assessment Criteria	Not yet competent	Competent
Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. One's understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding.	Responses do not show a clear understanding of complex issues. No clarification is sought during discussions.	Responses show a clear understanding of complex issues. Clarification is sought during discussions.
Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction.	Insensitive towards others in discussions.	Sensitive towards others in discussions.
The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.	Unable to identify and challenge underlying assumptions or points of view in spoken texts to clarify understanding.	Able to identify and challenge underlying assumptions or points of view in spoken texts to clarify understanding.
One's responses to spoken texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly.	Unable to analyse own response to spoken text in relation to audience, purpose and context.	Able to analyse own response to spoken text in relation to audience, purpose and context.
When confronted by opposing views	Confidence in own	Confidence in own

own position is put forward with confidence in a manner appropriate to the interaction.	opinion is lacking when confronted with an opposing view.	opinion is shown when confronted with an opposing view.
Tone, approach or style is appropriate to context, and is adapted so as to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.	Unable to adapt tone, approach or style in oral communication. Unable to identify and modify, pedantic, illogical or aggressive language, to sustain an oral interaction.	Able to adapt tone, approach or style in oral communication. Able to identify and modify, pedantic, illogical or aggressive language, to sustain an oral interaction.
Characteristics of a speaker's style and tone that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.	Unable to identify characteristics of a speaker's style and tone that attract or alienate an audience.	Able to identify characteristics of a speaker's style and tone that attract or alienate an audience.
The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately.	Unable to analyse and use the impact of non-verbal cues on an audience.	Able to analyse and use the impact of non-verbal cues on an audience.
The influence of rhetorical devices is analysed and used for effect on an audience.	Unable to analyse and use the influence of rhetorical devices for effect on an audience.	Able to analyse and use the influence of rhetorical devices for effect on an audience.
Point of view in spoken texts is identified and meaning described in relation to context and purpose of the interaction.	Unable to identify and describe the point of view in spoken texts in relation to context and purpose of the interaction.	Able to identify and describe the point of view in spoken texts in relation to context and purpose of the interaction.

Values, attitudes and assumptions in discourse are identified and their influence on the interaction described.	Unable to identify and describe the influence of values, attitudes and assumptions in a discourse.	Able to identify and describe the influence of values, attitudes and assumptions in a discourse.
Techniques used by speakers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight.	Unable to identify and interpret techniques used by speakers to evade or dissipate responsibility for an issue.	Able to identify and interpret techniques used by speakers to evade or dissipate responsibility for an issue.
The impact (e.g. clarity of purpose, speaker's capability) is described, explained and judged.	Unable to describe, explain and judge the impact of a speaker's clarity of purpose or capability.	Able to describe, explain and judge the impact of a speaker's clarity of purpose or capability.

My Notes ...

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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>