



NQF Level: 4

US No: 8975

Assessment Guide

Primary Agriculture

**Read, analyse
and respond to
a variety of
text**

Assessor:

Workplace / Company:

Commodity: Date:

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agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



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: Read analyse and respond to a variety of texts
US No: 8975 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.

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SO 2 & 3

Instructions to learner:

Individual activity

Learner Guide: Page 43 Facilitator Guide: Page 13

Directions: For each set of sources listed below, place a checkmark next to the one that would be most useful for finding information on the stated topic. Then, in the space provided, give a reason for your choice.

1. Topic: fuel consumption of South African-made motor vehicles

Sources:

a.	A newspaper article titled "Fuel-Eating South African Cars"	<input checked="" type="checkbox"/>
b.	An encyclopaedia article on "Fuel Consumption of Automobile Engines"	
c.	A research report in Car Magazine on South African vehicle performance	
Reason: <i>It would be recent as well as appropriate</i>		

2. Topic: viruses as a cause of cancer

Sources:

a.	A textbook titled Well-Being: An introduction to Health	
b.	An article in Scientific SA magazine on controlling viruses	
c.	An issue of the Journal of the South African Medical Association devoted to a review of current research findings on the causes of cancer	<input checked="" type="checkbox"/>
Reason: <i>The journal is an academic research document.</i>		

3. Topic: the effects of aging on learning and memory

Sources:

a.	An article in Reader's Digest titled "Older Means Better"	
b.	A psychology textbook titled A General Introduction to Psychology	
c.	A textbook titled Adult Development and Aging	<input checked="" type="checkbox"/>
Reason: <i>The right book for the subject matter.</i>		

Instructions to learner:

Individual activity

Learner Guide: Page 44 Facilitator Guide: Page 13

Directions: Read each statement and place a checkmark next to the individual who would seem to be the best authority on the subject.

1. Generations, the highly popular, most glamorous, is the longest-running locally produced soapie in South Africa.

_____ Clara Nzima, the programme's Commissioning Editor
_____ Violet Ntibane, a soap-opera fan for fifteen years
_____ Frances Hailey, a TV critic for The Star

2. The president's recent news conference was a success.

_____ Freek Robinson, a well-known news commentator
_____ Bheki Khumalo, one of the president's advisors
_____ Howard Summers, a professor of economics

3. Kurt Vonnegut is one of the most important modern American novelists.

_____ James Toth, producer of a TV documentary on Vonnegut's life
_____ John Vilardo, a Time-magazine column writer
 _____ Cynthia Weinstein, a professor of twentieth-century literature at Georgetown University

Instructions to learner:

Individual activity

Learner Guide: Page 46 Facilitator Guide: Page 13

Directions: For each of the following paragraphs, identify the assumption that is made by the writer and write it in the space provided.

1. Do you have any effective techniques that you use regularly to reduce your level of stress? If not, you may be among the many people who intellectually recognize the dangers of chronic stress – perhaps even have benefited from relaxation exercises – but somehow haven't made stress reduction part of their daily schedule. And you may be especially fascinated by a unique six-second exercise conceived and developed by Charles F. Stroebe, M.D., Ph.D., director of research at The Institute of Living in Hartford, Connecticut, and professor of psychiatry at the University of Connecticut Medical School.

Assumption: Reader is experiencing high stress levels

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2. Do boys need to rely on heroes more than girls do as sources of identity while growing up? While no one has gathered statistics, it is true that boys are more often called upon to prove themselves through performance. For example, even today, they're often still judged by how well they can kick and throw a ball. So they may have a greater dependence on athletes, if only as models to imitate. The baseball/football trading card ritual is still very common among elementary school-age boys; girls, however, have no equivalent for this practice, nor are they rated for their physical accomplishments the same way. Despite today's increasingly "non-sexist" child rearing, girls are still evaluated more on the basis of how they relate to other people than as solitary, achieving individuals.

Assumption: Girls concentrate on relationships and boys on achievements.

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SO 2 & 3

Instructions to learner:

Individual activity

Learner Guide: Page 51 Facilitator Guide: Page 13

Directions: Read the following paragraphs and underline each generalization.

1. Teenagers need privacy; it allows them to have a life of their own. By providing privacy, we demonstrate respect. We help them disengage themselves from us and grow up. Some parents pry too much. They read their teenagers' mail and listen in on their telephone calls. Such violations may cause permanent resentment. Teenagers feel cheated and enraged. In their eyes, invasion of privacy is a dishonourable offence. As one girl said: "I am going to sue my mother for malpractice of parenthood. She unlocked my desk and read my diary."
2. Farmers are interested in science, in modern methods, and in theory, but they are not easily thrown off balance and they maintain a healthy suspicion of book learning and of the shenanigans of biologists, chemists, geneticists, and other late-rising students of farm practice and management. They are, I think, impressed by education, but they have seen too many examples of the helplessness and the impracticality of educated persons to be either envious or easily budged from their position.
3. Although the most commonplace reason women marry young is to "complete" themselves, a good many spirited young women gave another reason: "I did it to get away from my parents." Particularly for girls whose educations and privileges are limited, a jailbreak marriage is the usual thing. What might appear to be an act of rebellion usually turns out to be a transfer of dependence.

My Notes ...

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SO 2 & 3

Instructions to learner:

Individual activity

Learner Guide: Page 52 Facilitator Guide: Page 13

Directions:

Identify and mark each of the following statements as either Fact or Opinion.

- O 1. Alligators provide no physical care for their young.
- O 2. Humans should be concerned about the use of pesticides that kill insects at the bottom of the food chain.
- F 3. There are 28 more humans living on the earth now than there were ten seconds ago.
- O 4. We must bear greater responsibility for the environment than our ancestors did.
- O 5. Nuclear power is the only viable solution to our dwindling natural resources.
- F 6. Between 1850 and 1900 the death rate in Europe decreased due to industrial growth and advances in medicine.
- O 7. Dogs make the best pets because they can be trained to obey.
- F 8. Solar energy is available wherever sunlight reaches the earth.
- O 9. By the year 2010, many diseases, including cancer, will be preventable.
- F 10. Hormones are produced in one part of the body and carried by the blood to another part of the body where they influence some process or activity.

My Notes ...

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Instructions to learner:

Individual activity

Learner Guide: Page 55/57 Facilitator Guide: Page 13

Directions: Read the following selection and answer the questions that follow.

A WELFARE MOTHER

I start my day here at five o'clock. I get up and prepare all the children's clothes. If there's shoes to shine, I do it in the morning. About seven o'clock I bathe the children. I leave the baby with the baby sitter and I go to work at the settlement house. I work until twelve o'clock. Sometimes I'll work longer if I have to go to welfare and get a check for somebody. When I get back, I try to make hot food for the kids to eat. In the afternoon it's pretty well on my own. I scrub and clean and cook and do whatever I have to do.

Welfare makes you feel like you're nothing. Like you're laying back and not doing anything and it's falling in your lap. But you must understand, mothers, too, work. My house is clean. I've been scrubbing since this morning. You could check my clothes, all washed and ironed. I'm home and I'm working. I am a working mother.

A job that a woman in a house is doing is a tedious job-especially if you want to do it right. If you do it slipshod, then it's not so bad. I'm pretty much of a perfectionist. I tell my kids, hang a towel. I don't want it thrown away. That is very hard. It's a constant game of picking up this, picking up that. And putting this away, so the house will be clean.

Some men work eight hours a day. There are mothers that work eleven, twelve hours a day.

We get up at night, a baby vomits, you have to be calling the doctor, and you have to be changing the baby. When do you get a break, really! You don't. This is an all around job, day and night. Why do they say its charity! We're working for our money. I .am working for this check. It is not charity. We are giving some kind of home to these children.

I'm so busy all day I don't have time to daydream. I pray a lot. I pray to God to give me strength. If He should take a child away from me, to have the strength to accept it. It's His kid. He just borrowed him to me. I used to get in and close the door. Now I speak up for my right. I walk with my head up. If I want to wear big earrings, I do. If I'm over. weight, that's too bad. I've gotten completely over feeling where I'm little. I'm working now, I'm pulling my weight. I'm going to get off welfare in time, that's my goal – get off.

It's living off welfare and feeling that you're taking something for nothing the way people have said. You get to think maybe you are. You get to think, Why am I so stupid! Why can't I work! Why do I have to live this way? It's not enough to live on anyway. You feel degraded.

The other day I was at the hospital and I went to pay my bill. This nurse came and gave me the green card. Green card is for welfare. She went right in front of me and gave it to the cashier. She said, "I wish I could stay home and let the money fall in my lap." I felt rotten. I was just burning inside. You hear this all the way around you. The doctor doesn't even look at you. People are ashamed to show that green card. Why can't a woman just get a check in the mail: Here, this check is for you. Forget welfare. You're a mother who works.

This nurse, to her way of thinking, she represents the working people. The ones with the green card, we represent the lazy no-goods. This is what she was saying. They're the good ones and we're the bad guys.

1. What do you think is the source of this selection?
The housewife who herself is receiving welfare benefits.
2. Do you consider this welfare mother to be an authority? Why or why not?
She is an authority on how she spends her day. She is not an authority when she says she deserves her welfare check.
3. What assumptions does this welfare mother make? Do you agree or disagree? Why?
The welfare mother thinks she deserves her welfare cheque. You do not get money from welfare because you keep your house clean.
4. Do you think this view of a welfare mother is biased? Why or why not?
The welfare mother is biased. She wants to get off welfare, but she is not doing anything to change her situation.
5. Is the writing in this article slanted? If so, give some examples.
It is slanted. It is written from the perspective of an unemployed person blaming society for her situation.
6. How does this welfare mother support her ideas?
She thinks because she works so hard at home people should naturally respect her.
7. Does this welfare mother make any value judgments? If so, what are they?
She does. She thinks she is stupid and feels degraded.
8. Does this welfare mother make any generalizations? If so, underline them.
She thinks everyone looks down onto unemployed people.

Instructions to learner:

Individual activity

Learner Guide: Page 58/59 Facilitator Guide: Page 13

Directions: Read the following article and answer the questions that follow.

THE WAR ON CHILDREN'S CULTURE

My 9-year-old daughter, Emma, and her friends have recently developed an inverse rating system. If grown-ups don't like a children's movie or TV show, it's worth considering. Anything adult critics absolutely hate is a must-see.

In recent years, as children's culture has become enormously diverse and lucrative, movie and television critics have become the disapproving voice of the adult world, transmitting to Nintendo-playing, comic book-reading, video-game playing children an unrelenting barrage of contempt.

"We don't really care for what adults see, and they don't like what we see," says Emma's friend Ben, who is 12.

No. Kids wouldn't be caught dead showing interest in grown-up movies or programs. But the adult world takes its child-rearing responsibilities seriously and does pay attention to what kids do and watch. The result is an undeclared and, in some ways, disturbing war on broad aspects of children's culture . . .

Some sort of truce seems in order. It feels inappropriate to be engaged in cultural warfare with our children. When we are so relentlessly contemptuous of their culture, the signals must seem especially confusing. If this stuff is so horrible, why do all their friends like it, and how come we let them watch it? If it isn't horrible, how come everyone says it is?

Television, perhaps because it's beamed right into our living rooms, and because parents fear their inability to control it, is the target of many of these assaults. TV is portrayed as the corrupting demon, munching away at young brain cells.

Often, the media seem to find it a primary function to warn children about the very things they most enjoy, rather than to explore or explain or defend it.

Dozens of newspapers and magazines ran critical reviews of one or the other of the two "Turtles" movies and many more published articles or editorials deploring their violence. Yet both movies were instant hits, smashes, with the audiences they were intended for – the young. Kids I've asked about this disparity all have the same response: adults just don't get it. . . .

If You Hate It, They Love It

Meanwhile, the list of anti-kid-culture flashpoints is growing longer all the time. From the start, "The Simpsons" on M-Net has been criticized by some educational and parent groups – even the former Secretary of Education, William Bennett – because of its often blistering portrayals of educators, schools and parental authority.

A number of schools have banned "Underachiever and Proud of It" T-shirts with Bart's likeness. It's a tactic that can backfire. When a high school student in the suburb I live in was sent home because of his "I'm Bart Simpson: Who the Hell Are You?" T-shirt, Simpson-watching by my daughter and her buddies went from an occasional amusement to an almost religious ritual.

This is familiar ground for my generation. After reading an article in the 1950's warning that Buddy Holly's songs fostered disrespect for authority, my father put the offending records aside until I was older and, presumably, less impressionable. I lost none of my enthusiasm for Buddy Holly.

What's a Parent To Do?

Adults might stand a better chance of helping to define their children's values by making perhaps the ultimate sacrifice – watching with them. It goes against the grain: television is one of the few things small children are happy to do by themselves and for long periods, which encourages children being left alone with it.

But children's own critical instincts might grow if, rather than sneering, parents were sitting with them in front of the VCR, comparing differences in animation, plot, character development and humour. My wife changed my daughter's perception of the early Disney movies considerably when she pointed out that the women in them seemed to always need rescuing – something my daughter hadn't noticed and was not appreciative of once she did. The two are still fighting, in fact, about whether the Little Mermaid should have left her aquatic world behind for her One True Love or made the prince come to hers.

In subsequent movies, Emma has become especially conscious of how women are portrayed. One thing she strongly disliked about the first Turtle movie, in fact, was that April O'Neill, the female (human) reporter, also needed rescuing. Meanwhile, we've largely banned the purchase of toys and products related to TV or films, arguing that a story and its characters must be appreciated-or not-on its own merits, not because of the things you can buy.

The range and diversity of children's entertainment makes it difficult to control, especially for hard-pressed parents, more of whom are working longer hours all the time. Children, like their parents, have become little entertainment moguls with access to scores of choices. If they can't access the full range of choices at home, odds are they can down the street at their buddies' houses.

Children seem to be infinitely more accepting than adults of what they see, more inclined to like a movie or television program than not. They frequently resent

cultural offerings that seem preachy or stodgily educational. And they have keen noses for hypocrisy. "Makes the Turtles look like the Care Bears," sniffed Emma, when she saw a preview in a movie theatre for "The Silence of the Lambs." It's not like their parents are listening to classical music all night, either.

Here Today, Here Tomorrow

Whatever else happens to children's culture, parents and other adults can count on one thing: television-the things you can watch on it, the things you can plug into it, and all its other controversial offshoots-will continue to grow. Condemnation alone seems a poor strategy for responding to the technology that has given children more tantalizing choices to make than any generation in history.

1. What is the main point of the article?

Generations will always differ in opinion with regards to movies and TV. Parents should engage more with their children to help their children to become more critical when viewing a movie. If parents condemn a movie outright, children will want so see it.

2. What is the author's attitude toward children's culture!

He seems to understand it, because his own father tried to keep him away from Buddy Holly's music.

3. This article appeared in the New York Times. Evaluate it as source for:

- a. a sociology term paper
- b. parents who want to learn more about children's culture.

Not good as a sociology paper as it is based on the experiences of the author alone. Good for parents who want to learn more about children's culture.

4. Is the article biased? Explain your answer.

Yes. The author is writing from his own perspective.

5. What types of supporting evidence does the author provide? Mark several examples of each type in the article.

The author refers to his own daughter's behaviour.

6. What assumptions does the author make?

That all children are the same.

7. Describe the tone of the article.

It is a neutral tone.

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.



Research

SO 2 & 3

Instructions to learner:

Individual activity

Learner Guide: Page 60 Facilitator Guide: Page 13

You have just learned skills that your industry has determined are critical to your success to read analyse and respond to a variety of texts.

This is an individual assignment.

For this assignment you have to evaluate the effects of content, language and style on readers' responses in specific texts. Obtain an article or articles relating to your industry, or business current events that contains a few of the following – photographs, or bar charts, or pie charts, or pictures, or drawings, etc. You will have to write a report and include the following aspects:

1. Outline the content of the text and explore the possible effects it might have on different types of readers.
2. Identify the different writing techniques on reader perspective and explain the particular effect produced by each. Here you can think of:
 - Sentence length
 - Punctuation
 - Choice of words
 - Use of figurative language or jargon or technical terms or slang or irony or humour or satire or sarcasm or legalisms.
1. Analyse the influence of specific language structures and features. Here you can refer to bias, humour, irony, use of omission and silence, repetition,

hyperbole, generalisations, stereotyping, pictures and captions, typography and grammar.

2. Explain the effect of selected production techniques. The techniques that you can consider include
 - The use of black and white
 - Borders
 - Layout features
 - Scale
 - Size

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
1.1	Reading strategies appropriate to the purposes for reading are adopted.	Inappropriate reading strategies to the purposes for reading.	Appropriate reading strategies to the purposes for reading.
1.2	Organisational features of texts are identified. The role of each of the features is explained in relation to usefulness in making meaning of readings and viewing.	Unable to identify organisational features of texts. Unable to explain the role of each feature in relation to usefulness in making meaning of readings and viewing.	Able to identify organisational features of texts. Able to explain the role of each feature in relation to usefulness in making meaning of readings and viewing.
1.3	Synthesis of information from texts, and generalisation of patterns and trends, result in appropriate conclusions about purpose and audience.	Unable to synthesise information form texts.	Able to synthesise information form texts.
2.1	An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints.	Does not understand the surface and embedded meaning in texts.	Does understand the surface and embedded meaning in texts.
2.2	The effect of an author's values and views on selected texts is identified and explained in terms of the impact on meaning and target audience.	Unable to identify and explain the effect of the author's views on selected texts in terms of the impact on meaning and target audience.	Able to identify and explain the effect of the author's views on selected texts in terms of the impact on meaning and target audience.

2.3	Evidence cited from texts in defence of a position is relevant.	Irrelevant evidence cited from texts in defence of a position.	Relevant evidence cited from texts in defence of a position.
3.1	Content is outlined and its possible effects on different readers are explored.	Unable to explore content outline and its possible effects on different readers.	Able to explore content outline and its possible effects on different readers.
3.2	The impact of different writing techniques on reader perspective are identified and explained in terms of the particular effect produced by each.	Unable to identify and explain the impact of different writing techniques on reader perspective in terms of the particular effect produced by each.	Able to identify and explain the impact of different writing techniques on reader perspective in terms of the particular effect produced by each.
3.3	The influence of specific language structures and features is analysed.	Unable to analyse the influence of specific language structures and features.	Able to analyse the influence of specific language structures and features.
3.4	The effect of selected production techniques in visuals is explained.	Unable to explain the effect of selected production techniques in visuals.	Able to explain the effect of selected production techniques in visuals.

Question 1

Describe the concept called skimming.

Skimming involves searching for the main ideas by reading the first and last paragraphs, noting other organizational cues, such as summaries, used by the author.

Question 2

Describe the concept called scanning.

Scanning involves running your eyes down the page looking for specific facts or key words and phrases.

Question 3

Define the following concepts.

- a. Non-fiction genre.

All of the information in a non-fiction book is based on the known true facts. Nothing can be made up. Non-fiction books include how-to books, science books, history books, biographies, autobiographies and much more. Non-fiction books can be about any subject.

- b. Fiction genre

Fictional stories may be based on actual events or people or may be based entirely on the author's imagination, but fictional stories all contain elements that are made-up or created by the author.

Question 4

Name five types of fiction genres. Choose any five from the following list.

- Realistic Fiction
- Mystery
- Fantasy
- Science fiction
- Historical fiction
- Folk Tales, Tall Tales, and Fairy Tales
- Myths
- Poetry
- Biography
- Autobiography

Question 5

What is the purpose of a Table of Contents in the front of a book?

Provides an overview of the organization of a book and the major topics discussed in it.

Question 6

What is a glossary and its function at the back of a book?

A glossary is an alphabetically arranged list of important words and their definitions.

Assignment 3

The supervisor asks you (the learner) to read the following text and then answer questions at the end.

1. What is the main point of the article?

Adults and their children find it difficult to understand one another's taste in TV programs, movies, music. It seems as if society is of the opinion that parents do not care enough for their children. According to the author this is not the case. The media proposes that children feel there is a war on broad aspects of their culture.

2. What is the author's attitude toward children's culture?

An adult has to accept that a children's culture exists. Parents should show more interest in what their children are watching. They will be in a better position to guide their children to take better decisions. Condemnation of this culture alone seems a poor strategy for responding to the technology that has given children more tantalizing choices to make than any generation in history.

3. This article appeared in a newspaper. Evaluate it as source for:

- a. a sociology term paper

Thought provoking for a sociology term paper. Not reliable enough as it portrays only one perspective.

- b. parents who want to learn more about children's culture.

Encourages parents to become more involved with their children. Does introduce the concept of children's culture to parents.

4. Is the article biased? Explain your answer.

Yes. The author is of the opinion that all parents are as responsible as he and his wife are. He is also of the opinion that the media and society at large are always at war with children's culture. He does not provide an alternative to this view.

5. What types of supporting evidence does the author provide? Mark several examples of each type in the article.
- “We don’t really care for what adults see, and they don’t like what we see,” says Emma’s friend Ben, who is 12.
 - “The Simpsons” on M-Net has been criticized by some educational and parent groups
 - A number of schools have banned “Underachiever and Proud of It” T-shirts with Bart’s likeness.
 - After reading an article in the 1950’s warning that Buddy Holly’s songs fostered disrespect for authority, my father put the offending records aside until I was older and, presumably, less impressionable. I lost none of my enthusiasm for Buddy Holly...
 - My wife changed my daughter’s perception of the early Disney movies considerably when she pointed out that the women in them seemed to always need rescuing
 - “Makes the Turtles look like the Care Bears,” sniffed Emma, when she saw a preview in a movie theatre for “The Silence of the Lambs.”
6. What assumptions does the author make?
- The author assumes that all children’s choices are based on the two children that he refers to.
 - Furthermore the author assumes that society seem to make a mountain out a mole’s hole. In its attempt to protect children the media warn children about the very things they most enjoy.
7. Describe the tone of the article.
- The choice of words such as “war on children’s culture” seems as if the older generation are out to get the younger generation. The author does call for understanding from parents. Instead of condemning our children we should help them to make responsible choices.

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>