



NQF Level: 4 US No: 8979

Assessment Guide

Primary Agriculture

Language and Communication in occupational learning Programmes

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: Use language and communication in occupational learning programmes

US No: 8979

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:

Read

Learner Guide: Page 68 Facilitator Guide: Page 12**THE TROUBLES OF SHOPPING IN RUSSIA**

by Dev Murarka

A large crowd gathered outside a photographic studio in Arbat Street, one of the busiest shopping streets in Moscow, recently. There was no policeman within sight and the crowd was blocking the pavement. The centre of the attraction – and amusement – was a fairly well-dressed man, perhaps some official, who was waving his arm out of the ventilation window of the studio and begging to be allowed out. The woman in charge of the studio was standing outside and arguing with him. The man had apparently arrived just when the studio was about to close for lunch and insisted upon taking delivery of some prints which had been promised to him.

He refused to wait so the staff had locked the shop and gone away for lunch. The incident was an extreme example of a common attitude in service industries in the Soviet Union generally, and especially in Moscow. Shop assistants do not consider the customer as a valuable client but as a nuisance of some kind who has to be treated with little ceremony and without much concern for his requirements.

For nearly a decade, the Soviet authorities have been trying to improve the service facilities. More shops are being opened, more restaurants are being established and the press frequently runs campaigns urging better service in shops and places of entertainment. It is all to no avail. The main reason for this is shortage of staff. Young people are more and more reluctant to make a career in shops, restaurants and other such establishments. Older staff are gradually retiring and this leaves a big gap. It is not at all unusual to see part of a restaurant or a shop roped off because there is nobody available to serve. Sometimes, establishments have been known to be closed for several days because of this.

One reason for the unpopularity of jobs in the service industries is their low prestige. Soviet papers and journals have reported that people generally consider most shop assistants to be dishonest and this conviction remains unshakeable. Several directors of business establishments, for instance, who are loudest in complaining about shortage of labour, are also equally vehement that they will not let their children have anything to do with trade.

The greatest irritant for the people is not the shortage of goods but the time consumed in hunting for them and queueing up to buy them. This naturally causes ill-feeling between the shoppers and the assistants behind the counters, though often it may not be the fault of the assistants at all. This, too, damages hopes of

attracting new recruits. Many educated youngsters would be ashamed to have to behave in such a negative way.

Rules and regulations laid down by shop managers often have little regard for logic or convenience. An irate Soviet journalist recently told of his experiences when trying to have an electric shaver repaired. Outside a repair shop he saw a notice: 'Repairs done within 45 minutes.' After queueing for 45 minutes he was asked what brand of shaver he owned. He identified it and was told that the shop only mended shavers made in a particular factory and he would have to go to another shop, four miles away. When he complained, the red-faced girl behind the counter could only tell him miserably that those were her instructions. All organisations connected with youth, particularly the Young Communist League (Komsomol), have been instructed to help in the campaign for better recruitment to service industries. The Komsomol provides a nicely-printed application form which is given to anyone asking for a job. But one district head of a distribution organisation claimed that in the last 10 years only one person had come to him with this form. 'We do not need fancy paper. We need people!' he said. More and more people are arguing that the only way to solve the problem is to introduce mechanisation. In grocery stores, for instance, the work load could be made easier with mechanical devices to move sacks and heavy packages.

The shortages of workers are bringing unfortunate consequences in other areas. Minor rackets flourish. Only a few days ago, Pravda, the Communist Party newspaper, carried a long humorous feature about a plumber who earns a lot of extra money on the side and gets gloriously drunk every night. He is nominally in charge of looking after 300 flats and is paid for it. But whenever he has a repair job to do, he manages to screw some more money from the flat dwellers, pretending that spare parts are required. Complaints against him have no effect because the housing board responsible is afraid that they will be unable to get a replacement. In a few years' time, things could be even worse if the supply of recruits to these jobs dries up altogether.

800 words

Write down the time taken to read this passage and then attempt the Comprehension Test.

COMPREHENSION TEST

Select the most suitable answer in each case.

Do **not** refer back to the passage.

◆ Retention

1. The large crowd in Arbat Street was gathered outside:
 - a. a restaurant.
 - b. a shop.
 - c. a block of flats.
 - d. a photographic studio.
2. Shop assistants consider the customer as:
 - a. a valuable client.
 - b. an equal.
 - c. a nuisance.
 - d. an enemy.
3. One reason given in the passage for the unpopularity of jobs in service industries is:
 - a. long hours.
 - b. low prestige.
 - c. low wages.
 - d. the work is hard.
4. More and more people are arguing that the only way to solve the problem is to :
 - a. rope off parts of restaurants.
 - b. introduce mechanisation.
 - c. offer high wages.
 - d. have a campaign for better recruitment.
5. The man who earned 'a lot of extra money on the side' was :
 - a. a plumber.
 - b. a journalist.
 - c. a repairer of electric shavers.
 - d. an official.

◆ Interpretation

6. great success. In trying to improve service facilities, the Soviet authorities are having:
 - a. some success.
 - b. little success.
 - c. no success.
7. The man who had been locked in the photographic studio was:
 - a. angry.
 - b. unconcerned.
 - c. embarrassed.
 - d. afraid.
8. The rules and regulations laid down by shop managers are generally:
 - a. helpful.
 - b. necessary.
 - c. impossible to carry out.
 - d. unhelpful.
9. The girl in the shaver repair shop was 'red-faced' because she was :
 - a. healthy.
 - b. embarrassed.
 - c. angry.
 - d. crying.
10. One effect of the shortage of workers in service industries is that:
 - a. corruption is encouraged.
 - b. prices rise.
 - c. wages rise.
 - d. mechanisation is introduced.

◆ Discussion

Discuss one of these questions (orally if in a group, in writing if studying alone). You may refer back to the passage.

11. What are the similarities and differences between the Russian and the British attitudes to service industries and to the workers in those industries?
12. Do you feel that the passage presents an accurate picture of this aspect of life in Russia today? Give your reasons.
13. What do you think the Russians could do to improve service facilities generally?
14. What reasons can you find that are not mentioned in the passage for the unpopularity of jobs in service industries in Russia?

How would you apportion responsibility for the poor service facilities in Russia between the Government and the people themselves.

Instructions to learner:

Read

Learner Guide: Page 77 Facilitator Guide: Page 12

Instructions

This passage may be used in three different ways. You decide how to read it.

1. If you use the passage as a rapid reading exercise:

Follow the usual procedure. As a comprehension test, attempt the summary or one of the discussion questions listed at the end of the passage.

2. If you use the passage as a skimming exercise:

Skim through the Declaration as quickly as you can and find the answers to as many of the following questions as possible. Time the exercise and limit yourself to **two minutes** or less. *Do not count the time it takes you to write your answers as part of your skimming time.*

- i. Which article states: 'Everyone has the right of life, liberty and security of person'?
- ii. What does Article 24 state?
- iii. Which article states: 'Everyone, without any discrimination, has the right to equal pay for equal work'?
- iv. How many articles are there in the Declaration?
- v. Which article states: ' All human beings are born free and equal in dignity and rights'?

3. If you use the passage as a study exercise:

Study the Declaration carefully and then summarise its contents as instructed in the Comprehension Test at the end of the passage or attempt an answer to one of the questions for Discussion which follow it. You may look briefly at the Comprehension Test before beginning the exercise. A higher standard of answer should be expected than if you attempt the rapid reading exercise on this passage.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge.

Now therefore

THE GENERAL ASSEMBLY proclaims

This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitations of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection: of the law against such interference or attacks.

Article 13.

1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

1. Men and women of full age, without any limitations due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21.

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedure.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration insuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

1. Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and Professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

Article 29.

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

COMPREHENSION TEST**Summary**

In about 250 of your own words and without referring back to the passage, summarise the principal provisions of the Universal Declaration of Human Rights.

Discussion

Discuss at least one of these questions (orally if in a group, in writing if studying alone). You may refer back to the passage.

1. How far does the Declaration set down what you would consider to be a realistic definition of human rights?
2. Which countries would you say came closest to practising the pledges of the Declaration? Which rights have they so far failed to provide?
3. Which countries would you say have so far largely failed to grant their citizens a substantial proportion of the rights laid down in the Declaration? Of which rights are their people most in need?
4. Are there any 'human rights' described in the Declaration with which you do not agree? Are there any 'human rights' omitted from the Declaration which you would add?

Instructions to learner:

Research

Learner Guide: Page 107 Facilitator Guide: Page 14

Research Assignment

You have just learned skills that your industry has determined are critical to your success to Use Language in Occupational Learning.

This is an individual assignment.

Choose a subject of your choice. Conduct basic research and analyse and present your findings in a written report. You should:

- Identify and define an appropriate topic and scope
 - Plan and sequence your research steps
 - Apply research techniques
- i) Gather information
 - ii) Read
 - iii) Interview
 - iv) Use appropriate electronic sources
 - Evaluate your information for relevance
 - Classify , categorise and sort your information

Analyse and present your research findings in a written report of at least 2 A4 pages long. Keep your report to a maximum of 5 A4 pages.

Instructions to learner:

Read

Learner Guide: Page 108 Facilitator Guide: Page 14

Reading Assessment

Instructions

Read through the passage once only as quickly as you can without loss of comprehension.

Begin timing and begin reading NOW

NINETEENTH CENTURY SCIENCE-I

by J. G. Bruton

Advances in the field of science in the nineteenth century produced three important scientific theories-the conservation of energy, the conservation of matter and evolution. The first two pointed towards materialism; the third produced a revolution in thought similar to that which occurred in the seventeenth century.

The increase in knowledge was so great that science began to split up into the sub-branches we know today. Specialisation in rather narrow fields became more and more necessary.

An important characteristic of intellectual life in the nineteenth century was a growing respect for science. Comte (1798-1857), a French philosopher, evolved a system called 'positivism' in which science finally took the place of theology and metaphysics.

Attempts were made to make use of the scientific method in almost all branches of thought; to treat history, for example, as a science rather than an art.

For the first time, men of science came into open conflict with the views of philosophers. The leading philosopher of the beginning of the nineteenth century, Hegel (1770-1831), knew nothing of science. His view was that everything in the universe, including matter, was essentially moral or spiritual. His philosophy was reasonable when applied to history and morals, but seemed absurd to men or science, when applied to the natural sciences.

The great "scientific principles of the indestructibility of matter and of the conservation of energy led to the view that the essential reality of the universe was matter and that the behaviour of matter obeyed scientific laws. Organic matter, the chemists showed, obeyed laws just as inorganic matter did, and life itself, according to the theory of evolution, had developed mechanistically.

John Tyndall, the physicist, stated that just as atoms and molecules combined to produce the beautiful and complicated forms of crystals, so they also form the more complicated living matter, plants and animals. Thoughts are the result of chemical activity in the brain. If the brain is damaged, the mind cannot function normally. So the mind is a product of matter. Tyndall also stated publicly that what had prevented the advance of science until comparatively recent times had been the opposition of the Church.

The conflict between science and religion went on all through the later part of the nineteenth century. While people like W. G. Ward believed that knowledge is gained by intuition and revelation, and believed in the supernatural, others like Thomas Huxley held that knowledge could be gained only by experience and the scientific method and did not accept the supernatural. Huxley invented the word 'agnostic' to describe his own attitude to religion.

The attitude of the Roman Catholic Church during the conflict was unmoved. As a result of the dogma of the infallibility of the Pope, made public in 1870, there could be no argument about his utterances on matters of faith and morals. Catholics who were guilty of 'modernism' were excommunicated. Among Protestants there was a group of fundamentalists who believed in the absolute truth of the Bible story of the creation and refused to accept evolution.

Write down the time taken to read this passage and then attempt the Comprehension Test.

COMPREHENSION TEST

Select the most suitable answer in each case.

Do not refer back to the passage.

A. Retention

1. An important characteristic of intellectual life in the 19th century was:
 - a. a love of literature.
 - b. a growing respect for science.
 - c. a respect for metaphysics.
 - d. a belief in God.
2. The philosophical system called 'positivism' was evolved by:
 - a. Hegel.
 - b. Tyndall.
 - c. The Pope.
 - d. Comte.
3. Hegel's view was that everything in the universe was:
 - a. based on science.
 - b. essentially moral or spiritual.
 - c. essentially religious.
 - d. the result of accident.
4. John Tyndall believed that thoughts were the result of:
 - a. electrical activity in the brain.
 - b. the movement of atoms.
 - c. chemical activity in the brain.
 - d. blood circulation in the brain.
5. The dogma of the infallibility of the Pope was made public in:
 - a. 1798.
 - b. 1831.
 - c. 1857.
 - d. 1870.

B. Interpretation

6. The theory of the conservation of energy held that :
 - a. the total quantity of energy in the universe was invariable.
 - b. energy could be stored up for future use.
 - c. the universe came into being as a result of natural causes.
 - d. the dogma of the infallibility of the Pope was incorrect.
7. It would be reasonable to suppose that 'positivists' were :
 - a. Christians.
 - b. deists.
 - c. Catholics.
 - d. atheists.
8. The important scientific theories of the 19th century:
 - a. confirmed the existence of God.
 - b. challenged the existence of God.
 - c. converted everyone to Catholicism.
 - d. turned everyone against religion.
9. An agnostic is one who:
 - a. believes in God.
 - b. sometimes believes in God.
 - c. doubts the existence of God.
 - d. denies the existence of God.
10. In the 19th century:
 - a. no Catholics were scientists.
 - b. few Catholics were scientists.
 - c. many Catholics were scientists.
 - d. all Catholics were scientists.

Convert the time taken to read the passage into 'words per minute'.

Summative Test and Attitude & Attribute Evaluation

Before the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

Unit Standard:	8979	NQF Level:	4
Learner Name:			

Questions	Model Answers
1. The provider will formulate summative assessments based on FET requirements for communication at level 4	

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>