

# Fundamentals Assessment Guide

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## SECTION ONE

### 1. The Purpose of the Assessment Guide

The purpose of this Assessment Guide is to provide guidelines on:

- how to conduct formative assessment during the teaching and learning process;
- how to assist learners in compiling portfolios; and
- how to prepare learners for a summative exam.

#### Assessment for credit

In order for learners to get credits for this fundamentals course in Communications (NQF Level 1) learners need to be assessed for credits against the specified outcomes. This means that once they have been assessed as competent learners can use the credits towards a qualification.

Even if your organization is accredited to train the fundamentals, and even if you as a trainer are a registered assessor, you are not able to assess fundamentals for credits. At the time of publication (April 2006) three agencies can assess fundamentals for credit. These are:

1. Independent Examinations Board (IEB) – (011) 483 9700
2. UNISA ABET Unit – (012) 429 3657
3. The Adult Education Assessment Body (UNISA) – (012) 429 3657

This means that as a trainer you cannot conduct assessment for credits. You, and your organization and your learners, have to choose which assessment agency you want to work with. Different assessment agencies have different requirements and assessment processes for assessing fundamentals. It is best that you contact these agencies at the beginning of your course, find out the requirements and make the decision about which agency you want to use. Once you have made that decision you will need to register your learners with the agency of your choice. Don't leave the decision to the last minute because there are things that you will need to negotiate and work through over a period of time.

#### Formative assessment

But you know that assessment is not only about getting the credits at the end. Good assessment is integral to the teaching and learning process. This means that assessment needs to be ongoing so that you, the trainer, can monitor progress, give feedback and assist the learners to achieve their goals. That is why the assessment that you conduct with the learners on this course will be formative assessment, and preparation for the summative assessment. The Assessment Guide will guide you and the learners through formative assessment, through preparing a portfolio and through preparing for a summative exam.

### 2. Logistics of assessment

According to the IEB '... it is now national policy for any certificate at NQF Level 1 to be made up of two parts:

- An externally assessed national examination;

- Work which is internally assessed according to (specified) requirements ... This is known as Site Based Assessment, or SBA.”<sup>1</sup>

Different agencies have different requirements for assessment. But it is likely that your learners will have to do both of the above components.

### **Registering learners with an assessment agency**

To do both of the above components learners will have to be registered with an assessment agency. This is one of your roles as a trainer.

The first component, ‘an externally assessed national examination’, will have to be conducted by an external assessment agency such as IEB or UNISA. The ‘work which is internally assessed’ is work specified by the assessment agency, but which you as the trainer are required to assess. Both of these count towards the final assessment for credit.

The criteria for the internal assessment (or SBA) are specified by your assessment agency. But we are assuming that the assignments, and some of the activities, that have been set in this course can form part of that SBA.

That is why this Assessment Guide helps you to facilitate the compilation of portfolios. The activities and the assignments that learners do in the process of teaching and learning will go into their portfolios towards the SBA.

So, although as the trainer you do not assess for credits, you still have a big responsibility in the assessment process.

### **Responsibilities of the trainer:**

1. Contact the Assessment Agencies and find out their assessment requirements.
2. Decide which Assessment Agency you are going to use.
3. Obtain all the necessary documents and criteria from the Assessment Agency you have chosen.
4. Make sure you understand the procedures for assessment required by the Assessment Agency.
5. Register your learners with the assessment of your choice.
6. Make sure your learners are all at the right level for assessment at NQF Level 1. This means that learners must already have credits for ABET 3, or they should do a placement test for Communications with an assessment agency. A placement test will check what level of learning learners should enter into. A placement test is not an assessment for credits. If a placement test places a learner at entry level NQF Level 1 then they can do this course. If not, then they should rather do a course at the appropriate level for them.
7. Make arrangements or yourself to attend any assessment preparation sessions that the Assessment Agency may offer.
8. Familiarize yourself with the outcomes against which learners will be assessed.
9. Plan time for formative assessment and SBA. Note that this time forms part of the notional hours for the course.

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## SECTION TWO

### 1. Summative Assessment

Most of us have experienced summative assessment as a test or an exam at the end of a school year, or at the end of a short course. That is because summative means a comprehensive assessment of a collection of work. So an exam will test you on all the knowledge and skills that you have acquired over a period of time. Another way of looking at it is that summative assessment will be an assessment against a collection of Learning Outcomes identified in the Unit Standards.

#### Trainer's role in summative assessment

- Make sure learners are registered with an Assessment Agency. Do this early on in the course.
- Make sure learners are given copies of the relevant Unit Standards at the beginning of the course
- Make sure learners know and understand all the requirements for the Site-Based Assessment (if necessary) and external assessment
- Assist learners to prepare their portfolios for submission to the Assessment Agency if necessary.

### 2. Formative Assessment

You are probably aware that the current thinking on assessment places as much focus on what happens during the teaching and learning process, and the progress of the learners in that process, as on summative assessment. This is because we acknowledge that there is little point in assessing someone on something that they cannot do. So as teachers and trainers we have to monitor the progress of learners in the teaching and learning process to evaluate whether they are managing every step along the way. This is known as formative assessment because it is assessment that takes place while learners are developing their understanding of new ideas and new skills. For this reason formative assessment is an integral part of teaching and learning.

The activities in this course are opportunities for learners to think and do and reflect. They are in a logical order, so that at the end of a set of activities there is an activity which can be used as a way of checking whether new ideas and skills have been acquired, in other words, as formative assessment.

If learners manage these activities then they are obviously progressing well, and can continue with the learning process. If they do not manage the activities then they need some form of assistance to help them identify mistakes and learn from those mistakes.

#### Trainer's role in formative assessment

- Read this Assessment Guide and the Trainer's Guide carefully.
- Make sure learners are given copies of the relevant Unit Standards at the beginning of the course.
- Plan enough time for learners to do the activities, read, discuss and think about what they have done.

- Evaluate the activities that are suggested as portfolio work. Section Three of this Assessment Guide will give an example of how to do this effectively.
- Give learners feedback on the activities so that they can identify their mistakes.
- Give learners opportunities to re-do and re-think about the activities; or design new activities that will help the learners to learn from their mistakes.
- Observe the learners while they are working and discussing. This allows you to see if any learners are having difficulties and what the difficulties are. In this way you can help learners to identify and correct mistakes before they do work for their portfolios.
- Keep records of learners' progress through the course. This can be done by learners themselves, using the self-assessment checklists in the Manual. It is also important for you to keep progress records as you evaluate the portfolio activities and assignments. Section Three of this Assessment Guide will give you an example of how to do this effectively.

### 3. Compiling a portfolio

The Assessment Agency that you choose may require learners to submit a portfolio of work to be evaluated as part of the summative assessment. This portfolio may be in addition to a Site-Based Assessment and an external exam, or it may be instead of those. You will have to find out the requirements of the Agency that you choose, and help learners to follow those requirements. We believe that even if your Assessment Agency does not require a portfolio it can be a useful exercise for learners to do anyway. This is because it is a useful opportunity for learners to evaluate their work, and have their work evaluated by the trainer, and reflect on their own progress.

Remember that most learners will need guidance on how to compile a portfolio. We believe that is part of your training responsibility.

#### What is a portfolio?

A portfolio is a collection of work done over time that learners put into a file or a folder. If they give this portfolio to an Assessment Agency the agency will evaluate the work and, if the work is satisfactory, the portfolio will help to prove that learners are competent in NQF1 Communications.

#### What do your learners put into a portfolio?

In this course your learner's portfolio will contain:

- Activities that we have indicated as portfolio work.
- All learner assignments
- A learner's journal

Of course, it should all be the learners' own work, not someone else's. But it can be work that has been done in pairs or as a group. Each learner in the pair or group will put a copy into their own portfolio.

Learners should not be hesitant about putting work that has been corrected, or work that is a rough draft, into their portfolio. This is a way of showing the assessor that there is progress. Also, learners may feel that they can improve a piece of work that they have put into their portfolio. They can re-do the activity, and date it, and put the new version into the portfolio as well. They can choose to remove the first version or leave it in. The work that goes into the portfolio should include comments and feedback from you, the trainer.

Not all the activities are suitable for a portfolio. Many of the activities are meant to help the learners to learn. Usually the portfolio those that we have indicated with a 'portfolio work' icon, though there may be some others that you think are good to evaluate, give feedback on and encourage learners to put into their portfolios.

### **Trainer's role in the portfolio**

- Make sure that learners know which activities and assignments to put into their portfolios.
- Evaluate the portfolio work and give written and verbal feedback to the learners.
- Give learners an opportunity to correct any mistakes and make any improvements based on your feedback.
- Make sure the work is dated and signed before learners put it into their portfolio.
- Record your evaluation of the work. Make copies of these records and give them to learners to put into their portfolios.
- Check that there is sufficient evidence in the portfolio for an assessor to make a fair judgement.

If the portfolio is a requirement of the Assessment Agency then they will want to see evidence that all the outcomes in the relevant unit standards have been covered, otherwise it will be returned for learners to complete. That is why the last point above is crucial.

It is a good idea to make a copy of the portfolios before they are submitted, in case they get lost or damaged.

## **4. Assessing a journal**

You have seen that throughout this course we encourage learners to use a journal to reflect on their learning. This journal is not a personal diary, so it is not private. It is a place where learners can write down questions, worries, thoughts, feelings, tips and reminders about things they have learnt and ideas for working with children (application). The journal questions in the manual are focused to help learners to be clear in their thinking.

So, this journal is a useful thing for you, the trainer, and an assessor, to monitor the progress of learners and their learning. That is why you need to give yourself

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time to look through learners' journals and comment and give feedback to the learners on them.

The journal will help you and the learners to discover areas where they are not clear in their understanding, or where their understanding of a concept is inaccurate. But a journal will also be a record of things like feelings, for which there is no right and wrong. This means that when you look through learners' journals you are not really 'marking' them for assessment, but you are joining in a conversation that the learners have begun with themselves. So you need to continue the conversation, verbally or through written feedback in the journal, in a respectful way.

There is an example of a journal and journal feedback in Section Three.

When learners submit their journals in their portfolios they will submit them including all the comments and feedback that you have written in the journals too. Remind learners to make copies of their journals before they submit their portfolios.

## 5. Preparing for an exam

Remember that it is likely that the Assessment Agency you choose will require the learners to write an exam as part of their summative assessment. This is usually a three-hour exam, written under strict exam conditions.

Some people may have never written such a long exam. Other people may have written an exam like that many years ago. So it is possible that learners will be anxious about writing an exam. It will be of great benefit to spend some time preparing for the exam. You can do this in the following ways;

- Get old exam papers and go through them with learners. Be careful, though not to give them papers that are testing them on work that they cannot yet do. This will only demoralize them and scare them even more. It might be a good idea to wait until you are nearly at the end of the course before you do this. You can get past exam papers from the IEB.
- You can also use these exam papers to do a 'mock' or pretend exam. Set up the room as if it were an exam room, set aside enough time and ask the learner to do the exam. This will give them a sense of what it feels like to physically be in an exam situation.
- Give the learners exam tips like:
  - Read the questions carefully before you write.
  - ✓ Think before you write.
  - ✓ If you cannot answer a question try the next one. Don't waste time on something you know you cannot do. Come back to it later.
  - ✓ Read again what you have written if there is time.
  - ✓ Be confident!

# Fundamentals Assessment Guide

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## SECTION THREE

### 1. Example of evaluating activities in a unit for formative assessment

In this section we will take you through an example of how to do formative assessment in one unit, Unit Four. You will see how the activities work towards the outcomes for that unit, how to record your assessment, how to assess a journal, and how to give feedback on your assessment.

#### **Assessment Grid**

The Assessment Grid on the next page shows you how all the Specific Outcomes from all the Unit Standards are covered through the course.

To begin with, look at the Assessment Grid and identify the Unit Standards, Specific Outcomes and Assessment Criteria for Unit 4. SO stands for Specific Outcome and AC stands for Assessment Criteria.

Read the relevant Unit Standards and outcomes, either in your Trainer's Manual or in the formative assessment records at the end of the Assessment Guide. Make sure that you understand them well.

### ECD Fundamentals: Communications Unit Standard Grid

Unit Standard:	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<b>12462</b> Engage in a range of speaking and listening interactions for a variety of purposes	<b>S01:</b> AC1,2,3,4,5,6 <b>S03:</b> AC 3	<b>S05:</b> AC 1,2		<b>S01:</b> AC 1,2 <b>S02:</b> AC 5,6 <b>S03:</b> AC1,2,3,4,5 <b>S04:</b> AC 1,2,4,5 <b>S05:</b> AC 3,4,5 <b>S06:</b> AC 1	<b>S02:</b> AC1,2,3,4,6 <b>S03:</b> AC 2,5 <b>S04:</b> AC2,3,5,6 <b>S05:</b> AC 3 <b>S06:</b> AC1,2,3,4,5,6	<b>S03:</b> AC 3 <b>S04:</b> <b>S05:</b> <b>S06:</b>			<b>S05:</b> AC4,3
<b>119641</b> Identify and respond to selected literary texts		<b>S01:</b> AC1,2,3 <b>S02:</b> AC2,3,5 <b>S03:</b> AC1,2,3,4,5 <b>S04:</b> AC1,2,3,4	<b>S01:</b> AC1,2,3 <b>S02:</b> AC1,4,5 <b>S03:</b> AC1,2,3,4,5 <b>S04:</b> AC1,2,3,4						
<b>119631</b> Explore and use a variety of strategies to learn					<b>S03:</b> AC1,2,3,4,5,6				<b>S01:</b> AC1,2,3 <b>S04:</b> AC1,2,3,4,5 <b>S05:</b> AC1,2,3,4
<b>12469</b> Read and respond to a range of text types	<b>S01:</b> AC2,6 <b>S02:</b> AC1,2,3,5 <b>S03:</b> AC1,2	<b>S01:</b> AC1,2,3,4,6 <b>S02:</b> AC1,4,6 <b>S03:</b> AC1,2 <b>S04:</b> AC1,2,3,4 <b>S05:</b> AC1,2,3,4 <b>S06:</b> AC1,2,3,4,5		<b>S01:</b> AC1,3,4,7 <b>S02:</b> AC1,2,5,6 <b>S03:</b> AC2 <b>S04:</b> AC3,4,5,6,7 <b>S05:</b> AC4,5		<b>S01:</b> AC2,3,4,5 <b>S03:</b> AC2,3,5,6 <b>S04:</b> AC4 <b>S06:</b> AC3,5,6	<b>S01:</b> AC1,2,4,5 <b>S02:</b> AC1,3,5 <b>S03:</b> AC2,5,6 <b>S04:</b> AC4 <b>S06:</b> AC5	<b>S01:</b> AC2,4,5 <b>S02:</b> AC1,5,6 <b>S03:</b> AC2,5,6 <b>S04:</b> AC4	<b>S01:</b> AC1,2,3,4 <b>S02:</b> AC5,6 <b>S03:</b> AC1,2,3,4 <b>S04:</b> AC1,2,3,4,7 <b>S06:</b> AC4
<b>119636</b> Write/Sign for a variety of different purpose	<b>S01:</b> AC1,2,4 <b>S02:</b> AC1,2 <b>S03:</b> AC5 <b>S04:</b> AC1	<b>S01:</b> AC1,2,3 <b>S02:</b> AC1,2,3,4,5		<b>S01:</b> AC1,2,3 <b>S02:</b> AC1,2,4,6 <b>S03:</b> AC1,2,5,6 <b>S04:</b> AC2,3	<b>S01:</b> AC1,2,3,4 <b>S02:</b> AC1,2,4,6 <b>S03:</b> AC2,4,5 <b>S04:</b> AC3,4	<b>S01:</b> AC1,2,3,4 <b>S02:</b> AC1,2,4,6 <b>S03:</b> AC2,4,5 <b>S04:</b> AC2,3	<b>S01:</b> AC1,2,3 <b>S02:</b> AC1,2,4,6 <b>S03:</b> AC1,2,3,5 <b>S04:</b> AC2,3	<b>S01:</b> AC1,2,3,4 <b>S02:</b> AC1,2,4,5,6 <b>S03:</b> AC1,2,3,5 <b>S04:</b> AC2,3	<b>S01:</b> AC1,2,3,4,5,6 <b>S02:</b> AC1,2,3,4,5,6 <b>S03:</b> AC1,2,3,4,5,6 <b>S04:</b> AC1,2,3,4

## Unit Four: Writing in interesting ways - Parents participating in ECD

### In this Unit you will address the following:

#### Unit Standard 12462

- Speak and listen well
- Know who you are communicating with and why when you are speaking
- Use different ways to find meaning and structure in oral communication
- Show an understanding of different kinds of language use when speaking
- Use and respond to feelings, emotions and cultural and social ways of speaking
- Use and understand different acceptable customs and organization of speech

#### Unit Standard 12469

- Use different ways to read different things
- Judge why something was written, who it was written for, and what the circumstances might be
- Look for meaning and understand writing
- Question how language is used in writing
- Point out when feelings, emotions and cultural and social ways of speaking and writing are used and know how to respond when they are used

#### Unit Standard 119636

- Write things which show that you know who are writing for and why you are writing
- Use grammar (the way words are used in sentences) to arrange or structure what you write.
- Use accepted practice for structuring what you write
- Plan your writing, do a practice, check it and correct it.

*These are the outcomes that you will formatively assess in this unit. You will use one copy of the set of Formative Assessment Records per learner to record your assessment. There is a blank set of these at the back of this Assessment Guide. These records include the Assessment Criteria. The Assessment Criteria will help you to decide what to look for when you assess. Remember to write the learners' names on each of the records.*

## 1. Advertising

### Activity 1: Pictures

*This is a teaching activity.*

1. Under each picture write what emotions you have when you look at the picture.
2. Did the pictures attract your attention? Why?
3. Under each picture write what kind of advertisement you would use this picture for.

**Getting your attention with words****Activity 2: Words and emotions**

*This is a teaching activity.*

Think of the colour green. Now close your eyes. What do you think about when you hear the word 'green'?

1. Write down what the colour green makes you think about.
2. Write down what feelings you have when you think of those things.

**Activity 3: Emotive words**

*This is a teaching activity.*

1. Make a short list of some of the words that advertisers use to work on your feelings.
2. Look at the advertisement. Draw a circle around any emotive words that you can see.
3. Discuss which words you think are emotive and explain why.

**Activity 4: Advertising an ECD service**

*This is a teaching activity and a possible formative assessment activity. Look at how Ethel Mbangi, an imaginary learner, has completed this activity in her manual.*

Look at Mrs Maseko's flier carefully. Answer the questions.

1. Write down the sentence that shows that Mrs Maseko knows what parents need.

*Your child needs to be safe.*

2. What information does Mrs Maseko give about Bantwana Bami?

*There is a fence, the phone number.*

3. Write down some emotive words that Mrs Maseko uses.

*keeps danger out and happiness in.*

4. What feelings do you think these words will make parents feel?

*They will think their children are safe.*

*You can see that Ethel understands the meaning, and the reasons why Mrs Maseko wrote the flier. You can also see that the learner understands how emotions were used in this writing. So you can record the following on the learner's records.*

Learner's name: *Ethel Mbangi*

Unit Standard 12469: Read and respond to a range of text types	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Use different ways to read different things</b>			
• Find main message			
• Choose and use appropriate reading strategies (skimming, scanning, predicting, summarising etc.)			
• Infer meaning through context clues and word attack skills			
• Read for detail			
• Find specific information using basic referencing skills			
• Use relationships between parts of words, phrases and sentences to understand writing			
• Identify and explain text features (register, tone, mismatch between tone and content)			
• Translate into other language where helpful and appropriate			
<b>2. Judge why something was written, who it was written for, and what the circumstances might be</b>			
• Identify likely purpose of text and say why you think so		14/03/06	
• Identify likely intended audience		14/03/06	
• Identify likely source of text			
• Interpret text in the light of purpose, audience and source		14/03/06	
• Infer cultural and social context (eg. Political speech from political language, historical language etc.)			
<b>3. Look for meaning and understand writing</b>			
• Identify main message		14/03/06	
• Find, recall, paraphrase or summarize literal content			
• Use organization of text to extract meaning (into, sequence, examples, linking words, opinions etc.)			
• Identify examples and illustrations of meaning			
• Select information according to need			
• Categorize information to suit the purpose			
<b>4. Question how language is used in writing</b>			
• Identify writer's/signer's opinions and emotions			
• Support the above with evidence from text			
• Identify and distinguish fact, fiction and opinions			
• Make inferences from text (misleading or contradictory information, omission of necessary information, meaning not directly stated)			
• Give possible reasons for above			
• Identify manipulative, biased, and ideological language			
• Give and justify your own opinion on a text			
<b>5. Point out when feelings, emotions and cultural and social ways of speaking and writing are used and know how to respond when they are used</b>			
• Identify literary and stylistic devices			
• Discuss the effects of literary and stylistic devices			
• Identify and discuss emotive language		14/03/06	
• Identify and explore cultural and social values in a text			
• Identify and discuss attitudes expressed in a text towards languages			
<b>6. Understand the use of acceptable practices in text and how text is organized</b>			
• Identify type of text (factual, informal, formal factual persuasive narrative practice etc) and genre (poem, advertisement, article)			
• Identify format and its functions (CV, letter, report etc.)			
• Recognize layout features and their functions			
• Identify grammatical structures and use them to extract meaning (effect of tense on meaning, use of passive or active voice etc.)			
• Recognize and use structuring devices, (table of contents, graphs, titles, headings, sub-headings, captions, paragraphs, etc.)			

## 2. Essays

### Activity 5: Describe the work you do

*This is a formative assessment task. You know this because of the icon.*

*When the learners have finished writing their essays they will hand them to you to read, comment on, record achievements and give feedback. Plan in time for this.*

*Learners can re-do that activity based on the feedback that you give if they choose to. Their first and second versions can go into the portfolios.*

1. Look back at the cartoon on page 45 where Mrs Maseko finds out what parents want from an ECD centre. Read again the statements she wrote down in her notebook. Choose five that you are going to write about. Write an essay to describe an imaginary ECD centre. In the essay write about the five statements that you have chosen. Make sure that you give your reader some information and that you use some emotive words. You must use the following structure when you write your essay:
  - a. Introduction
  - b. One paragraph on each statement you have chosen above.
  - c. Conclusion
  - d. Ask one person to read your essay and give you feedback.
  - e. Edit your essay and re-write it if you need to.

*Look at what Ethel wrote for this activity.*

*In our ECD centre we give the children a good start in life. We know what the Education Department wants children to learn and we follow all those things, that is, good manners, looking after themselves, reading and writing, counting, colours and free play. When they have finished learning these things they are ready for Grade R or for Grade 1.*

*This is the feedback that her trainer gave her:*

*Ethel, you have written a clear paragraph explaining to parents what kind of education the ECD centre will offer their children. Read the instructions in the activity again, and try and complete the task that you have started. When you have finished I will read it and assess it so that you can put it into your portfolio.*

*and this is how her trainer filled in her formative assessment records:*

Learner's name: Ethel Mbangi

Unit Standard 119636: Write/Sign for a variety of different purposes	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Write things which show that you know who are writing for and why you are writing</b>			
• Use appropriate text type, format and conventions for specific purposes audiences and contexts			
• Select and present sufficient accurate and relevant content			
• Use register, tone, style and language appropriate to purpose, audience and context			
• Express and support own experience, knowledge and opinions			
<b>2. Use grammar (the way words are used in sentences) to arrange or structure what you write.</b>			
• Use common grammatical structures correctly			
• Use clear simple sentences			
• Use a variety of sentence lengths and types appropriately			
• Use punctuation and spelling conventions appropriately			
• Use grammatical link devices correctly to write sustained pieces			
• Use sentence structure and word order accurately			
<b>3. Use accepted practice for structuring what you write</b>			
• Structure and organize texts clearly, and arrange and sequence them logically	14/03/06		
• Use paragraphing conventions appropriately			
• Use links between sentences and paragraphs correctly			
• Support and illustrate arguments or positions			
• Use structuring devices (tables of contents, heading, numbering) appropriately			
• Use stylistic devices for specific effect (imagery, dialogue, manipulative or biased language)			
<b>4. Plan your writing, do a practice, check it and correct it.</b>			
• Show evidence of planning and drafting			
• Incorporate feedback			
• Revise, proof-read and correct writing			
• Produce and present final version appropriately			

### Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- What did you learn about pictures and emotive words in advertising?
- Write down one or two questions that you still have about emotive words.
- How will you use what you learned in your everyday life and work?
- Will you change your way of working with children because of what you have learned about emotive words and pictures? What will you change?

*You will not necessarily have time to look at every single journal entry that learners make. But whenever possible, ask to read learners' journals and give them feedback about what they have written. Remember you are not reading the journals to assess grammar and language, but rather to reflect on the process, and to try and identify areas where learners may need extra assistance.*

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Look at this entry that Ethel made in her journal, and then read the feedback that her trainer wrote:

I know that I did not read the instruction well for Activity 5 and that is why I did not have an introduction and a conclusion.

*It is good that you can identify your own mistakes, Ethel. Did you notice that when you tried again you did the activity well?*

### 3. Writing letters of invitation

#### Purpose of a letter

#### Activity 6: Writing a letter

*This is a teaching activity and an assessment activity.*

*Look at how Ethel completed the first part of the activity:*

1. Describe the tone that you think the writer is using in the letter.

*The tone is rude and harsh.*

2. Do you think that the tone is appropriate for the purpose of the letter? Why or why not?

*The tone is not good because it sounds as if the writer doesn't care and is rude. You cannot write like this if you want parents to attend a meeting. They will not come.*

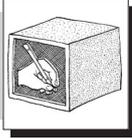
3. Do you think the committee member has included all the important information in the letter? Describe what he has left out.

*He does not tell parents when to come and where.*

*Ethel has understood the content of the letter. This confirms what you recorded for Activity 4. Ethel has also correctly identified an inappropriate tone in the letter, and identified missing information.*

Learner's name: Ethel Mbangi

Unit Standard 12469: Read and respond to a range of text types	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Use different ways to read different things</b>			
• Find main message			
• Choose and use appropriate reading strategies (skimming, scanning, predicting, summarising etc.)			
• Infer meaning through context clues and word attack skills			
• Read for detail			
• Find specific information using basic referencing skills			
• Use relationships between parts of words, phrases and sentences to understand writing			
• Identify and explain text features (register, tone, mismatch between tone and content)		14/03/06	
• Translate into other language where helpful and appropriate			
<b>2. Judge why something was written, who it was written for, and what the circumstances might be</b>			
• Identify likely purpose of text and say why you think so		14/03/06 15/03/06	
• Identify likely intended audience		14/03/06 15/03/06	
• Identify likely source of text			
• Interpret text in the light of purpose, audience and source		14/03/06 15/03/06	
• Infer cultural and social context (eg. Political speech from political language, historical language etc.)			
<b>3. Look for meaning and understand writing</b>			
• Identify main message		14/03/06 15/03/06	
• Find, recall, paraphrase or summarize literal content			
• Use organization of text to extract meaning (into, sequence, examples, linking words, opinions etc.)			
• Identify examples and illustrations of meaning			
• Select information according to need			
• Categorize information to suit the purpose			
<b>4. Question how language is used in writing</b>			
• Identify writer's/signer's opinions and emotions			
• Support the above with evidence from text			
• Identify and distinguish fact, fiction and opinions			
• Make inferences from text (misleading or contradictory information, omission of necessary information, meaning not directly stated)		14/03/06	
• Give possible reasons for above			
• Identify manipulative, biased, and ideological language		14/03/06	
• Give and justify your own opinion on a text			
<b>5. Point out when feelings, emotions and cultural and social ways of speaking and writing are used and know how to respond when they are used</b>			
• Identify literary and stylistic devices			
• Discuss the effects of literary and stylistic devices			
• Identify and discuss emotive language		14/03/06 15/03/06	
• Identify and explore cultural and social values in a text			
• Identify and discuss attitudes expressed in a text towards languages			
<b>6. Understand the use of acceptable practices in text and how text is organized</b>			
• Identify type of text (factual, informal, formal factual persuasive narrative practice etc) and genre (poem, advertisement, article)			
• Identify format and its functions (CV, letter, report etc.)			
• Recognize layout features and their functions			
• Identify grammatical structures and use them to extract meaning (effect of tense on meaning, use of passive or active voice etc.)			
• Recognize and use structuring devices, (table of contents, graphs, titles, headings, sub-headings, captions, paragraphs, etc.)			



*The second part of the activity is portfolio work.*

4. Re-write the letter using a tone that you think is more appropriate, and with all the necessary information to suit Mrs Maseko's purpose.
5. Swap your letter with a partner. Give each other feedback on the tone and the information in the letter.
6. Make changes to your letter if necessary.

*Look at the letter that Ethel wrote:*

1905 25th Avenue  
Alexandra  
Sandton  
6 July 2005

Dear parents

Please come to a parents meeting on 10 July 2005 at the school at 9am.

It will be a short meeting to discuss the menu at the school, and some ideas for fundraising.

Please let us know if you are coming so that we can provide tea and cakes for everybody.

Yours sincerely  
Mrs R Maseko  
(Principal)

*When Ethel had drafted her letter, edited it and re-written it, this is how her trainer completed her Formative Assessment Records:*

Learner's name: Ethel Mbangi

Unit Standard 119636: Write/Sign for a variety of different purposes	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Write things which show that you know who are writing for and why you are writing</b>			
• Use appropriate text type, format and conventions for specific purposes audiences and contexts		14/03/06	
• Select and present sufficient accurate and relevant content		14/03/06	
• Use register, tone, style and language appropriate to purpose, audience and context		14/03/06	
• Express and support own experience, knowledge and opinions			
<b>2. Use grammar (the way words are used in sentences) to arrange or structure what you write.</b>			
• Use common grammatical structures correctly			
• Use clear simple sentences			
• Use a variety of sentence lengths and types appropriately			
• Use punctuation and spelling conventions appropriately			
• Use grammatical link devices correctly to write sustained pieces			
• Use sentence structure and word order accurately			
<b>3. Use accepted practice for structuring what you write</b>			
• Structure and organize texts clearly, and arrange and sequence them logically	14/03/06	14/03/06	
• Use paragraphing conventions appropriately			
• Use links between sentences and paragraphs correctly			
• Support and illustrate arguments or positions			
• Use structuring devices (tables of contents, heading, numbering) appropriately			
• Use stylistic devices for specific effect (imagery, dialogue, manipulative or biased language)			
<b>4. Plan your writing, do a practice, check it and correct it.</b>			
• Show evidence of planning and drafting			
• Incorporate feedback		14/03/06	
• Revise, proof-read and correct writing			
• Produce and present final version appropriately			

*Look at her records for SO3. You can see how she has improved on her structure since she wrote her essay.*

*Thandi, on the other hand, wrote this letter for the same activity:*

Hello

Come to a parents meeting on 10 July 2005 at the school.

You can talk us for the late coming of them. Or by what way we can solve problems.

Please don't forget.

Bye  
Mrs R Maseko  
(Principal)

*She has used a more appropriate tone, but she has not included all the important information. You can also see that her grammar is not very good, and she has not used an acceptable format for a letter. But the activity did not specify grammar and format, so you will not assess those criteria at this stage.*

*This is how Thandi's trainer completed her Formative Assessment Records for the letter.*

**Learner's name:** Thandi Khumalo

<b>Unit Standard 119636:</b> Write/Sign for a variety of different purposes	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Write things which show that you know who are writing for and why you are writing</b>			
• Use appropriate text type, format and conventions for specific purposes audiences and contexts		14/03/06	
• Select and present sufficient accurate and relevant content		14/03/06	
• Use register, tone, style and language appropriate to purpose, audience and context		14/03/06	
• Express and support own experience, knowledge and opinions			
<b>2. Use grammar (the way words are used in sentences) to arrange or structure what you write.</b>			
• Use common grammatical structures correctly			
• Use clear simple sentences			
• Use a variety of sentence lengths and types appropriately			
• Use punctuation and spelling conventions appropriately			
• Use grammatical link devices correctly to write sustained pieces			
• Use sentence structure and word order accurately			
<b>3. Use accepted practice for structuring what you write</b>			
• Structure and organize texts clearly, and arrange and sequence them logically			
• Use paragraphing conventions appropriately			
• Use links between sentences and paragraphs correctly			
• Support and illustrate arguments or positions			
• Use structuring devices (tables of contents, heading, numbering) appropriately			
• Use stylistic devices for specific effect (imagery, dialogue, manipulative or biased language)			
<b>4. Plan your writing, do a practice, check it and correct it.</b>			
• Show evidence of planning and drafting			
• Incorporate feedback			
• Revise, proof-read and correct writing			
• Produce and present final version appropriately			

### Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- a. What did you learn about purpose and tone in writing?
- b. Write down one or two questions that you still have about tone or purpose.
- c. How will you use what you learned in your everyday life and work?
- d. Will you change your way of working with children because of what you have learned about emotive words and pictures? What will you change?

*Thandi wrote this in her journal at the end of the session:*

*I think the things I did write is not very good. I don't feel so happy about it. Maybe it is wrong the way I think.*

*This is the conversation that her trainer had with Thandi after she had read her journal entry:*

*Thandi, I can see that you are not very happy with the work that you did for the letter-writing activity.*

*Yes, because I did not do it right.*

*I think that you could see that it was a rude letter, and you wrote a letter that was not rude.*

*Yes, but other things is not good.*

*You are right. You need to improve your grammar and the format of the letter. There will be other opportunities for you to do that later in the course. If you like I can help you with some of the mistakes you made and then we can look at it again when you write another letter.*

*Yes, that is good. I will keep trying.*

#### **4. Reading between the lines**

##### **Activity 7: Reading a Dialogue**

*Activity 7 and Activity 8 are both teaching activities building up to the debate in Activity 10.*

#### **5. Having a debate**

##### **Activity 8: Graduation in ECD Centres: your opinion**

*In the group discussion and reflections you can do an informal check that all the learners are on the right track before they go on to Activity 9.*

*To do this you will use your powers of observation and your facilitation skills.*

##### **Activity 9: Prepare for a debate**

*This is a formative assessment activity which will assess giving opinions, structure, feeling and emotions in writing, content and knowing your audience. This is all preparation for Activity 10.*

1. You have not read the rest of the article. Imagine you are the writer and you are going to continue the article, by giving the other side of the argument. You will continue the next paragraph by saying "On the other hand, many people feel strongly that going straight for English is better in South Africa. This is called the 'straight for English' model." Finish the article by writing a paragraph where you give your own opinion about which approach is the best.

*This is the paragraph that Ethel wrote to finish the article:*

*On the other hand, many people feel strongly that going straight for English is better in South Africa. This is called the 'straight for English' model. With this model the children are not allowed to use their home language, they have to speak English all the time. If children use this model I think they will have problems because they cannot think about things if they cannot use their home language, and then they will not be able to learn anything, even English. So I don't think it is good to use the 'straight to English' model.*

*Ethel continued the paragraph nicely, and gave clear opinions about which model she prefers. Even though this was not a speaking activity her trainer still assessed her against some of the 'Speaking and Listening' outcomes that she thought were appropriate because this is preparation for a speaking and listening task in Activity 10.*

*So this is how Ethel's trainer completed her Formative Assessment Records after she read Ethel's paragraph.*

**Learner's name:** Thandi Khumalo

<b>Unit Standard 119636:</b> Write/Sign for a variety of different purposes	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Write things which show that you know who are writing for and why you are writing</b>			
• Use appropriate text type, format and conventions for specific purposes audiences and contexts		14/03/06	
• Select and present sufficient accurate and relevant content.		14/03/06	
• Use register, tone, style and language appropriate to purpose, audience and context		14/03/06	
• Express and support own experience, knowledge and opinions		14/03/06	
<b>2. Use grammar (the way words are used in sentences) to arrange or structure what you write.</b>			
• Use common grammatical structures correctly			
• Use clear simple sentences			
• Use a variety of sentence lengths and types appropriately			
• Use punctuation and spelling conventions appropriately			
• Use grammatical link devices correctly to write sustained pieces			
• Use sentence structure and word order accurately			
<b>3. Use accepted practice for structuring what you write</b>			
• Structure and organize texts clearly, and arrange and sequence them logically	14/03/06	14/03/06	
• Use paragraphing conventions appropriately			
• Use links between sentences and paragraphs correctly			
• Support and illustrate arguments or positions			
• Use structuring devices (tables of contents, heading, numbering) appropriately			
• Use stylistic devices for specific effect (imagery, dialogue, manipulative or biased language)			
<b>4. Plan your writing, do a practice, check it and correct it.</b>			
• Show evidence of planning and drafting			
• Incorporate feedback		14/03/06	
• Revise, proof-read and correct writing			
• Produce and present final version appropriately			

**Activity 10: A debate**

*This is an assessment activity linked to Activity 9 because the learners will be speaking what they wrote.*

1. Find a partner. One of you will argue for 'additive bilingualism' and the other will argue for the 'straight to English' model.
2. Present your arguments to a group of teachers.

*During this activity you will observe how the learners present their arguments, how they speak what they have written, and complete the Formative Assessment Records for the appropriate outcomes which are:*

Learner's name: Ethel Mbangi

<b>Unit Standard 12462:</b> Read and respond to a range of text types		Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>				
<b>1. Speak and listen well</b>				
→	• Understand the main message in oral communication			
→	• Get message across when speaking			
→	• Interpret speech features (register, tone, body language, tempo, volume, stress)			
→	• Use speech features (register, tone, body language, tempo, volume, stress)			
→	• Check to see that your main message was heard			
→	• Use translations when needed			
<b>2. Know who you are communicating with and why when you are speaking</b>				
	• Identify purpose of oral communication			
	• Identify likely audience of oral communication			
	• Identify likely source of oral communication			
	• Describe features of context (presentation, speech, group)			
	• Explain how the purpose, audience, context and source influence communication			
→	• Present information, spoken text, appropriate for purpose, audience and context			
<b>3. Use different ways to find meaning and structure in oral communication</b>				
	• Identify the main ideas or messages			
	• Communicate main ideas orally			
	• Recall, paraphrase or summarise literal content			
	• Understand organising principles in meaningful spoken text (eg opening, conclusion, examples, sequence etc.) and to extract meaning			
	• Use organising principles to produce meaningful spoken text (eg opening, conclusion, examples, sequence etc.) and to extract meaning			
<b>4. Show an understanding of different kinds of language use when speaking</b>				
	• Identify speaker's opinions and emotions and respond appropriately			
	• Identify and distinguish fact, fiction and opinion			
	• Make inferences from what you hear			
	• Explain possible reasons for misleading information or information that has been left out.			
	• Identify manipulative, biased, ideological language			
→	• Use emotive strategies in speech			
→	• Give own opinion and justify it.			
<b>5. Use and respond to feelings, emotions and cultural and social ways of speaking</b>				
	• Identify and use literary and stylistic devices (symbolism, rhyme, rhythm, etc.)			
	• Discuss effects of literary and stylistic devices			
→	• Use and recognize emotive language			
	• Identify and explore cultural and social values in speech			
→	• Identify and discuss attitudes expressed in speech towards languages			
<b>6. Use and understand different acceptable customs and organization of speech</b>				
	• Identify type of interaction			
→	• Produce oral text			
	• Identify grammatical structures and sentence construction			
	• Use grammatical structures and sentence construction to extract and convey meaning			
	• Use relevant and appropriate vocabulary			
	• Talk about why you used conventions and structure in speech			

**Self-assessment Checklist**

*When learners have done their self-assessment you can have a discussion with them about whether you agree or disagree with their assessment. Some learners may think they are doing well, but you know that there are difficulties. It is not in their interests to carry on thinking that they are managing when actually they are not, but be sensitive. You can use this as a time to offer some extra assistance.*

*Of course, there may also be learners who feel they are not doing well, and may need encouragement from you. You can point out those areas where they are managing, and offer to help with other areas where they may need help.*

**Activity 11: What should we do to involve parents?**

*This is an activity which gives you an opportunity to assess the reading skills that some learners may not yet have managed. For learners who have already achieved these there is no need to re-assess them.*

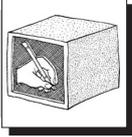
*You can see from Ethel's records that she has already achieved them, but this does not mean that she should not do the activity. There are two good reasons why she should do the activity. The first is that she can always learn something new from extra practice, and the second is that she can help to teach what she has learned.*

**Self-assessment Checklist**

*Remember to keep your conversation sensitive, but honest.*

*Remind learners that there are plenty of other opportunities to improve, and that you will assist them where necessary.*

*Remind learners to put copies of their self-assessment records into their portfolios.*

**Assignment 1:**

1. Choose one child that you work with. Observe that child for 15 minutes every day for one week. Write down what you think is important for her or his parents to know.
2. First draw up an observation checklist. Decide on what are the most important things you are going to look out for this week. (You can't look out for everything)
3. Put these things as headings on a blank form and leave enough space to fill in your observations.
4. You do not need to write in full sentences or paragraphs. Point form is fine.
5. Do this assignment on a separate paper and put it into your portfolio. Take the child's name off the observation checklist before you do this.

*We are recommending that these assignments all form part of the learners' Site-Based Assessment. You must make sure that you get all the requirements and criteria for this SBA from your Assessment Agency. When you have the criteria you can use them to assess the assignments and give feedback on them.*

# FUNDAMENTALS COMMUNICATIONS:

## Formative Assessment Records

Learner's name:

<b>Unit Standard 12462:</b> Engage in a range of speaking and listening interactions for a variety of different purposes.	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Speak and listen well</b>			
• Understand the main message in oral communication			
• Get message across when speaking			
• Interpret speech features (register, tone, body language, tempo, volume, stress)			
• Use speech features (register, tone, body language, tempo, volume, stress)			
• Check to see that your main message was heard			
• Use translations when needed			
<b>2. Know who you are communicating with and why when you are speaking</b>			
• Identify purpose of oral communication			
• Identify likely audience of oral communication			
• Identify likely source of oral communication			
• Describe features of context (presentation, speech, group)			
• Explain how the purpose, audience, context and source influence communication			
• Present information, spoken text, appropriate for purpose, audience and context			
<b>3. Use different ways to find meaning and structure in oral communication</b>			
• Identify the main ideas or messages			
• Communicate main ideas orally			
• Recall, paraphrase or summarise literal content			
• Understand organising principles in meaningful spoken text (eg opening, conclusion, examples, sequence etc.) and to extract meaning			
• Use organising principles to produce meaningful spoken text (eg opening, conclusion, examples, sequence etc.) and to extract meaning			
<b>4. Show an understanding of different kinds of language use when speaking</b>			
• Identify speaker's opinions and emotions and respond appropriately			
• Identify and distinguish fact, fiction and opinion			
• Make inferences from what you hear			
• Explain possible reasons for misleading information or information that has been left out.			
• Identify manipulative, biased, ideological language			
• Use emotive strategies in speech			
• Give own opinion and justify it.			
<b>5. Use and respond to feelings, emotions and cultural and social ways of speaking</b>			
• Identify and use literary and stylistic devices (symbolism, rhyme, rhythm, etc.)			
• Discuss effects of literary and stylistic devices			
• Use and recognize emotive language			
• Identify and explore cultural and social values in speech			
• Identify and discuss attitudes expressed in speech towards languages			
<b>6. Use and understand different acceptable customs and organization of speech</b>			
• Identify type of interaction			
• Produce oral text			
• Identify grammatical structures and sentence construction			
• Use grammatical structures and sentence construction to extract and convey meaning			
• Use relevant and appropriate vocabulary			
• Talk about why you used conventions and structure in speech			

Learner's name:

Unit Standard 119641: Identify and respond to selected literary texts	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Explain what a literary text is</b>			
• Describe a literary text			
• Compare literary and non-literary texts			
• Give examples of literary texts			
<b>2. Tell what makes different types of writing different</b>			
• List main features, conventions and devices of poetry, novels, short stories, drama			
• Compare the above using these features			
<b>3. Use different ways to help yourself to understand different kinds of writing</b>			
• Use listening/reading/viewing strategies to find meaning			
• Understand literal meaning of language			
• Understand implied meaning			
• Use literary features to find meaning			
• Identify information, ideas, opinions and themes			
<b>4. Comment on a certain piece of writing</b>			
• Give own response to literary text			
• Compare own and others' responses			
• Relate response to own life where applicable			
• Support responses using text			

**Learner's name:**

<b>Unit Standard 119631:</b> Explore and use a variety of strategies to learn	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Use language for learning</b>			
<ul style="list-style-type: none"> <li>Translate concepts into a language you understand</li> <li>Apply terms such as analyse, discuss, describe, compare</li> <li>Distinguish different language styles in different learning areas</li> </ul>			
<b>2. Take responsibility for own learning and make choices about learning</b>			
<ul style="list-style-type: none"> <li>Commit to the learning process</li> <li>Organize own learning materials well</li> <li>Choose a learning task from a set of alternatives (essay, research etc.)</li> <li>Complete learning tasks within appropriate time frames</li> <li>Complete self-assessment tasks</li> <li>Use personal and time-management skills to plan and monitor own learning</li> <li>Select learning and career options with guidance from the facilitator</li> </ul>			
<b>3. Point out different ways of learning and know when to use them</b>			
<ul style="list-style-type: none"> <li>Identify appropriate learning strategies such as asking questions, mind maps, skimming, summarizing, scanning, reading pictures, memorizing etc.</li> <li>Select and use appropriate learning strategies.</li> <li>Use self-assessment strategies effectively</li> <li>Acknowledge evaluate and use feedback from others to revise and improve work.</li> <li>Plan, draft, edit and revise.</li> <li>Find information using basic referencing skills (numbering, index, contents page etc.)</li> </ul>			
<b>4. Know where and how to find and use information</b>			
<ul style="list-style-type: none"> <li>Identify the need for information</li> <li>Identify and access appropriate sources of information</li> <li>Select additional relevant information</li> <li>Categorize classify and arrange information according to the task</li> <li>Present information in a clear and accessible way</li> </ul>			
<b>5. Use information well in order to learn more</b>			
<ul style="list-style-type: none"> <li>Obtain information from a variety of sources (library, resource centre, workplace, internet, other learners)</li> <li>Use relevant reference materials appropriately (dictionary, encyclopedia, film, journals, atlases)</li> <li>Acknowledge evidence from other sources</li> <li>Select additional relevant information</li> </ul>			

Learner's name:

Unit Standard 12469: Read and respond to a range of text types	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Use different ways to read different things</b>			
<ul style="list-style-type: none"> <li>• Find main message</li> </ul>			
<ul style="list-style-type: none"> <li>• Choose and use appropriate reading strategies (skimming, scanning, predicting, summarising etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Infer meaning through context clues and word attack skills</li> </ul>			
<ul style="list-style-type: none"> <li>• Read for detail</li> </ul>			
<ul style="list-style-type: none"> <li>• Find specific information using basic referencing skills</li> </ul>			
<ul style="list-style-type: none"> <li>• Use relationships between parts of words, phrases and sentences to understand writing</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify and explain text features (register, tone, mismatch between tone and content)</li> </ul>			
<ul style="list-style-type: none"> <li>• Translate into other language where helpful and appropriate</li> </ul>			
<b>2. Judge why something was written, who it was written for, and what the circumstances might be</b>			
<ul style="list-style-type: none"> <li>• Identify likely purpose of text and say why you think so</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify likely intended audience</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify likely source of text</li> </ul>			
<ul style="list-style-type: none"> <li>• Interpret text in the light of purpose, audience and source</li> </ul>			
<ul style="list-style-type: none"> <li>• Infer cultural and social context (eg. Political speech from political language, historical language etc.)</li> </ul>			
<b>3. Look for meaning and understand writing</b>			
<ul style="list-style-type: none"> <li>• Identify main message</li> </ul>			
<ul style="list-style-type: none"> <li>• Find, recall, paraphrase or summarize literal content</li> </ul>			
<ul style="list-style-type: none"> <li>• Use organization of text to extract meaning (into, sequence, examples, linking words, opinions etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify examples and illustrations of meaning</li> </ul>			
<ul style="list-style-type: none"> <li>• Select information according to need</li> </ul>			
<ul style="list-style-type: none"> <li>• Categorize information to suit the purpose</li> </ul>			
<b>4. Question how language is used in writing</b>			
<ul style="list-style-type: none"> <li>• Identify writer's/signer's opinions and emotions</li> </ul>			
<ul style="list-style-type: none"> <li>• Support the above with evidence from text</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify and distinguish fact, fiction and opinions</li> </ul>			
<ul style="list-style-type: none"> <li>• Make inferences from text (misleading or contradictory information, omission of necessary information, meaning not directly stated)</li> </ul>			
<ul style="list-style-type: none"> <li>• Give possible reasons for above</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify manipulative, biased, and ideological language</li> </ul>			
<ul style="list-style-type: none"> <li>• Give and justify your own opinion on a text</li> </ul>			
<b>5. Point out when feelings, emotions and cultural and social ways of speaking and writing are used and know how to respond when they are used</b>			
<ul style="list-style-type: none"> <li>• Identify literary and stylistic devices</li> </ul>			
<ul style="list-style-type: none"> <li>• Discuss the effects of literary and stylistic devices</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify and discuss emotive language</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify and explore cultural and social values in a text</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify and discuss attitudes expressed in a text towards languages</li> </ul>			
<b>6. Understand the use of acceptable practices in text and how text is organized</b>			
<ul style="list-style-type: none"> <li>• Identify type of text (factual, informal, formal factual persuasive narrative practice etc) and genre (poem, advertisement, article)</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify format and its functions (CV, letter, report etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Recognize layout features and their functions</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify grammatical structures and use them to extract meaning (effect of tense on meaning, use of passive or active voice etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Recognize and use structuring devices, (table of contents, graphs, titles, headings, sub-headings, captions, paragraphs, etc.)</li> </ul>			

**Learner's name:**

<b>Unit Standard 119636:</b> Write/Sign for a variety of different purposes	Needs Improvement	Achieved	Achieved Well
<b>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</b>			
<b>1. Write things which show that you know who are writing for and why you are writing</b>			
<ul style="list-style-type: none"> <li>Use appropriate text type, format and conventions for specific purposes audiences and contexts.</li> <li>Select and present sufficient accurate and relevant content.</li> <li>Use register, tone, style and language appropriate to purpose, audience and context</li> <li>Express and support own experience, knowledge and opinions</li> </ul>			
<b>2. Use grammar (the way words are used in sentences) to arrange or structure what you write.</b>			
<ul style="list-style-type: none"> <li>Use common grammatical structures correctly</li> <li>Use clear simple sentences</li> <li>Use a variety of sentence lengths and types appropriately</li> <li>Use punctuation and spelling conventions appropriately</li> <li>Use grammatical link devices correctly to write sustained pieces</li> <li>Use sentence structure and word order accurately</li> </ul>			
<b>3. Use accepted practice for structuring what you write</b>			
<ul style="list-style-type: none"> <li>Structure and organize texts clearly, and arrange and sequence them logically</li> <li>Use paragraphing conventions appropriately</li> <li>Use links between sentences and paragraphs correctly</li> <li>Support and illustrate arguments or positions</li> <li>Use structuring devices (tables of contents, heading, numbering) appropriately</li> <li>Use stylistic devices for specific effect (imagery, dialogue, manipulative or biased language)</li> </ul>			
<b>4. Plan your writing, do a practice, check it and correct it.</b>			
<ul style="list-style-type: none"> <li>Show evidence of planning and drafting</li> <li>Incorporate feedback</li> <li>Revise, proof-read and correct writing</li> <li>Produce and present final version appropriately</li> </ul>			

