



NQF Level: 4 US No: 8976

Assessment Guide

Primary Agriculture

Communication skills



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: Write for a wide range of contexts
US No: 8976 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.

1 SO 1

Instructions to learner:
Class activity

Learner Guide: Page 12 Facilitator Guide: Page 12

Use written text of a passage that you created and evaluate the level of organising against the provided checklist.

Identify where you can improve on the presentation of the information in terms of logic, coherence and emphasis and redo the text to meet these requirements.

CRITERIA	YES	ALMOST	NO
The purpose of the communication is clearly stated?			
Are the needs of the audience clearly analysed?			
Is the format selected suitable?			
Is the main idea and supporting points forming an effective topic outline?			
Is information contained in the document organised in an effective way supporting coherence?			
Is the introduction grabbing attention of the audience?			
Is the closure an effective summary and call for action?			
Can I clearly identify unity, coherence and emphasis in the documentation?			
Do I refer to sources if research was required?			

Model Answer(s):

- It is expected of the learner to execute self-assessment in order to evaluate written text. In this instance any formal or written communication produced by the learner within the context of the learning programme can serve as the object of the evaluation. The purpose of the activity is to establish a framework for the application of evaluation in terms of all produced written communication.
- It is expected that the learner identifies own areas of weakness and then rectify the document successfully.

My Notes ...

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SO 1

Instructions to learner:
Class activity

Learner Guide: Page 19 Facilitator Guide: Page 12

Use written text of a passage that you created and evaluate the document against the provided checklist.

Identify where you can improve on the document and then redo the written material to meet the criteria requirements.

CRITERIA	YES	ALMOST	NO
Is the right level of formality selected?			
Is the personal or impersonal style used correct for the audience or receiver?			
Is active rather than passive style used in the message?			
Is the information concise?			
Is the information clear?			
Is the tone used appropriate for the audience of recipient?			
Are elements of jargon avoided?			
Is emotional terms and opinion avoided?			
Is the selected layout appropriate for the type of communication?			

Model Answer(s):

- It is expected of the learner to execute self-assessment in order to evaluate written text. In this instance any formal or written communication produced by the learner within the context of the learning programme can serve as the object of the evaluation. The purpose of the activity is to establish a framework for the application of evaluation in terms of all produced written communication.
- It is expected that the learner identifies own areas of weakness and then rectify the document successfully.

My Notes ...

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3

SO 2

Instructions to learner:

Class activity

Learner Guide: Page 23 Facilitator Guide: Page 15

Punctuate the following passage, inserting capital letters where necessary.

Use such paragraphs as you consider will improve understanding and style.

your investments are your security they will protect you against the unexpected but how can you protect your investments against inflation investment risks taxation or a sudden temptation to spend if you seriously want to start saving try this way you undertake to save a certain amount each and every month we help you decide what you can afford it may be as little as r10 per month or it may be 10% of your salary we accelerate your money growth by contributing a high dividend the dividends are tax free and are added to your savings each year so whether you want to save for a set of golf clubs a new car or for a rainy day start subscription shares now your minimum commitment is for 36 months and the maximum is for 25 years on maturity at the end of the chosen period you can choose to withdraw your funds continue subscribing or receive dividends on the paid up value

Model Answer(s):

Your investments are your security. They will protect you against the unexpected. But how can you protect your investments against inflation, investment risks, taxation or a sudden temptation to spend?

If you seriously want to start saving, try this way: you undertake to save a certain amount, each and every month. We help you decide what you can afford. It may be as little as R10 per month or it may be 10% of your salary.

We accelerate your money growth by contributing a high dividend. The dividends are tax-free and are added to your savings each year. So, whether you want to save for a set of golf clubs, a new car or for a rainy day, start subscription shares now. Your minimum commitment is for 36 months and the maximum is for 25 years.

On maturity, at the end of the chosen period, you can choose to withdraw your funds, continue subscribing or receive dividends on the paid-up value.

4

SO 2

Instructions to learner:
Class activity

Learner Guide: Page 24 Facilitator Guide: Page 15

Use written text of a passage that you created and evaluate the readability of the document against the provided checklist. Identify where you can improve on the document and then redo the written material to meet the criteria requirements.

CRITERIA	YES	ALMOST	NO
Is the document well organised, and are messages coherent with effective emphasis on the main and supporting topics?			
Are sentences and paragraphs linked by the use of appropriate linking words?			
Is there good transition between paragraphs?			
Is writing in a clear simple style and is the selected vocabulary suitable to the purpose and audience?			
Is difficult ideas explained and abstraction avoided?			
Are sentences generally short and where longer, is punctuation used to assist the reader?			
Are lists used where appropriate?			
Are headings, sub-sections and multiple numbering systems used in longer documents?			
Is an attractive typeface selected and white space used to enable easy reading?			
Is the quality of paper used appropriate for the purpose and audience?			
Is there a cover with a well set out title page for longer documents?			
Are graphics if used integrated well with the document?			

Model Answer(s):

- It is expected of the learner to execute self-assessment in order to evaluate the readability of written text. In this instance any formal or written communication produced by the learner within the context of the learning programme can serve as the object of the evaluation. The purpose of the activity is to establish a framework for the application of evaluation in terms of all produced written communication.
- It is expected that the learner identifies own areas of weakness and then rectify the document successfully.

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:	8976	NQF Level:	4
Learner Name:			

Questions	Model Answers
<p>1. Name the four types of audiences and explain how an audience is defined.</p>	<p>The response from the learner should include the correct categories with an explanation on the relevant factors to be considered in the defining of the audience. The following thus serves as a guideline. Categories:</p> <ul style="list-style-type: none"> • Lay audience • Expert audience • Technical audience • Mixed audience. <p>Factors to take into consideration when defining the audience:</p> <ul style="list-style-type: none"> • Size • Age • Gender • Level of education • Cultural background • Intelligence level • Language • Occupation • Status in the business or community
	<ul style="list-style-type: none"> • Knowledge of the subject • Attitude to the subject • Attitude towards the communicator / presenter / writer <p>Objectives of the audience after receiving the message.</p>

<p>2. Explain how the purpose of communication is determined.</p>	<p>It is expected that the learner identify a variety of purposes, which will influence the style, format, and tone of intended communication as per the identified audience.</p> <p>The purposes could include any or even a combination of the following:</p> <ul style="list-style-type: none"> • Describing a process • Explaining a concept • Instruction • Recording of results • Evaluate results and recommend action • Generate goodwill • Persuasion • Proposing action, project, idea • Selling a product, concept or idea • Informing • Rejection of a proposal
<p>3. Write an essay explaining the planning process concluded for writing for a wide range of contexts.</p>	<p>The purpose of the item is the reflection of the planning process whilst applying effective planning, writing skills, vocabulary and punctuation in the preparation and drafting of the essay.</p> <p>In this instance, not only the knowledge required is assessed, the application writing skills are incorporated in the assessment and should form part of the assessment and feedback to the learner.</p> <p>The following items should be addressed in terms of the knowledge component:</p> <p>The receiver or audience requires to understand the topic and purpose of communication whether received orally or in writing. Effective transfer of information in communication requires planning and the gathering of relevant information after which information is organised to plan the communication.</p> <p>Information gathering Executed to ensure relevance and adequate facts in the message. This may or may not involve research. Where research is used, sources should be recorded according to the correct methodology.</p> <p>Organising the information Once information has been gathered it has to be organised to ensure that the final written product or message where the theme or focus is consistent, each component or stage flows into the next and it is clear which part of the message or theme is emphasised.</p> <p>Organising of information can be approached in different ways. The following serves as possibilities:</p> <ul style="list-style-type: none"> • Organise information in time order – past to present • Familiar to unfamiliar • Simple to complex • General to particular, or particular to general • Comparisons • Problem to solution • Cause to result. <p>Information needs to be presented in a logical sequence. This is achieved through the introduction of headings and the clustering of information appropriately in terms of supporting information.</p>

	<p>Sentences and paragraphs should flow logically through the use of certain words to enable coherence. These could include: In addition to a logical and coherent presentation the necessary emphasis is required. This is achieved by:</p> <ul style="list-style-type: none"> • Using the beginnings and ends of messages to state or summarise key points • Using topic sentences in paragraphs to state main ideas • Repeating key points or main ideas • Avoiding irrelevant points that takes the attention away from the main focus • Conjunctions such as "however", "but", "if" and "because" Key nouns that is repeated at various stages of the messag. • Numbering – "firstly", "secondly", "finally" • Sentences such as "These are not the only concerns, we need to also consider...."
<p>4. Explain the importance of using correct vocabulary in writing.</p>	<p>The correct choice of vocabulary should suit both the audience / receiver and the purpose of the communication. Vocabulary is more than just the use of words. Words obtain meaning through use and agreement of what they mean and the effective choice of vocabulary therefore requires ensuring that both the sender and receiver of a message share the same meanings for a word. The selection of vocabulary when planning a message includes:</p> <ul style="list-style-type: none"> • Making sure that both the sender and recipient share the same meanings for words. • Technical terms are defined • Simple words are used • Fact and opinion is clearly distinguished. • Emotional words are used with care • Words pre-judging a situation is avoided • Jargon is avoided • Level of formality is appropriate
<p>5. Explain what is meant with Style of writing and identify and discuss aspects influencing style</p>	<p>Style in communication can be defined in terms of the level of formality that was used to convey the intended message. It is the way in which words are selected and strung together for a range of purposes and audiences – it is therefore the way in which we write or speak. Style and tone is closely linked – as the style and in particular the selected vocabulary that we use influences and determine the tone of the message. Tone is the attitude of the sender of the message towards the audience or receiver. Style is defined in terms of formality and whether the communication is:</p> <ul style="list-style-type: none"> • Personal or impersonal • Active or passive • Concise or wordy • Clear or ambiguous • Concrete or abstract

	<p>Formality can range between:</p> <ul style="list-style-type: none"> • High formal • Formal • Consultative • Casual • Intimate
<p>6. Explain what is meant with readability and provide the factors impacting on the readability of written text.</p>	<p>Readability incorporates all the elements in a text that assists the receiver or reader to understand the text and thus reflects on the degree of successful interpretation of the written message. Readability can be defined as the relevant ease with which written material can be read whilst the intended message is conveyed effectively.</p> <p>Techniques used to ensure readability include:</p> <ul style="list-style-type: none"> • Providing summaries in the beginning of documents such as reports • Presenting well-organised, coherent messages with the right emphasis. • Providing good linking words in paragraphs • Ensuring good transitions between paragraphs • Writing in a clear, simple style • Choosing a suitable vocabulary • Explaining difficult ideas by providing examples • Keeping the number of syllables per word as low as possible • Avoiding abstraction as far as possible • Writing short sentences • Use punctuation to assist the reader • Write short paragraphs • Use lists where appropriate • Underlining where appropriate • Using headings • Use a multiple decimal numbering system • Identify sub-sections • Choose an attractive typeface • Using white space • Reducing eye span by presenting message in columns or by increasing margin sizes • Using colour where relevant • Choosing appropriate quality paper. • Providing an attractive cover in longer messages such as reports. • Setting out the title page well • Integrating and using graphics effectively in documentation.

7. Define editing and explain how editing takes place in terms of lay-out, spelling, punctuation, sentences and paragraphs and readability.

Editing is the evaluation and addressing or correcting of written material to ensure that it meets the necessary standards and requirements prior to final presentation to the audience. The following five areas are considered when editing written information:

Lay-out

Layout refers to the correct and suitable format of presentation for a specific piece of written information. There is an acceptable and standardised manner in which items such as letters, reports, research reports, agendas, minutes of meetings and other documentation is prepared.

Spelling

Spelling should be correct as it impact both on meaning and readability as well as the professional appearance of written communication.

Punctuation

Any written passage must contain punctuation marks, so that the reader knows when a sentence has ended, when to pause and when a particular point is being emphasised.

The following punctuation should be considered in written text:

- The capital letter
- The full stop
- The comma
- **The semicolon (;)**
- **The colon (:)**
- **The exclamation mark (!)**
- The question mark (?)
- Quotation marks or inverted commas (" ")
- The apostrophe (')
- The hyphen (-)

Sentences and paragraphs

Sentence and paragraph structures should meet the following criteria:

- Sentences should not be overly long
- Sentences used together in a paragraph should all deal with the same topic.
- Paragraphs should have a clearly identifiable topic sentence.
- Paragraphs and sentences should follow each other in a logical way.
- Where support topics are used, it should still be linked to the main topic in a clear and logical manner.

Readability

- Readability incorporates all the elements in a text that assists the receiver or reader to understand the text and thus reflects on the degree of successful interpretation of the written message.

8. Select two types of written text and discuss the format and layout requirements of these forms of communication.

It is required that the learner can identify the relevant layout and format requirements from a technical perspective in order to edit effectively.

The following can be handled, although the format of any written text can be described.

Format of a report

- i. Title page
- ii. Acknowledgments
- iii. Terms of reference (the instruction received)
- iv. Summary
- v. Table of contents
- vi. List of illustrations
- vii. Glossary
- viii. Body of the report
 - a. Introduction
 - b. Procedure for gathering of information
 - c. Conclusion
 - d. Recommendations
 - e. Findings
 - f. List of references
 - g. Bibliography
 - h. Appendices

Format of a typical formal business letter

- a. Address of the sender
- b. Reference number
- c. Date
- d. Receiver's address
- e. Salutation
- f. Introduction paragraph
- g. Body of the letter
- h. Concluding paragraph
- i. Complimentary close
- j. Name of sender
- k. Position / designation of sender

Format of proposals

Heading stating the proposal or proposed action

- a. Proposal summary providing all key points
- b. Background to the proposal
- c. Detailed proposal
- d. Justification
- e. Reinforcement

Format of essays or articles

- a. Title
- b. Strong opening paragraph to prepare the reader
- c. Good links between paragraphs
- d. Good links between sentences
- e. Effective unity, coherence and emphasis

9. Draft the following communication:
 - i. A business letter to inform colleagues of the criteria to be used to edit all external business communication.
 - ii. A report on one of the following topics:
 - iii. The increasing shift in the agricultural sector towards game farming
 - iv. Land reform in South Africa
 - v. Subsidized cooperative farming projects and possible reasons for their failure.
 - vi. Effective capacity building of new landowners through partnerships with existing farmers.
 - vii. A proposal on the subsidising of agriculture in South Africa.
 - viii. agriculture in South Africa.
 - ix. An essay or article on subsistence farming in rural areas in South Africa.

No Model Answers

Assessment Feedback Form

Comments / Remarks	
Feedback to learner on assessment and / or overall recommendations and action plan for competence:	
Feedback from learner to assessor:	
<p>Assessment Judgement You have been found:</p> <p> <input type="radio"/> Competent <input type="radio"/> Not yet competent in this unit standard </p>	<p>Actions to follow:</p> <p> <input type="radio"/> Assessor report to ETQA <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>