

## CRITERIA FOR ASSESSMENT REPORT

**Self assessment, peer assessment and assessment by the teacher**

Name:		Class:
QUESTION	YES/ NO	COMMENT
<b>CONTENT</b>		
1. Have all the headings been included?	Y/N	
2. Has the required content under each heading been included?	Y/N	
3. Is all the content relevant to the subject of the report?	Y/N	
<b>STRUCTURE</b>		
4. Is the content grouped under headings?	Y/N	
5. Does each paragraph have one main idea?	Y/N	
6. Is the main idea contained in a topic sentence?	Y/N	
7. Is the topic sentence supported by relevant reasons, details, examples etc?	Y/N	
<b>LANGUAGE</b>		
8. Is the language formal and simple?	Y/N	
9. Is the language reasonably grammatical? (check spelling; punctuation; full sentences; concord; tense; logical connectors etc)	Y/N	
<b>FORMAT AND LAYOUT</b>		
10. Has the required format been used? (headings numbered and in bold; spaces between sections; wide margins)	Y/N	
11. Is the report neat?	Y/N	

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  
**REGISTERED UNIT STANDARD:**  
**Write texts for a range of communicative contexts**

SAQA US ID	UNIT STANDARD TITLE		
8970	Write texts for a range of communicative contexts		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB GET/FET Language and Communication	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Language	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-LAN-0-SGB LCS	Regular-Fundamental	Level 3	5
REGISTRATION START DATE	REGISTRATION END DATE	REGISTRATION NUMBER	SAQA DECISION NUMBER
2001-08-15	2004-08-15	8970	SAQA 1137/01

**PURPOSE OF THE UNIT STANDARD**

Learners at this level write texts with complex subject matter and a need for various levels of formality in language and construction. They select text type, subject matter and language to suit specific audiences and purposes. Writers can use linguistic structures and features to influence readers. They edit own writing to meet the demands of a range of text-types. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required.

Learners credited with this unit standard are able to:

- write for a specified audience and purpose
- use language structures and features to produce coherent and cohesive texts for a wide range of contexts
- draft own writing and edit to improve clarity and correctness

**LEARNING ASSUMED TO BE IN PLACE**

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 2 Unit Standard.

US: FET-C/03 Write for a defined context

**UNIT STANDARD RANGE**

Controls language patterns and structures and engages with context, purpose and audience.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

### **SPECIFIC OUTCOME I**

Write for a specified audience and purpose.

### **OUTCOME RANGE**

Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations.

### **ASSESSMENT CRITERIA**

#### **Assessment criterion 1**

1. The purpose for writing, the target audience and the context is clear, in relation to the learning task or activity.

#### **Assessment criterion 2**

2. The text-type, style, and register selected are appropriate to audience, purpose and context.

#### **Assessment criterion 3**

3. Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.

#### **Assessment criterion 4**

4. Writing is well-structured and conveys its message clearly.

#### **Assessment criterion 5**

5. Critical thinking skills are used as strategies for planning.

#### **Assessment criterion range**

Brainstorming, mind-mapping, spider diagram, highlighting.

#### **Assessment criterion 6**

6. Arguments are supported with sound reasons and facts, and writing reflects a clear point of view, and shows logical development of a clearly articulated premise.

#### **Assessment criterion 7**

7. Research skills are evident in the way data and information relevant to the context is identified, located and selected for inclusion in the final text.

#### **Assessment criterion range**

Accessing information from different sources; sorting; categorising; classifying; sifting for relevance, validity and reliability; recording; reporting; formulating conclusions.

## **SPECIFIC OUTCOME 2**

Use language structures and features.

## **OUTCOME NOTES**

Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.

### **Assessment criterion 1**

1. Meaning is clearly expressed through the use of a range of sentence lengths, types, and complexities.

### **Assessment criterion 2**

2. The use of paragraph conventions, including links between paragraphs in texts, promotes coherence and cohesion in writing. Their use is explained with reference to logical progression, cause and effect, and contrast.

### **Assessment criterion 3**

3. The overall structure of a piece of writing is controlled and the conclusion is clearly formulated.

## **SPECIFIC OUTCOME 3**

Draft own writing and edit to improve clarity and correctness.

## **ASSESSMENT CRITERIA**

### **Assessment criterion 1**

1. Writing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.

### **Assessment criterion 2**

2. Control of grammar, diction, sentence and paragraph structure is checked and adapted for consistency.

### **Assessment criterion 3**

3. Logical sequencing of ideas and overall unity is achieved through redrafting.

### **Assessment criterion 4**

4. There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.

### **Assessment criterion 5**

5. Inappropriate or potentially offensive language is identified and adapted/removed.

### **Assessment criterion range**

Obfuscation, excessive use of jargon, jargon used to exclude, insensitive choice of words, (gender, rank, hierarchies in familiar settings or organisations, family, sports, wealth) offensive or incorrect register.

### **Assessment criterion 6**

6. Experimentation with different layout and options for presentation are appropriate to the nature and purpose of the task.

### **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.

Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

### **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria:

Learners can understand and explain that language has certain features and conventions which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.

Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate`s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

## **CRITICAL CROSS-FIELD OUTCOMES (CCFO):**

### **UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

### **UNIT STANDARD CCFO WORKING**

Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.

### **UNIT STANDARD CCFO ORGANIZING**

Organise and manage oneself and one`s activities responsibly and effectively through using language.

### **UNIT STANDARD CCFO COLLECTING**

Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.

## **UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

## **UNIT STANDARD CCFO SCIENCE**

Use science and technology effectively and critically: using technology to access and present texts.

## **UNIT STANDARD CCFO DEMONSTRATING**

Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

## **UNIT STANDARD CCFO CONTRIBUTING**

Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

## **UNIT STANDARD ASSESOR CRITERIA**

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# Appendix E

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## ASSESSMENT PRINCIPLES

Effective assessment will be underpinned by the following principles:

- The purpose of assessment should always be made explicit. The criterion-referenced approach will be used.
- Assessment must be authentic, continuous, multi-dimensional, varied and balanced.
- Assessment is an on-going integral part of the learning process.
- It must be accurate, objective, valid, fair, manageable and time-efficient. Assessment takes many forms, gathers information from several contexts, and uses a variety of methods according to what is being assessed and the needs of the learner.
- The methods and techniques used must be appropriate to the knowledge, skills, or attitudes to be assessed as well as to the age and developmental level of the learner.
- It must be bias free and sensitive to gender, race, cultural background and abilities.
- Assessment results must be communicated clearly, accurately, timeously and meaningfully.
- Progression should be linked to the achievement of the specific outcomes and should not be rigidly time bound.
- Evidence of progress in achieving outcomes shall be used to identify areas where learners need support and remedial intervention.

*from the SAQA website: [www.saqa.org.za](http://www.saqa.org.za)*

### More about assessment principles

#### 1. Validity

Assessment must measure what it says it is measuring. The evidence collected must relate directly to the activity described in the assessment criteria.

#### 2. Authenticity

The assessment task must reflect the learner's own work.

#### 3. Reliability

The same judgements must be made in a similar context each time a particular assessment is used.

#### 4. Fairness

Assessment must not in any way hinder or advantage a learner.

#### 5. Relevance

Evidence collected should be relevant to the skills or knowledge that is being assessed.

#### 6. Transparency

The purposes of the assessment task should be made explicit.

Task instructions and expectations must be made clear to the learner.

#### 7. Sufficiency

Enough evidence should be collected to make judgements about competency.

#### 8. Flexibility

Assessment methods must be adapted to meet the needs of learners and to match the resources available to the educator.

#### 9. Cost-effectiveness

Assessment methods and instruments chosen must suit the institution's/educator's budget