

FURTHER EDUCATION AND TRAINING CERTIFICATE:

HAIRDRESSING:SAQA ID 65729 -LEVEL 4- 140

CREDITS

us:119472

LEARNER WORKBOOK

Interpret and use information from texts

Learner Information:

Details	Please Complete this Section
Name & Surname:	
Organisation:	K & R HAIR ARTISTRY INSTITUTE
Unit/Dept:	HAIRDRESSING
Facilitator Name:	TSM DEODUTT
Date Started:	
Date of Completion:	

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OVERVIEW

About the Learner Workbook	<p>This Learner Exercise Workbook has been designed and developed to evaluate learners' level of understanding of the ACCOMMODATE AUDIENCE AND CONTEXT NEEDS IN ORAL/SIGNED COMMUNICATION</p> <p>It forms part of a series of Learner Workbooks that have been developed for US:119472 ACCOMMODATE AUDIENCE AND CONTEXT NEEDS IN ORAL/SIGNED COMMUNICATION</p>		
Purpose	<p>The purpose of this Learner Exercise Workbook is to evaluate learners understanding on the specific outcomes and/or assessment criteria of the following SAQA Registered Unit Standards:</p>		
US No	US Title	Level	Credits
119472	ACCOMMODATE AUDIENCE AND CONTEXT NEEDS IN ORAL/SIGNED COMMUNICATION	4	5
Context	<p>This assessment represents the Formative Assessment component of the Interpret and use information from texts and should be completed in the classroom/training room.</p>		
Resources	<p>The following are resources needed for this assessment:</p> <ol style="list-style-type: none"> 1. Learner Guide; and 2. Assessment Preparation. 		
Instructions to Facilitators	<p>Facilitators will be required to:</p> <ul style="list-style-type: none"> • Explain the completion of the workbook to each learner; and • Interview the learner on similar questions, should he/she not be able to write. 		

Instructions to Learners	<p>Learners will be required to:</p> <ul style="list-style-type: none"> • Complete the workbook as per the instructions; • Ensure that all questions are completed; • Ensure that the completion of the workbook is their own work; • Ensure that all annexure are attached to the workbook and clearly referred to;
Assessment Time	Learners are required to complete this assessment within the allocated time frame of.... hours.
Total Mark	This formative assessment carries a total mark of _ points . In order to meet the pass mark, learners are required to achieve a minimum of 80% of the total marks.
Equipment	<p>Learners are required to have the following equipment in order to complete this workbook:</p> <ul style="list-style-type: none"> • Pen and Pencil; • Ruler; and • Exam Pad – for additional paper.

GENERAL INFORMATION

LEARNER DETAILS		
Learner Full Names		
Learner ID No.:		
Organisation:	K & R HAIR ARTISTRY INSTITUTE	
Unit/Dept:	HAIRDRESSING	
Contact Details:	Telephone /Cell Numbers:	Email Address:
WORKSHOP DETAILS		
Workshop Venue:		
Facilitator Name:	TSM DEODUTT	
Date Started:		
Date Completed:		

ASSESSMENT PREPARATION CHECKLIST

DESCRIPTION	YES	NO	COMMENTS/CONTINGENCY
This assessment is a formative assessment and it is based on the outlined unit standard/s for the Interpret and use information from texts module.			
Your assessment evidence for Interpret and use information from texts module needs to be submitted on..... (day) of.....(month).....(year) at the following address/place.....			
You will be assessed based on the outlined Unit Standards. The assessment activities are linked to specific outcomes/assessment criteria of the outlined Unit Standards.			
To determine your competence level, the following are the methods to be used for this assessment: 1. 2.			
To be declared competent on Interpret and use information from texts module (formative assessment), you should have obtained at least 80% of the total mark of this assessment.			
You will be provided with detailed feedback on your performance of this assessment as follows: 1. Written Feedback 2. Verbal Feedback			
Should you be declared "not yet competent" on this assessment, you will be entitled for re-assessment opportunity/ies.			
You will be required to re-submit evidence (only for			

areas) you were declared not yet competent. A date for re-submission will be agreed with the assessor.			
You will be entitled to lodge an appeal should you not be satisfied with the assessment decision of your assessment.			
You will be required to provide the assessor feedback on assessment procedure – this is to assist in improving the assessment practices.			
Your results of assessment and portfolio of evidence information will not be provided to any person without your written consent.			

Learner's Declaration			
<p>I.....herewith declare that I am ready for the assessment, that we have reviewed the assessment preparation and plan, I understand the assessment process and I am happy that the assessment will be conducted in a fair manner.</p>			
Learner Signature:	Date:	Facilitator Signature:	Date:

Interpret and use information from texts

MODULE 1

UNIT STANDARD NUMBER :	119472
LEVEL ON THE NQF :	3
CREDITS :	5
FIELD :	Communication Studies and Language
SUB FIELD :	Language

Answer the following question in the space provided below.

ACTIVITY 1

Identify the ways to communicate business information. Then decide in what situation each particular communication form could best be used.

Ways to communicate business information.

1. _____

2. _____

3. _____

4. _____

5. _____

What situation can the communication form could best be used

1. _____

2. _____

3.

4.

5.

ACTIVITY 2

Explain how an audience can affect your communication.

ACTIVITY 3	
Take a moment to think about this. Do you agree that use of jargon outside of the group of people who understand it is not very polite?	

ACTIVITY 4	
Identify the appropriate form of communication in each of the situations below	
Situation	Form of communication
1. A group of friends are planning a weekend trip to the beach. They are discussing the itinerary, packing list, and transportation options.	Informal conversation
2. A teacher is addressing a class of students during a lesson. The teacher is explaining a concept and providing examples.	Formal presentation
3. A customer is asking a salesperson for information about a new product. The salesperson is providing details about the product's features and benefits.	Formal sales pitch
4. A doctor is talking to a patient about their medical condition. The doctor is explaining the diagnosis and treatment options.	Formal medical consultation
5. A group of colleagues are meeting in a conference room to discuss a new project. They are sharing ideas, providing feedback, and making decisions.	Formal business meeting
6. A friend is calling a friend to catch up. They are talking about their lives, sharing news, and catching up on each other's activities.	Informal conversation
7. A teacher is talking to a student who is struggling with a subject. The teacher is providing extra help and encouragement.	Formal tutoring session
8. A group of friends are at a party. They are talking to each other, laughing, and having fun.	Informal conversation
9. A customer is talking to a customer service representative. The customer is reporting a problem with a product and asking for a solution.	Formal customer service interaction
10. A group of students are working together on a group project. They are discussing the project, dividing tasks, and collaborating.	Formal group work

You have to take time off work.	
Invite someone to the movies	
Invite your boss to dinner	
Cancel an insurance policy	
Request a meeting with your superior	
Send greetings to a friend	
Apply for a loan	

ACTIVITY 5
John and a few of his friends work for a huge multi-national company and are unhappy that the staff kitchen only provides tea and not coffee.

They decide to set up a meeting with the Financial Director and CEO, saying that they have a grievance and demand to be heard.

Let's say they had a legitimate complaint that needed to be addressed by these two individuals. What course of action should they take in order for their communication to succeed?

ACTIVITY 6

- a) List the people with whom you communicate with on a regular basis.
- b) Do you communicate in exactly the same way with each of these people? Give reasons for this.

A. List of people

1	
2	
3	
4	
5	
6	

ACTIVITY 7
<p>a) As you have already been told, you will need to do a presentation. What is it about doing a presentation that worries you the most?</p> <p>b) What should you do before a presentation to ensure that it is successful?</p>

ACTIVITY 7
<p>You will no doubt have seen someone who is a good presenter. You may also have been part of an audience where someone made a poor presentation.</p> <p>Complete the table below by writing down those things that made for a poor or good presentation.</p>

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ACTIVITY 9

- a) Explain how our expectations, knowledge and experience affect what we hear.

ACTIVITY 10

- a) Okay, so now you know how to present. But, how do you stop the nervousness that is part of doing such a presentation?
- b) What do you understand about BODY LANGUAGE? Give examples from your daily life.
- c) Give examples of cultural differences with regard to body language.
- d) List any other factor - other than the content of the speech - that you think will be important in making sure that your audience attends to what you are saying and feels at the end of your presentation that you have given a good presentation.

a. How do you stop the nervousness that is part of doing such a presentation?

b. What do you understand about BODY LANGUAGE? Give examples from your daily life

c. Give examples of cultural differences with regard to body language.

- d. List any other factor - other than the content of the speech - that you think will be important in making sure that your audience attends to what you are saying and feels at the end of your presentation that you have given a good presentation

ACTIVITY 11

You have been asked to address a group of young people who will be travelling overseas. They will all need to give a short presentation to people in the countries where they are going. What advice would you give them about making such presentations? Explain fully.

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[illegible]

ACTIVITY 12

a) HOW can the layout of tables and the venue will impact on what takes place in the meeting?

ACTIVITY 13

- 1) What is an agenda?
- 2) Do you agree that the layout of a venue can impact on a meeting? Support your response.
- 3) How would you suggest that one limits the length of a meeting?

ACTIVITY 14	
a)	The reasons why conflict might arise in a meeting are many and varied. List a few that you can think of...
b)	Suggest what you think should be included in minutes to make them “good” minutes.

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ACTIVITY 16

At the labour centre, you notice that employee morale is low. You think that team building exercises, like going on a company trip, can help to solve this problem

Your colleague disagrees – he feels that team building exercises are useless and expensive and that employees should motivate themselves.

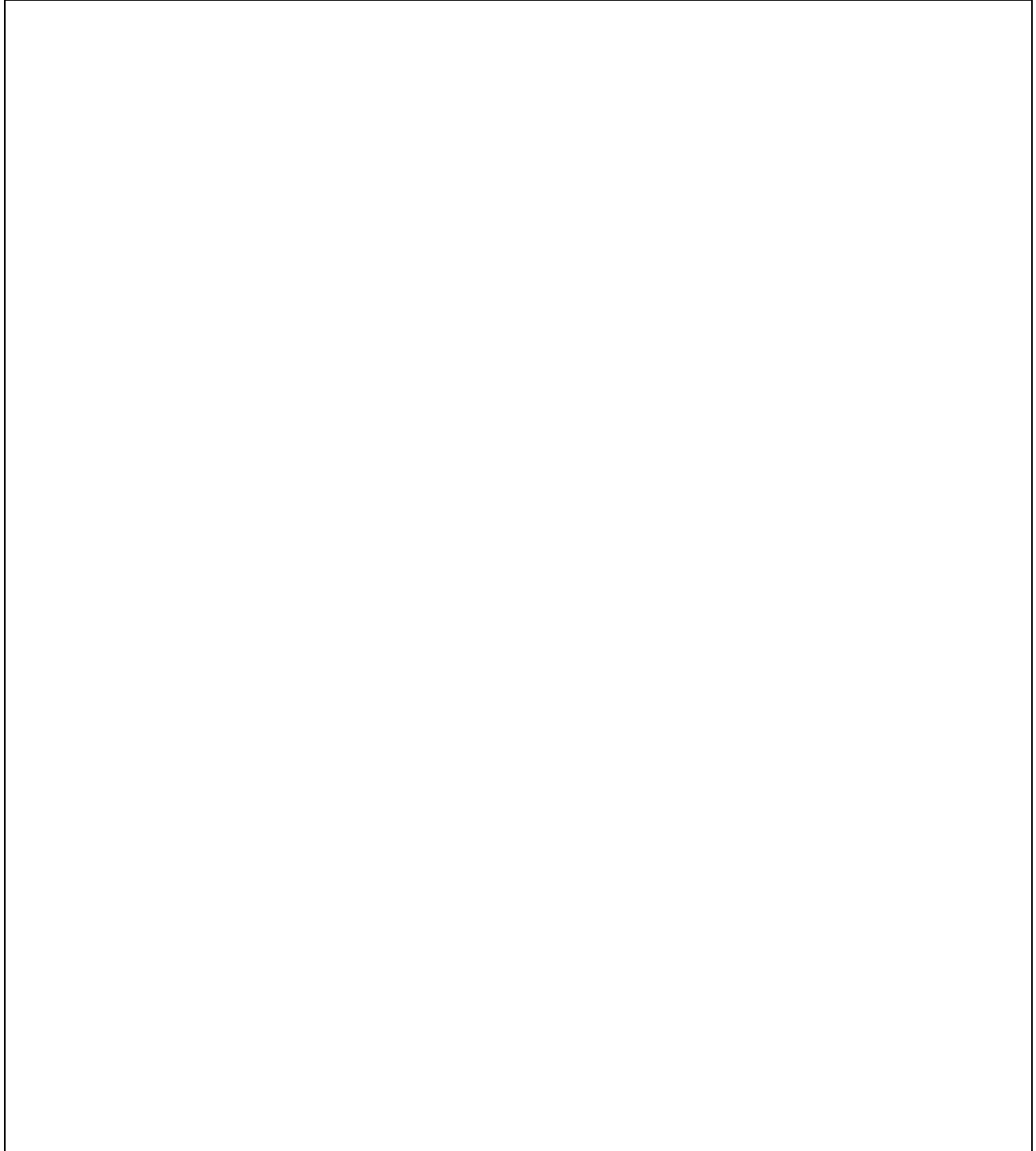
*Your supervisor is willing to listen to both your arguments and take action accordingly. She provides you and your colleague with this proposition statement, “**Team Building Exercises improve employee morale and are thus beneficial to the organisation**”.*

1. Prepare an argument FOR team building exercises.

Hint – state why it is important; its benefits; how it impacts on employee morale; how it impacts on the employer and the workplace

2. What possible arguments could your colleague use to disprove the proposition statement?

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1. Prepare an argument FOR team building exercises.



2. What possible arguments could your colleague use to disprove the proposition statement?

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Competent	
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Not yet Competent	
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Signatures:

Learner		Assessor		
Date		Date		
Facilitator		Moderator		
Date		Date		

COMMENTS:
