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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>			
119454	Maintain and adapt oral/signed communication			
<b>ORIGINATOR</b>				
SGB GET/FET Language and Communication				
<b>FIELD</b>			<b>SUBFIELD</b>	
Field 04 - Communication Studies and Language			Language	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>PRE-2009 NQF LEVEL</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular-Fundamental	Level 2	NQF Level 02	5
<b>REGISTRATION STATUS</b>		<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
8962	Maintain and adapt oral communication	Level 2	NQF Level 02	5	Complete

#### PURPOSE OF THE UNIT STANDARD

This unit standard will be useful to learners who need a sound foundation of spoken/signed language ability for further language growth, and for application in real life contexts. Learners talk/sign confidently in both formal and informal contexts and /sign actively for ideas and information in interactions with other people. They are aware of the ways others speak/sign to influence listeners and audiences. In conveying their ideas and information they select language and a register that is accessible to their audience and fit for their purpose.

Learners credited with this unit standard are able to:

- ☑ Use a variety of strategies to maintain communication.
- ☑ Adapt language to accommodate socio-cultural sensitivities without losing own meaning.
- ☑ Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions.
- ☑ Organise and present information in a focused and coherent manner.
- ☑ Identify and explain how speakers/signers influence audiences.

## **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge laid down in the NQF level 1 or revised National Curriculum Statements up to and including GETC.

Learners can:

- ☑ Listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
- ☑ Communicate confidently and effectively in spoken/signed language in a wide range of situations.

## **UNIT STANDARD RANGE**

Speaking/signing and listening/signing in defined oral/signed interactions in socio-cultural, learning and workplace situations, in both formal and informal contexts.

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 1**

Use a variety of speaking and listening/signing strategies to maintain communication.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

Questions to obtain information and clarify meaning are appropriate to the context, and are used to maintain interaction.

#### **ASSESSMENT CRITERION RANGE**

Questions must include: who, what, when, where, why and how questions.

#### **ASSESSMENT CRITERION 2**

Interaction is sustained through exchanges with others to clarify understanding, information, ideas and opinions.

#### **ASSESSMENT CRITERION 3**

Intonation (tone)/NMFs, volume/sign size, pace and rhythm, pitch/NMFs, stress, repetition and pacing are used in a manner that supports and conveys meaning.

#### **ASSESSMENT CRITERION 4**

Sustained interactions reflect an ability to discuss a series of events.

#### **ASSESSMENT CRITERION 5**

The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion.

#### **ASSESSMENT CRITERION 6**

Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered.

### **ASSESSMENT CRITERION 7**

Own speech/signing is corrected or adapted to promote clarity and understanding during the interaction.

### **SPECIFIC OUTCOME 2**

Adapt speech/signing to accommodate socio-cultural sensitivities without losing own intention.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

The effects of combining the spoken/signed word with visual features and body language are explained and used appropriately with reference to purpose, audience and context.

#### **ASSESSMENT CRITERION 2**

Intonation/NMFs is/are used appropriately to support intentions in spoken/signed texts and its impact is explained.

#### **ASSESSMENT CRITERION 3**

The impact on interaction of using appropriate or inappropriate forms of politeness in a - specific context is explained.

#### **ASSESSMENT CRITERION 4**

Own ideas and opinions are expressed in ways that reflect respect for others and sensitivity to socio- cultural differences and ways of constructing meaning.

### **SPECIFIC OUTCOME 3**

Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

New or borrowed words/signs are identified when listening/viewing, idioms, slang, acronyms and technical terms are identified and used appropriately in speaking/signing.

#### **ASSESSMENT CRITERION 2**

New words/signs are explored and meaning constructed from a range of contextual clues in order to extend vocabulary.

#### **ASSESSMENT CRITERION RANGE**

Contextual clues include: parts of speech/signing; derivatives; compound words; roots, prefixes, suffixes; compound derivatives; etymology; synonym, antonym, homonym; homophone.

#### **ASSESSMENT CRITERION 3**

Meaning in speaking/signing is supported by the appropriate use of pause, intonation/NMFs, pace, stress and a variety of sentence structures.

#### **SPECIFIC OUTCOME 4**

Organise and present information in a focused and coherent manner.

#### **OUTCOME RANGE**

Articulation, pronunciation, production of signs, volume, tempo, intonation/NMFs, non-verbal cues, body language, tone, register, volume, sign size and pace, gestures and eye contact in presentation.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

Speech/signing is organised in a way that makes its meaning and purpose accessible to listeners/audience.

##### **ASSESSMENT CRITERION 2**

Style and register suit purpose and audience.

##### **ASSESSMENT CRITERION 3**

Information appropriate to purpose, audience and context is identified, located, selected, logically structured and presented.

##### **ASSESSMENT CRITERION RANGE**

Sources of information include (where available) libraries, manuals, directories, internet, video material, atlases, files, journals, archives, museums, schedules and official documents.

##### **ASSESSMENT CRITERION 4**

Illustrative aids used to promote understanding in the communication process are appropriate to the topic, audience and context.

##### **ASSESSMENT CRITERION 5**

Own points of view and ideas are presented coherently in prepared and unprepared talks.

##### **ASSESSMENT CRITERION RANGE**

At least two different techniques of speech/sign delivery, two purposes and two different audiences.

##### **ASSESSMENT CRITERION 6**

Conclusions are formulated in clear, simple language, summarising the main evidence and stating own point of view.

#### **SPECIFIC OUTCOME 5**

Identify and explain how speakers/signers influence audiences.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

Speaker's/signer's choice of words, language usage, symbols, pictures and tone, sign size and pace is explored and explained in terms of impact on audience.

##### **ASSESSMENT CRITERION RANGE**

Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm.

### **ASSESSMENT CRITERION 2**

Speaker's/signer's omission or inclusion of pertinent facts and opinions is recognised and explained in terms of impact on audience.

### **ASSESSMENT CRITERION 3**

The impact of different techniques of spoken/signed communication is identified and evaluated in terms of influence on selected audiences and used appropriately.

### **ASSESSMENT CRITERION RANGE**

Stress, intonation, NMFs, rhythm, repetition, rhetorical questions, use of first person for inclusion, analogies, use of passive, 'politically correct' language.

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

Accreditation Options:

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

Moderation Option:

The moderation requirements of the relevant ETQA must be met in order to award credit to learners for this unit standard.

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

The 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 languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes. Knowledge of formats, conventions, protocol and context is acquired through activities used to attain this standard.

Learners are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed 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 learner'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 or signing.

#### **UNIT STANDARD CCFO WORKING**

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

#### **UNIT STANDARD CCFO ORGANISING**

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 growing 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 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 oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

### **UNIT STANDARD ASSESSOR CRITERIA**

Assessors should keep the following general principles in mind when designing and conducting assessments against this unit standard:

- ☑ Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- ☑ Make sure evidence is gathered across the range as expressed under the title. Specific range statements under individual outcomes or assessment criteria are illustrations, from which Learning Programme developers can select. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- ☑ Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- ☑ The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- ☑ The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- ☑ All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning. Assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.