



NQF Level: 2 **US No: 8963**

Learner Guide

Primary Agriculture

Effective communication skills



My name:

Company:

Commodity: Date:

Before we start...

Dear Learner - This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standard:

Title: Effective communication skills: access and use information from texts.
US No: 8963 NQF Level: 2 Credits: 5

The full unit standard will be handed to you by your facilitator. Please read the unit standard at your own time. Whilst reading the unit standard, make a note of your questions and aspects that you do not understand, and discuss it with your facilitator.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently doing:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Your facilitator should explain the above concepts to you.

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"/>

This Learner Guide contains all the information, and more, as well as the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed and include it in your **Portfolio of Evidence**. Your PoE will be required during your final assessment.

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What is assessment all about?

You will be assessed during the course of your study. This is called *formative assessment*. You will also be assessed on completion of this unit standard. This is called *summative assessment*. Before your assessment, your assessor will discuss the unit standard with you.

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the

program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

How to use the activity sheets...

Your activities must be handed in from time to time on request of the facilitator for the following purposes:

- ◆ The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- ◆ It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- ◆ It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- ◆ When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- ◆ You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.
- ◆ Sources of information to complete these activities should be identified by your facilitator.
- ◆ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.

Enjoy this learning experience!

How to use this guide ...

Throughout this guide, you will come across certain re-occurring “boxes”. These boxes each represent a certain aspect of the learning process, containing information, which would help you with the identification and understanding of these aspects. The following is a list of these boxes and what they represent:



What does it mean? Each learning field is characterized by unique terms and **definitions** – it is important to know and use these terms and definitions correctly. These terms and definitions are highlighted throughout the guide in this manner.



You will be requested to complete **activities**, which could be group activities, or individual activities. Please remember to complete the activities, as the facilitator will assess it and these will become part of your portfolio of evidence. Activities, whether group or individual activities, will be described in this box.



Examples of certain concepts or principles to help you contextualise them easier, will be shown in this box.



The following box indicates a **summary** of concepts that we have covered, and offers you an opportunity to ask questions to your facilitator if you are still feeling unsure of the concepts listed.

My Notes ...

You can use this box to jot down questions you might have, words that you do not understand, instructions given by the facilitator or explanations given by the facilitator or any other remarks that will help you to understand the work better.

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What are we going to learn?

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What will I be able to do?

When you have achieved this unit standard, you will be able to:

- ◆ Identify main ideas from different text types.
- ◆ Identify the purpose of the author
- ◆ Summarise contents
- ◆ Identify different views and arguments with a single range of reasons and facts relevant to the topic of discussion
- ◆ Evaluate relevance
- ◆ Read and respond to texts for a variety of purposes
- ◆ Use a range of reading and viewing strategies to make meaning of texts
- ◆ Use simple questions appropriately to context
- ◆ Read and interpret instructions and directions
- ◆ Identify structural features of text and meaning and use are explored
- ◆ Use reference materials for clarifications
- ◆ **(NOTE:** Above outcomes integrated throughout the module)
- ◆ Identify and discuss how language structures and features may influence a reader
- ◆ **(NOTE:** Outcome integrated throughout the module)

Learning Outcomes

At the end of this learning module, you must be able to demonstrate a basic knowledge and understanding of:

- ◆ At the end of this section of the module learners will be able to describe and reflect on:
- ◆ Features and conventions associated with text.
- ◆ Application and adapting of language to suit different context and audiences.

What do I need to know?

It is expected of the learner attempting this unit standard to demonstrate competence against the unit standard:

- ◆ 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 national curriculum statements up to and including GETC or NQF level 1.
- ◆ Learners can: read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

My Notes ...

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Session

1

Introduction

After completing this session, you should be able to:

SO 1: Identify the main ideas in different text types.

In this session we explore the following concepts:

- ◆ Introduction to effective communication skills
- ◆ Speak, read and write of language

Communication includes the use and application of language in order to speak, read and write. Although speaking or verbal communication is almost a natural skill that is obtained from early childhood, writing and reading is always acquired through teaching.

The way that we write and the way that we read, interpret and understand text requires an understanding of the rules and structure of language, the use of grammar and syntax as well as the interpretation of meaning of language, that can be very specific to the culture and even the environment for which a piece of written text is intended.

Reading is furthermore employed for many different purposes. These purposes can include reading for enjoyment, reading for purposes of information gathering, reading for studying and gaining of knowledge and reading for high level academic purposes and research, to name but a few.

Text utilized for purposes of reading is therefore also prepared for a specific audience and the structure, tone, format, style and content are therefore prepared to enable the meeting of this purpose.

Just think about the wide range of writing, text and publications that are readily available in the media today. We have easy access to written text that can be presented as novels, textbooks, magazines and newspapers. Furthermore, we are constantly exposed to other forms of written text such as advertising and brochures, business communication such as agendas, notices, documents, forms and questionnaires.

Even printed information with little or no printed words can be defined as "text". Think about photographs, diagrams, cartoons, blueprints, plans and films. Even while the printed text in these types of communication is limited or completely absent, it conveys a specific message that is "read" through observation and interpretation.

There is a saying that a picture is worth a thousand words. This clearly summarize the fact that a printed message can create a clear message as well as written text. It

incorporates as much of a cultural and emotional value as any written passage if constructed well – and also carries a main idea or message for a specific audience.

It is therefore clear that the types of text or written communication that we are exposed to on a daily basis are written to provide information to a specific audience, for a specific purpose within a specific context.

We can therefore say that text has a specific purpose and employs a specific style and language as well as format in order to achieve the intended purpose in a way that makes the message clear to the audience for which it is intended.

If we look at the above statement from the viewpoint of the recipient of the information, or the reader, we have the need to read, interpret and understand or comprehend the text in order to understand the meaning of the text as it was intended. In order to access and use information from texts, we need to use text in different ways to enable this understanding.

Lets investigate this further.



Please complete Activity 1 at the end of this session.

My Notes ...

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Concept (SO 1)	I understand this concept	Questions that I still would like to ask
The main ideas are identified and distinguished from supporting information.		
The author’s purpose is identified and the identification is justified by reference to the text.		
Information or ideas from the text are presented in a form appropriate to a learning task or activity.		
Socio-cultural beliefs in texts are identified and explained with reference to relevant passages or extracts from the text.		



1
SO 1 AC 1 - 4

Instructions:
Class activity

My Name:
My Workplace:
My ID Number:

Look at the picture on the next page.

Answer the following questions in your own words:

1. What is the story that the picture tells? Where is it happening, what is happening and who is the person in the picture?
2. Who do you think this message is intended for? (Who is the audience?)
3. How does the picture make you feel?
4. In your explanation, what is the main message and is there any secondary messages?

[Large dashed rectangular box for drawing or image selection]

ASSIGNMENT:

Find a picture that you can use to convey the importance of agriculture in South Africa to your audience. (The class)

Use your picture to answer the following questions in writing:

- 1. What is the main message of your picture?
- 2. How does the picture convey this message?
- 3. Where would you use this picture to distribute the message?
- 4. What other message can this picture convey?
- 5. How does this picture make you feel and do you think other people all feel the same way and see the same message in this picture?

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Facilitator comments:

Assessment:

Session 2 Understanding text

After completing this session, you should be able to:

SO 2: Read and respond to texts for a variety of purposes.

In this session we explore the following concepts:

- ◆ Understand the meanings of words.
- ◆ Understand the construction of sentences
- ◆ Always identify the main thread of the passage as soon as possible.
- ◆ Reading text
- ◆ Scanning
- ◆ Skimming
- ◆ Pre-reading and re-reading
- ◆ Sifting

Comprehension is the ability to understand the written word, as presented in a given passage. In order to gain an understanding of any written text, we must:

2.1 Understand the meaning of words

It is vitally important that we continue to improve our vocabulary. Keep on learning new words and use them in conversations. One method of improving our vocabulary is to look up the understanding of words that we are not familiar with or do not know.

Reading is one of the most enjoyable ways to increase ones vocabulary. In addition to this added value, reading will also assist with the way you use and interpret text.

The most common and easiest way to do this is to invest in a good dictionary. Even a very basic dictionary such as the South African Oxford School Dictionary can add value to increasing ones vocabulary.

To understand text, it is necessary to be familiar with the meaning of words. Research has proven that our comprehension of text that is read after passing a word in text that we do not understand is also not understood well.



Please complete Activity 2 at the end of this session.

My Notes ...

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2.2 Understand the construction of sentences

By reading widely, we can see the many ways in which words are used to make up sentences. This will improve our ability to correctly construct sentences.

2.3 Always identify the main thread of the passage as soon as possible

It is possible to first read through a passage at a brisk pace to gain an overall impression of the content of the passage.

Here the aim is not to understand the meaning of every word in order to gain an overall impression of the content of the passage. The aim is to **identify the main ideas or points** of the text as soon as possible.

At the end of a passage of text, one should be able to distinguish between a main point or idea and other possible points or ideas in the provided text.



Please complete Activity 3 at the end of this session.

My Notes ...

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2.4 Reading text

When reading text in order to understand what you are reading, it is often required that you demonstrate understanding and the ability to analyse text by answering questions about the text.

We can use a variety of techniques to read text in order to become familiarised with the text and the content thereof.

■ Scanning

Scanning is used to find specific information in a text quickly while ignoring its broader meaning.

Scan the following paragraph from the extract from Story of an African Farm to identify in which area of South Africa the farm in the story is situated.

At last came the year of the great drought, the year of eighteen-sixty-two. From end to end of the land the earth cried for water. Man and beast turned their eyes to the pitiless sky, that like the roof of some brazen oven arched overhead. On the farm, day after day, month after month, the water in the dams fell lower and lower; the sheep died in the fields; the cattle, scarcely able to crawl, tottered as they moved from spot to spot in search of food. Week after week, month after month, the sun looked down from the cloudless sky, till the karoo-bushes were leafless sticks, broken into the earth, and the earth itself was naked and bare; and only the milk-bushes, like old hags, pointed their shrivelled fingers heavenward, praying for the rain that never came.

■ Skimming

Skimming is a high speed reading process and involves visually searching the sentences of a page for **clues to meaning**. It is conducted at a higher rate than normal reading for comprehension.

Skimming is not used on its own when comprehension of text is the objective because skimming is mainly used when researching and getting an overall idea of the text.

Skim the following paragraph from the extract from a Story of an African Farm to provide a one-sentence summary of the typical clothing worn by females living on a farm in 1862.

It was on an afternoon of a long day in that thirsty summer, that on the side of the kopje furthest from the homestead the two girls sat. They were somewhat grown since the days when they played hide-and-seek there, but they were mere children still.

Their dress was of dark, coarse stuff; their common blue pinafores reached to their ankles, and on their feet they wore home-made velschoen. They sat under a shelving rock, on the surface of which were still visible some old Bushman paintings, their red and black pigments having been preserved through long years from wind and rain by the overhanging ledge; grotesque oxen, elephants, rhinoceroses, and a one-horned beast, such as no man ever has seen or ever shall.

The girls sat with their backs to the paintings. In their laps were a few fern and ice-plant leaves, which by dint of much searching they had gathered under the rocks.

Em took off her big brown kapje and began vigorously to fan her red face with it; but her companion bent low over the leaves in her lap, and at last took up an ice-plant leaf and fastened it on to the front of her blue pinafore with a pin.

■ Pre-reading

Pre-reading is the initial relatively fast reading of a piece of information to form a general idea or get an overall impression of the content, nature and content covered in the material without identifying or addressing specific aspects from the text for purposes of analysis or the answering of specific questions relating to the content of the text.

It provides a general overview in preparation of a more focussed and concentrated reading of the information for purposes of comprehension or studying.

From having read the extract, what would you say is the main idea of the information?

■ Re-reading

Re-reading is the focussed reading for purposes of gaining a clear and detailed understanding from the text for purposes of comprehension or analysis.

Read the extract once again and address the following questions:

1. What is the mothers name and from what nationality would you say she is?
2. Who are the two girls and how old are they?
3. What was the average age at which a girl got married in the time that the story takes place?
4. From the text, do you think that females had easy access to education in those days?

■ Sifting

Sifting is used to distinguish between the important and other information contained in the text that may not be completely relevant to the main message of the text.

Using the technique of sifting, select from the list provided what you would consider the main message from the provided text.

Can you identify which areas of text is providing background to the main message but is not forming part of the main focus of the text?

AFRICAN FARM OUTREACH PROGRAMME

You can help send an underprivileged child to see the movie.

Story of An African Farm opened to critical acclaim in Cannes 2004 and is a classic tale of children overcoming obstacles to not only survive the situations they find themselves in, but to reach their own dreams as well. It is a story of hope and perseverance and what this can achieve. It will show children the power of books and education, that dreams can come true if you don't give up and may inspire children to want to become film makers, inventors, readers.

The film succeeds in illustrating this in beautiful detail and is a must-see for all young South Africans – a global message in a South African context.

Main focus:

- The showing of the film in Cannes in 2004
- The positive message that the film leaves that dreams can come true
- The power of books and education
- An outreach programme to assist people living on African farms
- Asking support to assist underprivileged children to see the movie.



Concept (SO 2)	I understand this concept	Questions that I still would like to ask
Different text types categorised in terms of their intended target audience.		
The purpose of the text is identified and the identification is justified by reference to the text and context.		
Different points of view in texts are identified and observations are justified by reference to the text and context.		
One`s ideas and/or arguments are supported with a simple range of reasons and facts relevant to the topic of discussion.		
The relevance of texts is evaluated and justified in terms of meaning to self and others in peer, community or work group.		
Implicit and explicit messages in texts are identified and explained with reference to the purpose of the text.		

My Notes ...

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2
SO 2 AC 1 - 6

Instructions:
Class activity

My Name:
My Workplace:
My ID Number:

Do you know the meaning of the following words? To experience the impact when reading words that you may not be totally familiar with, read the following paragraph. Now look up all the words provided, and read the paragraph for a second time. Can you see how understanding of the vocabulary increases your understanding of the text?

Susan was overwhelmed with a feeling of **claustrophobia**. Fighting to remain calm she struggled desperately but **indefatigably** not to give in to the overwhelming feeling of **dread** whilst she **frantically** tried to **dislodge** the door. The panic was rising like a strong current and she realised that if she did not succeed soon it would be to the **detriment** of her sanity.

Write the meaning down and if you are not familiar with the words look up the meaning and increase your vocabulary:

- i. Claustrophobia
- ii. Dislodge
- iii. Detriment
- iv. Dread
- v. Indefatigably
- vi. Frantically

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Facilitator comments:

Assessment:

My Notes ...

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3

SO 2 AC 1 - 6

Instructions:
Class activity

My Name:

My Workplace:

My ID Number:

Read the provided text and answer the following questions:

1. What is the main idea of the text? (What is the text about?)
2. What alternative heading can you give to the text?
3. What other points or ideas can you identify from the text?
4. What is the purpose of the text? (Enjoyment, provision of information?)
5. What is the tone used in the text?
6. Who is the target audience of the text?

The Story of an African Farm (Olive Schreiner -1883)

Background:

Olive Schreiner's intense story of three children living in the African veldt was wildly controversial at publication (1883) because of its feminist sentiments. The story has remained a touching and often wickedly funny portrayal of life on a late Victorian farm in South Africa.

EXTRACT

At last came the year of the great drought, the year of eighteen-sixty-two. From end to end of the land the earth cried for water. Man and beast turned their eyes to the pitiless sky that like the roof of some brazen oven arched overhead. On the farm, day after day, month after month, the water in the dams fell lower and lower; the sheep died in the fields; the cattle, scarcely able to crawl, tottered as they moved from spot to spot in search of food. Week after week, month after month, the sun looked down from the cloudless sky, till the karoo-bushes were leafless sticks, broken into the earth, and the earth itself was naked and bare; and only the milk-bushes, like old hags, pointed their shrivelled fingers heavenward, praying for the rain that never came.

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They sat under a shelving rock, on the surface of which were still visible some old Bushman paintings, their red and black pigments having been preserved through

long years from wind and rain by the overhanging ledge; grotesque oxen, elephants, rhinoceroses, and a one-horned beast, such as no man ever has seen or ever shall.

The girls sat with their backs to the paintings. In their laps were a few fern and ice-plant leaves, which by dint of much searching they had gathered under the rocks.

Em took off her big brown kapje and began vigorously to fan her red face with it; but her companion bent low over the leaves in her lap, and at last took up an ice-plant leaf and fastened it on to the front of her blue pinafore with a pin.

"Diamonds must look as these drops do," she said, carefully bending over the leaf, and crushing one crystal drop with her delicate little nail. "When I," she said, "am grown up, I shall wear real diamonds, exactly like these in my hair."

Her companion opened her eyes and wrinkled her low forehead.

"Where will you find them, Lyndall? The stones are only crystals that we picked up yesterday. Old Otto says so."

"And you think that I am going to stay here always?"

The lip trembled scornfully.

"Ah, no," said her companion. "I suppose some day we shall go somewhere; but now we are only twelve, and we cannot marry till we are seventeen. Four years, five—that is a long time to wait. And we might not have diamonds if we did marry."

"And you think that I am going to stay here till then?"

"Well, where are you going?" asked her companion.

The girl crushed an ice-plant leaf between her fingers.

"Tant Sannie is a miserable old woman," she said. "Your father married her when he was dying, because he thought she would take better care of the farm, and of us, than an English woman. He said we should be taught and sent to school. Now she saves every farthing for herself, buys us not even one old book.

She does not ill-use us—why? Because she is afraid of your father's ghost. Only this morning she told her Hottentot that she would have beaten you for breaking the plate, but that three nights ago she heard a rustling and a grunting behind the pantry door, and knew it was your father coming to spook her. She is a miserable old woman," said the girl, throwing the leaf from her; "but I intend to go to school."

[A large rectangular area with a dashed border, intended for student responses or notes.]

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Facilitator comments:

Assessment:

My Notes ...

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Session

3 Summarizing texts

After completing this session, you should be able to:

SO 3: Use a range of reading and viewing strategies to make meaning of texts.

In this session we explore the following concepts:

- ◆ Summarising techniques
- ◆ Rules for summarizing
- ◆ Summary example

A summary is a shortened version of an original document. A good summary is concise and clear and it should contain all the important points from the original document.

It is likely that at some stage in your life, you will be required to summarise text for workplace or studying purposes. The objective in writing a summary is to extract the **essence of the information**. The reader of the summary should obtain the same benefit from reading the summary as he would from reading the original document.

Summarising enables the logical recoding of information from texts after the identification of the meaning in texts.

3.1 Summarizing techniques

The following technique is followed to successfully interact with text in order to summarise:

■ Finding the topic sentence in a paragraph

Text consists of a heading and usually combination of paragraphs including an opening paragraph or introduction, the main body of the text and a closing paragraph.

The paragraph is the unit of thought in a piece of writing. Each paragraph is separated from the rest of the passage by means of a blank line above and below it. The sentences in a paragraph have one thing in common - they are all based on the central idea in that paragraph. If a particular sentence does not contribute towards the central idea in a paragraph, then it should not be included in that paragraph.

In any paragraph there is one sentence that sets the tone or provides the central idea. This sentence is known as the **topic sentence**. The topic sentence is often at or near the beginning of the paragraph.

Consider the following paragraph:

Refiloe suddenly found herself facing the elephant. Her legs felt swollen and tired, her tongue dry. She could hear her heart thumping in her chest. She closed her eyes and waited for the last sound that she would ever hear; that mighty trumpet. But nothing came.

The topic sentence in this paragraph is the first sentence.

Refiloe suddenly found herself facing the elephant.

This sentence gives the central idea around which the rest of the paragraph is built. The sentences following the topic sentence only expand on what you already know. (The fact that Refiloe was facing the elephant) If you were to take the topic sentence out, then the rest of the paragraph would no longer make sense. Without the topic sentence, the paragraph reads as follows:

Her legs felt swollen and tired, her tongue dry. She could hear her heart thumping in her chest. She closed her eyes and waited for the last sound that she would ever hear; that mighty trumpet. But nothing came.

The topic sentence provides the essential information for a summary. A summary should be built around the topic sentences extracted from each paragraph. Keep in mind that the summary must be written in your own words. It is not simply a case of stringing together a series of topic sentences.



Please complete Activity 4 at the end of this session.

My Notes ...

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■ **Shorten it**

When we write, we usually tend to use too many words rather than too few. Many of the things that we say or write are lengthy and sometimes even repeats itself.

Look at the following sentence as an example:

Mandla is not the sort of man who would open himself to bribes and corruption, or any other form of misdemeanour.

Quite simply, this can be summarised as:

Mandla is an honourable man.



Please complete Activity 5 at the end of this session.

My Notes ...

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3.2 Rules for summarising

The following procedure outlines the steps required for successful summarising of text:

■ **Prepare for writing the summary**

Scan the text quickly in order to gain an overall impression of its contents.
Read through the text and underline the topic sentences.

Number the topic sentences in order of their importance to your summary. Use "T1" to label the topic sentence that is most likely to attract your reader's attention. "T2" is the label that identifies the second most important topic sentence, and so on. The order should provide a logical presentation of the text.

Read through the passage once more highlight any words or phrases apart from the topic sentences that are essential to the passage. These key words can be used to supplement the summary if necessary.

Evaluate the information gathered and ensure that there are no repetitions, unnecessary words, examples or illustrations in any of the topic sentences and key words.

You may be instructed to limit the summary to a specified number of words. Plan the summary accordingly.

■ **Write the summary**

The summary should be given a title that captures the essence of the passage.

Write the summary by using the topic sentences and key points that you identified. Use "T1" to write the first sentence of the summary. State the general point without providing any detail. Make sure that you consider any key words or phrases when writing the summary.

The summary must be written in your own words. You can refer back to the original passage, but never copy whole phrases or sentences from it.

The summary should be written in the past tense even if the original is written in the present tense.

The third person is used when you are writing about another person (them, they, you). The first person is used when you are writing from your own point of view (I,

we, us). The third person should be used when writing a summary. Also, any direct speech (actual words used by the speaker) should be converted into indirect speech (reporting on what was said by someone). This makes it clear that you are reporting a text written by someone else.

The summary must contain no repetition and no examples.

■ Check the summary

Make sure that you have not introduced meanings and comments of your own that lie outside of the original text.

Check that your sentences are short, to the point and written in your own words.

Ensure that your summary is logical and accurate. Have you succeeded in getting across the essence of the original text?

Check whether your summary reads easily and flows logically.

3.3 Summary example

Take note of how the following passage is summarised.



ORIGINAL TEXT

Statistics indicate that of every 100 South Africans aged 30 today, 22 will die and 20 will be disabled before age 65. Of the 78 left alive, only nine will be financially independent. Sixteen will have retired with too little pension, 22 will be compelled to continue work and 31 will be poor and dependent on family. What that means is almost 90 percent will not have provided sufficiently or have not provided at all for those supposedly graceful, peaceful and meaningful golden years.

When considering the fact that South Africa is not a welfare state, and that very little Government assistance is given to senior citizens who have not made provision for their own retirement, these statistics paint a gloomy picture.

You might ask how much money is required to enable a comfortable retirement. It's a difficult question to answer, but the point is that whether you provide for retirement by investing in a pension fund, a retirement annuity, deferred compensation, unit trusts or the stock market, your retirement income will be generated from capital accumulated over the years.

If a person wants to retire with a gross annual income of R24 000, he would be looking to invest accumulated capital of about R200 000 at an interest rate of 12 percent per annum.

To save that amount of money over 30 years is easier than trying to accumulate the same amount over 10 years. But most people do start planning for their retirement at an early age - often with their first job. Why then are the statistics so horrendous?

The answer is threefold: first of all, a reasonable pension fund will provide a pension of two

percent of final salary for each year of completed service. Therefore, even a person who has faithfully stayed with the same employer for 30 years will receive only 60 percent of his final salary as a retirement benefit - a 40 per cent drop in income. This often represents a similar drop in living standards unless personal financial provision has been made.

Secondly, in South Africa, the average length of service with the final employer is about 15 years, which means a pension of 30 percent of final salary. To cope with a 70 percent drop in income requires a massive adjustment in living standards and may even require a pensioner to keep working in order to make ends meet.

Thirdly, most pensions in South Africa remain constant after retirement. With the country's high rate of inflation, the purchasing power of a fixed pension is quickly eroded.

Concluded summary of the original text

RETIREMENT GLOOM

The South African state pays only a modest pension to senior citizens. You are responsible for generating your own retirement income. Statistics show that almost 90 per cent of citizens will experience financial difficulty during their retirement years. Three factors account for this:

1. On average, employees spend only 15 years with their final employer.
2. The average employee will receive only 30% of his final salary as pension.
3. Inflation continually reduces the purchasing power of one's pension.

■ **Notes on the summary example**

The headline is meant to reflect the content of the passage. The word "retirement" shows that the passage is based upon a discussion of the retirement years, and the word "gloom" depicts that few South Africans will be financially independent on retiring. Try to limit the headline to two or three words.

The topic sentences used to write this summary were as follows:

T3 What that means is almost 90 percent will not have provided sufficiently or have not provided at all for those supposedly graceful, peaceful and meaningful golden years.

T1 When one considers the fact that South Africa is not a welfare state, and that very little Government assistance is given to senior citizens who have not made provision for their own retirement, these statistics paint a gloomy picture.

T2 It's a difficult question to answer, but the point is that whether you provide for retirement by investing in a pension fund, a retirement annuity, deferred compensation, unit trusts or the stock market, your retirement income will be generated from capital accumulated over the years.

To save that amount of money over 30 years is easier than trying to accumulate the same amount over 10 years.



4
SO 3 AC 1 - 6

Instructions:
Class activity

My Name:
My Workplace:
My ID Number:

In each of the following paragraphs, identify and underline the topic sentence:

Paragraph 1:

A business is any activity aimed at satisfying human needs and wants. By satisfying the needs of others, a businessman is able to make a profit from his business activities. But the business will only make a profit if there is a real need or desire for the goods or services that it provides.

Paragraph 2:

Goods are the products that satisfy our needs. Any things that we use or consume are called goods. Goods are tangible (they can be touched). Anyone who uses goods (products) is referred to as a consumer. Items such as an item of clothing, a plate of food, a carton of milk and a chair are all examples of goods that we consume.

Paragraph 3:

Over many years, we humans have taken nature's gifts and changed them into other useful products. For example, from wood we have made furniture and paper, from sand we have made glass; from wheat we have made bread. The conversion of primary products into other useful goods is called Secondary Industry.

Paragraph 4:

The informal sector is that part of South Africa's business activity that is not officially registered. This includes the hawkers, street vendors, spaza shops, home businesses, backyard manufacturers, taxi-owners, moonlighters and so on. The informal sector is spread over all population groups, but the black community is the major thrust behind the phenomenal growth of this sector over the past 5 years.

Paragraph 5:

We are blessed with an environment that is able to satisfy our need for survival. We are able to grow food in our soil, there is an abundance of water to quench our thirst, we have the wood and metals necessary to build our shelters We are surrounded by the oxygen that we need to breathe.

Facilitator comments:

Assessment:



5
SO 3 AC 1 - 6

Instructions:
Class activity

My Name:
My Workplace:
My ID Number:

Write each of the following sentences in a shorter form. Determine the essence of each sentence and write down your answer.

1. On the way to visit his uncle on the farm, Lebogang took the wrong exit and drove around for hours before finding his way back.
2. The soccer match was played in the finest possible manner, and one minute before the final whistle, Celtic's centre forward slammed a goal passed Ranger's goalkeeper to win 1 - 0.
3. The examination results were disappointing in that only three out of the twenty candidates showed that they had done enough work to pass.
4. Recently, the trains have been arriving up to 15 minutes late and sometimes passengers have had to wait for as long as 30 minutes for a train at the station.
5. If you need to find a telephone number, remember that the telephone directory provides a list of household and business telephone numbers in alphabetical order.
6. I placed an order for 15 bags of fertilizer and only delivered 12 bags; that is a deficit of 3 bags on my order.
7. Mr Nkosi has been appointed as the project manager to replace Mr. Tshabalala who has left the company.
8. A computer is a remarkable machine that is capable of processing data extremely quickly and it can store vast quantities of information very efficiently.

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[Large dashed-line box for writing]

Facilitator comments:

Assessment:

My Notes ...

[Dotted lines for notes]



6
SO 3 AC 1 - 6

Instructions:
Class activity

My Name:
My Workplace:
My ID Number:

Summarise the following passage using your own words. Underline the topic sentences and write the summary in your own words without losing the main content of the passage.

PROVIDED TEXT

In 1955, at the age of 65, Harland Sanders, a restaurant operator was bankrupt. However, he still had ambition. Living off social security cheques, and driving a 10-year old Ford, he tried to sell franchises of his newly created Kentucky Fried Chicken Corporation.

A franchise is a contract between the franchisor (Harland Sanders) and the franchisee (a businessman who will sell Kentucky Fried Chicken). In return for supplying the chicken recipe and business expertise, Sanders would get a small share of the franchisee's profits.

In two years, Harland Sanders sold five franchises. Eight years later, he had sold seven hundred franchises. In 1964, he gave up control of the corporation in exchange for two million dollars.

[Large dashed box for writing the summary]

Facilitator comments:

Assessment:

Session

4 Analysing text for comprehension

After completing this session, you should be able to:

SO 4: Identify and discuss how language structures and features may influence a reader.

In this session we explore the following concepts:

- ◆ Comprehension guidelines
- ◆ Comprehension exercise

When considering the communications model of sender, message and recipient, we can regard the author of written text as the sender, the text as the message and the reader as the recipient. Whether verbal or in writing, the message, or in this situation the text-message, still requires decoding.

The **background** of both sender and receiver affects the ability to encode and decode messages. Background is something one is born with, as well as something one acquires through school, work experience and so on. It is made up of several elements, including the following:

Culture describes the customs, norms, values and behaviours of a group of similar people, and can be seen as a way of life. When we believe that our way is the right way (and that those who follow different cultural norms are wrong), culture becomes a problem.

Language is influenced by culture. We learn to speak the language of the society in which we live, and at the same time, we learn the nuances of words and expressions that have been developed by that society over the years.

Knowledge and experience vary from person to person and depend on culture, abilities and interest.

Beliefs (firm opinions about situations, statements and facts), as well as **religion** (a belief in a higher power as part of a system of faith and worship) are part and parcel of culture. Both can influence our values, attitudes and customs.

Values describe our principles and standard of behaviour, and therefore the things we believe are important. **Attitudes** describe the way we think and feel about ourselves, the people around us, and the situation that we find ourselves in.

Customs describe the ways of acting or behaving that have become established in a particular society, for example shaking hands when you meet someone, or waving to say hello.

The way we perceive things is also crucial to effective communication. **Perception** describes the way we 'see' and interpret abstractions such as beauty, honesty or status. We interpret these abstract qualities according to our culture, past experience, personality, values and so on. We must bear in mind, however, that the perception of others may differ, and it's important to be sensitive to this when encoding or decoding a message.

In dealing with text the choice of words, the use of language, **style, symbols and tone** impacts on aspects such as the writing as well as the reading, understanding and impact of text. These factors shape the message and impacts on the analysis of the message by the receiver.

In addition, the use of language and writing techniques impacts on the style of the written text. Here aspects such as **humour, irony, figurative speech, repetition, generalisation, grammar and typography** (lay-out); which include Font, size and presentation of the written information also shapes the message as well as the decoding of the message by the receiver.

When provided with written communication, the reader as the receiver should be able to:

- identify the purpose (reason for the communication) of the author
- summarise contents
- identify different views and arguments with a single range of reasons and facts relevant to the topic of discussion
- evaluate relevance of the communication
- identify implicit and explicit messages in text

4.1 Comprehension guidelines

The following guidelines will assist you to assess texts and to demonstrate competence by completing a comprehension test on texts provided. In addition to the application of this competence to assessment situations – it is also useful if applied when analysing texts for various purposes including, the reading of instructions, preparation for assessment or studying.

■ Use full sentences when answering questions

When completing a comprehension exercise, answers must be written as full sentences. Someone reading your answer should not have to refer back to the question to make sense of what you have written.

■ Use your own words

Put your answers into your own words, unless you are asked to quote directly from the passage. Think of what you are going to say before writing it down. Ensure that you have expressed yourself clearly and concisely.

■ **Synonyms and antonyms**

You may be asked to give a synonym or an antonym for a word in the passage.

Synonyms are words that have similar meanings.

Take note of how the following passage is summarised.



- For example, the words "**simple**" and "**easy**" are synonyms.
- Antonyms are words; which have opposite meanings.
- For example, the words "**easy**" and "**difficult**" are antonyms.



Please complete Activity 7 at the end of this session.

My Notes ...

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4.2 Comprehension exercise

Read the following passage and answer the questions.

HISTORY OF THE PLOUGH

When agriculture was first developed, simple hand held digging sticks or hoes would have been used in highly fertile areas, such as the banks of the Nile where the annual flood rejuvenates the soil, to create furrows wherein seeds could be sown. In order to regularly grow crops in less fertile areas, the soil must be turned to bring nutrients to the surface.

The domestication of oxen in Mesopotamia, perhaps as early as the 6th millennium BC, provided mankind with the pulling power necessary to develop the plough. The very earliest ploughs were simple *scratch-ploughs* and consisted of a frame holding a vertical wooden stick that was dragged through the topsoil.

These were much later developed into mouldboard ploughs (American spelling: *moldboard*), which is a form of plough consisting of a plowshare (blade) and hitch attached to either a tractor or livestock.

It turns the soil in one run across the field, depositing the weeds and undecomposed remains of the previous crop under the soil and raising the rain-percolated nutrients back to the surface. This plough also allowed for ploughing while the ground was wet. The water was drained due to channels formed under the overturned earth.

The mouldboard, carried below the frame, is tipped with a *share* (also called a plowshare), an asymmetric arrow-shaped device designed to slice through the ground horizontally as it moves forward.

It also has a *coulter*, a sharpened blade or disc, attached to the frame of the plough to cut down through the ground, ahead of the share, and also to cut deepset and tough roots. A runner extending from behind the share to the rear of the plough controls the direction of the plough, because it is held against the bottom land-side corner of the new furrow being formed.

Steel ploughs were developed during the Industrial Revolution and were lighter and more durable than ploughs made of iron or wood. The cast-steel plough was developed by U.S. blacksmith John Deere in the 1830s.

By this time the hitch, to the draught animals, was adjustable so that the wheel at the front was held onto the ground. The first steel ploughs were *walking ploughs*, having two handles held by the ploughman to provide a degree of control over the depth and location of the furrow behind the draughting force. The ploughman often was also controlling the draught animal(s). *Riding ploughs* with wheels and a seat for the operator came later, and often had more than one share.

The advent of the steam tractor allowed steam engines to pull ploughs. In Europe, counterbalanced wheeled units were drawn by cables across the fields by pairs of Fowler engines. In America the firm soil of the Plains allowed direct pulling with big Case, Reeves or Sawyer Massey breaking engines.

Modern ploughs are reversible, having 2 sets of mouldboards: while one is working the land, the other is carried upside-down in the air. During the cultivation process, hydraulics are used to turn over the whole plough at each end of the field so that the second set of mouldboards can be used. The field can then be traversed in such a way as to keep the land level, avoiding ridges and furrows.

The modern reversible plough is mounted on a tractor via a three-point hitch. These commonly have sets of 2 up to 7 mouldboards, but *semi-mounted* ploughs, the lifting of which are supplemented by a wheel about half-way along its length, can have as many as 18.

The hydraulic system of the tractor is used to lift and reverse the implement, as well as adjust furrow width and depth. The ploughman still has to set the draughting linkage from the tractor so that the plough is carried at the proper angle in the soil. This angle and depth can be controlled automatically by modern tractors.

The goal for ploughing is to get the soil loose, enrich it with oxygen, get rid of unwanted plants and certain bacteria. The plants that get ploughed under decompose, and serve as compost.



Please complete Activity 8 at the end of this session.

My Notes ...

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7
SO 4 AC 1

Instructions:
Class activity

My Name:
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My Workplace:
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My ID Number:
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Provide a synonym and an antonym for the following words:

- 1. hot
- 2. quick
- 3. sick
- 4. quiet
- 5. clever
- 6. big
- 7. strong
- 8. succeed
- 9. correct
- 10. good
- 11. often

[Dashed box for writing answers]

Facilitator comments:

Assessment:



8
SO 4 AC 1

Instructions:
Class activity

My Name:
My Workplace:
My ID Number:

1. What was used for tilling the soil in highly fertile areas before the development of the plough?

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2. What was the first historical event that impacted on the development of the plough?

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3. The development of which type of plough enabled ploughing in wet soil?

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4. Give another name for a share.

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5. What device enables the control of the direction of ploughing?

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6. When was steel ploughs developed?

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7. Who was responsible for the development of the cast-steel plough and in which way is this individual still associated with agricultural instruments today?

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8. How does modern ploughs differ from old forms of ploughing instruments?

[Dashed box for answer]

9. Which system on a tractor is used to lift and reverse ploughing instruments?

[Dashed box for answer]

10. Why do we plough land in order to prepare it for crops?

[Dashed box for answer]

11. Provide synonyms for the following words:

- i. Millennium
- ii. Dragged
- iii. Behind
- iv. Steel
- v. Disc

[Dashed box for answer]

12. Provide antonyms for the following words:

- a. Fertile
- b. Horizontally
- c. Lifting
- d. Compose
- e. Automatically

[Dashed box for notes]

Facilitator comments:

Assessment:

My Notes ...

[Dotted lines for notes]

Am I ready for my test?

- ◆ Check your plan carefully to make sure that you **prepare in good time**.
- ◆ You have to be found **competent** by a qualified **assessor** to be declared competent.
- ◆ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
- ◆ Use this worksheet to help you prepare for the test. These are **examples of possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.

1. **I am sure** of this and understand it well
2. **I am unsure** of this and need to ask the Facilitator or Assessor to explain what it means

Questions	1. I am sure	2. I am unsure
Use the provided passage: <i>Problems with Mouldboard Ploughing</i> to complete the following exercises:		
<p>PROBLEMS WITH MOULDBOARD PLOUGHING</p> <p>Mouldboard ploughing has become increasingly recognized as a highly destructive farming practice with the possibility of rapidly depleting soil resources. In the short term, however, it can be successful, hence the reason it was practised for such a long time. A field that is mouldboarded once will generally have an extraordinary one time yield as the larvae of pests and seed from weeds are buried too deeply to survive. After the first harvest, however, continued mouldboarding will diminish yields greatly. The diminishing returns of mouldboard ploughing can be attributed to a number of side effects of the practice:-</p> <p>Foremost is the formation of hardpan, or the calcification of the sub layer of soil. In some areas, hardpan could once be found so thick it could not be broken up with a pickaxe. The only effective means of removing hardpan is using a "ripper", or chisel plow, which is pulled through the hardpan by an extremely powerful and costly tractor. Obviously, this layer eventually becomes impenetrable to the roots of plants and restricts growth and yields. This layer also becomes impenetrable to water, leading to flooding and the drowning of crops.</p> <p>Mouldboard ploughing rapidly depletes the organic matter content of soil and promotes erosion; these two problems go hand in hand.</p>		

<p>As soil is brought to the surface, the root structure of the previous harvest is broken up, and the natural adhesion of soil particles is also lost; though loose soil appears good for plan germination (and it is), this loose soil without cohesion is highly susceptible to erosion, multiplying the rate of erosion by several factors compared to a non-mouldboarded plot. This increased rate of erosion will not only outpace the rate of soil genesis but also the replacement rate for organics in the soil, thus depleting the soil more rapidly than normal. Mouldboard ploughing leads to increased soil compaction and loss of pore space within the soil. Soil is a bit like a bucket full of balls filled with sand. Each ball represents a cohesive particle of soil, and when stacked the balls leave a great deal of air space, required for healthy root growth and proper drainage. Mouldboarding so disturbs the soil that it breaks these balls and releases their contents. When this happens, the much smaller particles that are within the larger particles are released and pore space diminishes, leading to hard compacted soil that floods easily and restricts root growth.</p>		
<p>1. After scanning and pre-reading the passage, answer the following questions:</p> <ol style="list-style-type: none"> i. What is the identified main idea of the text? ii. What alternative heading can you give to the text? iii. What other points or ideas can you identify from the text? iv. What is the basic argument of the text? v. What would the counter-argument be? 		
<p>2. Read the passage and summarise the passage in your own word. Identify Topic sentences. Your summary may not be more than 150 words.</p>		
<p>3. Explain in your own words, the three reasons why the author feels that Mouldboard ploughing is a destructive farming practice.</p>		
<p>4. Describe in your own words what message you can derive from the following picture. How does it support our main passage?</p> <div data-bbox="338 1668 943 1971" style="border: 1px solid black; height: 135px; width: 379px; margin: 10px auto;"></div>		

Checklist for practical assessment ...

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- ◆ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ◆ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ◆ You will be asked to give your own feedback and to sign this document.
- ◆ **It will be placed together with this completed guide in a file as part of you portfolio of evidence.**
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form				
Unit Standard	8963			
Program Date(s)				
Assessment Date(s)				
Surname				
First Name				
Learner ID / SETA Registration Number				
Job / Role Title				
Home Language				
Gender:	Male:		Female:	
Race:	African:	Coloured:	Indian/Asian:	White:
Employment:	Permanent:		Non-permanent:	
Disabled	Yes:		No:	
Date of Birth				
ID Number				
Contact Telephone Numbers				
Email Address				
Postal Address				Signature:

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Christophersen P, Sandved A.O, (1969) *An Advanced English grammar*, Macmillan Press London. ISBN 0 333 10643 1.

■ World Wide Web:

Wikipedia, the free encyclopedia <http://en.wikipedia.org> vir die insetsels oor die ontwikkeling van die ploeg asook die twee foto's.

<http://www.africanfarmthemovie.com/schools.htm#afop> vir die gedeelte oor die skool projek – Story of an african farm.

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:**

Access and use information from texts

SAQA US ID	UNIT STANDARD TITLE		
8963	Access and use information from texts		
SGB NAME		REGISTERING PROVIDER	
SGB GET/FET Language and Communication			
FIELD		SUBFIELD	
Field 04 - Communication Studies and Language		Language	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Passed the End Date - Status was "Reregistered"	2004-10-13	2006-02-09	SAQA 0356/04

PURPOSE OF THE UNIT STANDARD

Learners at this level are able to read or view, understand and respond to texts on a range of topics.

Learners credited with this unit standard are able to:

- identify the main ideas in different text types
- read and respond to texts for a variety of purposes
- use a range of reading and viewing strategies to make meaning of texts
- identify and discuss how language structures and features may influence a reader.

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 national curriculum statements up to and including GETC or NQF level 1.

Learners can:

- read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

UNIT STANDARD RANGE

Written and visual texts appropriate to the needs and interests of learners.

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

Identify the main ideas in different text types.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The main ideas are identified and distinguished from supporting information.

ASSESSMENT CRITERION 2

2. The author's purpose is identified and the identification is justified by reference to the text.

ASSESSMENT CRITERION 3

3. Information or ideas from the text are presented in a form appropriate to a learning task or activity.

ASSESSMENT CRITERION RANGE

Summary (e.g. mind-map, point-form, sub-headings, paragraph form), paraphrase, illustrations, role-play, dramatised key scenes.

ASSESSMENT CRITERION 4

4. Socio-cultural beliefs in texts are identified and explained with reference to relevant passages or extracts from the text.

ASSESSMENT CRITERION RANGE

Idioms, jargon (language specific to a trade, business or industry), proverbs.

SPECIFIC OUTCOME 2

Read and respond to texts for a variety of purposes.

OUTCOME RANGE

Textbooks, magazines, newspapers, brochures, policies, questionnaires, notices, memoranda, agendas, application forms, documentaries, novels, photographs, diagrams, blueprints, films, and any other appropriate types.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Different text types categorised in terms of their intended target audience.

ASSESSMENT CRITERION 2

2. The purpose of the text is identified and the identification is justified by reference to the text and context.

ASSESSMENT CRITERION 3

3. Different points of view in texts are identified and observations are justified by reference to the text and context.

ASSESSMENT CRITERION 4

4. One's ideas and/or arguments are supported with a simple range of reasons and facts relevant to the topic of discussion.

ASSESSMENT CRITERION 5

5. The relevance of texts is evaluated and justified in terms of meaning to self and others in peer, community or work group.

ASSESSMENT CRITERION 6

6. Implicit and explicit messages in texts are identified and explained with reference to the purpose of the text.

SPECIFIC OUTCOME 3

Use a range of reading and viewing strategies to make meaning of texts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Reading and viewing strategies employed in searching for meaning in texts are flexible and appropriate to the particular text and nature of the search.

ASSESSMENT CRITERION RANGE

Skimming, scanning, pre-reading, re-reading, predicting and sifting.

ASSESSMENT CRITERION 2

2. Simple questions used are appropriate to the context; the type of information required and/or attempts to clarify meaning.

ASSESSMENT CRITERION RANGE

Who; what; when; where; why and how questions.

ASSESSMENT CRITERION 3

3. Information from texts is recorded logically and coherently according to the purpose of the task or learning activity.

ASSESSMENT CRITERION RANGE

Use and effect patterns; summaries; notes; annotations; time-lines; tree diagrams; highlighting; naranhrasing: flow charts: nie charts: har aranh: Venn diaarams.

ASSESSMENT CRITERION 4

4. Simple instructions and directions are read and interpreted and subsequent explanations are consistent with the intention of the text.

ASSESSMENT CRITERION RANGE

Games; repairing objects; classroom, workplace or laboratory procedures; recipes; schedules; forms; maps; and warranties.

ASSESSMENT CRITERION 5

5. The structural features of texts are identified and their uses in accessing meaning are explored.

ASSESSMENT CRITERION RANGE

Title, sub-title, font, size of font, index page, layout, resume, summary, use of visuals/ bold/ italics/underlining, captions.

ASSESSMENT CRITERION 6

6. Reference materials are used to clarify meanings of words, concepts, language structures and conventions.

ASSESSMENT CRITERION RANGE

Dictionaries; instruction manuals; textbooks; thesaurus; encyclopaedia; the internet.

SPECIFIC OUTCOME 4

Identify and discuss how language structures and features may influence a reader.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported.

ASSESSMENT CRITERION RANGE

Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar.

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 have 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 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. The goal is to declare the learner competent in terms of the title. Where assessment at title level is unmanageable, 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
- 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 in a number of different contexts. 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.

UNIT STANDARD NOTES

This unit standard has been replaced by unit standard 119463 which is "Access and use information from texts", Level 2, 5 credits.

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