NQF Level: 2 **US No: 8964**

Learner Guide

Primary Agriculture

Effective communication skills

My name: . . . .

Company: . . . .

Commodity: . . . . Date: . . . .

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agriculture
Department: Agriculture
REPUBLIC OF SOUTH AFRICA

AgriSETA

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: Write for a defined context				
US No:	**8964**	**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	❒
National Certificate in Mixed Farming Systems	48977	2	120	❒
National Certificate in Plant Production	48975	2	120	❒

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?	❒	❒
Skills Program?	❒	❒
Short Course?	❒	❒

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.

What are we going to learn?

What will I be able to do?

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

- Learners credited with this unit standard are able to write to suit a range of contexts. They use complex sentence structures and show some control of style and register. Writers can match the choice of text type, structure, tone and word selection in their writing to the needs of specific audiences. They express themselves reasonably clearly and precisely when writing, and they are willing to explore new forms of writing in thoughtful and organised ways.
- Learners at this level also use appropriate language in familiar and unfamiliar situations in their writings and in their written observations and responses based on texts they encounter. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required.
- Learners credited with this unit standard are able to:
- Write for a specific purpose and audience
- Use grammatical structures and writing conventions to produce coherent and cohesive texts for specific contexts
- Adapt language to suit context
- Draft and edit own writing.

Learning Outcomes

At the end of this learning module, you must is 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:
- Apply features and conventions of language.
- Know and use specific formats and content for the production of written business text

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 following outcomes or areas of learning when starting to learn towards this unit standard: NQF level 1 or GETC language standards.
- Learners can: write different kinds of texts for a wide range of purposes.

Session 1 Introduction

After completing this session, you should be able to:
SO 1: Write for a specific audience and purpose.

In this session we explore the following concepts:

- Information can be provided in different forms and formats
- Oral and written communication
- Communication in the work environment

Communication forms an integral part of out daily lives, whether it takes place at home, in the classroom or at work.

Communication in the workplace is a very important component of the workplace environment – and is essential to our functioning and performance in the workplace within the context of our jobs, responsibilities, successful execution of tasks and the understanding of instructions and procedures within the working environment.

In this environment information can be provided in different forms and formats.

Oral communication in the workplace can include, but is not limited to the following:

- Addressing of employees by management
- Staff meetings
- Discussions of work to be concluded
- Verbal instructions
- Verbal explanation of procedures
- Communication of other relevant information.
- Verbal feedback or reports
- Verbal transfer of messages between staff.

Written communication can include, but is not limited to:

- Letters of employment, employment contracts
- Organisational policies
- Business plans for departments
- Targets for departments and individuals
- Organisational standard operational procedures

- Legislative and other statutory requirements associated with the working environment (E.G. Ohs Act, SABS, Skills Levy Act and so forth)
- Written instructions / Job cards
- Company Letters
- Organisational Memorandums
- Notices
- Notice, agenda's and minutes of meetings
- Safety signs and symbols etc.

The information and communication provided in the workplace is of cardinal importance for an employee – as it both instructs and governs the execution of activities that is the responsibility of the individual. In addition to the latter – specific forms of communication might be expected from the employee to report, record or provide as evidence of compliance to responsibilities and the processes and procedures governing the execution of tasks.

The culmination of such information on a larger scale often results in feedback to other role-players and stakeholders in the organization. It is thus very possible, that the individuals' feedback as part of a department will end up as some of the information provided to the Board of Directors or even government on for example the levels of safety and compliance to legislation of for example the Act on basic Conditions of Employment.

Whilst information is often provided in the workplace in various formats and documents, it is often required of an employee to collect and use information within the context of the working environment. This could be information that is negligible (Where ablution facilities are situated) to information of cardinal importance to the heath and safety of employees (For example correct emergency evacuation procedures and communication)

ALL communication in the work environment therefore has an impact on the well-being and smooth operation within the organization and the employees making up the organisation.

The obtaining and distribution of information within an organization is so important that most organization have specific policies and procedures associated with both the collection, the distribution and even the recording and storage of information.

Think for example of the importance of maintaining learner records in a training organization – all details and data obtained is regulated by a information policy, specific procedures, designated responsible persons and safety precautions such as the backing up of data on the computer and the making of back-ups, stored in a safe place to ensure that the information, which will determine an individuals future is stored and communicated effectively.

For similar reasons, not all individuals in an organization might have access to all information used. In other instances, the collecting of information is a pre-requisite for actually executing a job or area of responsibility.

It might be necessary to collect appropriate data associated with equipment in order to service or maintain such effectively.

The relationship between the use of information and effective functioning in the workplace is therefore clear and unavoidable and the purpose of this module of learning is to provide the necessary skills and knowledge to enable effective written workplace communication.

How am I doing?

Concept (SO 1)	I understand this concept	Questions that I still would like to ask
A range of appropriate texts is selected and produced in response to tasks or learning activities.		
Form and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task.		

My Notes ...

Session 2 Communication planning

After completing this session, you should be able to:
SO 2: Use grammatical structures and writing conventions.

In this session we explore the following concepts:

- Analyzing the audience
- Assessing and addressing your audience
- Choosing the right tone and style

Communication and in particular written communication for a specific context is always improved if the message is well planned and organised. The communicator (in both the case of written or verbal communication) needs to consider four main areas in planning the communication message:

- The reason for the message
- Who the audience will be
- What message/information needs to be disseminated
- How best to transmit the message

2.1 Analyzing the audience

Before any communication takes place, the communicator or sender of the communication message must analyze his audience and identify with whom he wants to communicate.

The more effectively the audience of a message or communication is understood, the more effective communication will be. The recipients or audience of verbal or written communication will therefore affect decisions about kind of language to use, the channel likely to be the most effective, and the possible obstacles to ensuring that the message is clear. The context of the communication that is required will also affect the planning of communication. In this module we define the context as the workplace.

As a general rule, there are four types of audience:

A Lay Audience

This type of audience has no knowledge of your specialist field; do not assume that the audience has no knowledge at all. Often problems in communication arise when a specialist addresses a lay audience as if it were a collection of idiots or small children.

This is called "talking down" to an audience and can be dangerous. Specialists can also fail to communicate effectively when they use too much jargon. When communicating with a lay audience, it is necessary to explain technical terms and go into more background detail than you would if you were addressing a group of specialists.

Remember that a single person can also be regarded as an audience. When we use the term audience we do not necessarily mean a large group of listeners or receivers. The audience can therefore be a colleague, all the colleagues in your department or a single client with whom a conversation is taking place or for whom written communication is prepared.

In written communication, this could be someone who is not familiar with detail considered general knowledge in the Organisation or a client / service provider who does not have access to specific information.

The Expert Audience

This audience presents different problems and do not want to be bored with technical information and statistics they already know. Once bored this type of audience will switch off and the channel of communication will be broken.

On the other hand, because they are experts, you will need to give them complicated and detailed information that must be totally accurate. When addressing or preparing written communication for an expert audience, one must have an in-depth knowledge of the subject, and be in a position to answer questions and be put "on the spot"

An Expert audience can therefore be a colleague who is as familiar as you are with the work and responsibilities that you are discussing, or your supervisor who understands your responsibilities as well as yourself.

The Technical Audience

Unlike the expert audience, the technical audience is made up of the practical doers rather than theoretical thinkers. They may or may not be experts in your specialist field, but they are not interested in theory. This audience wants many practical examples in a relatively simple language.

Your colleagues might not be interested in how a certain chemical works to ensure that cleaning is done effectively – they might only want to know that it will do the job effectively to assist them in their task.

The Mixed Audience

This is the most difficult of all to communicate with. However, this is the one we communicate with most often.

Here you have a mixture of experts and non-experts. When communicating with a mixed audience you should limit your use of technical terms and jargon as far as possible and, if you have to use technical language, you should briefly explain what it means.

Once you have established which of the four main groups you will be addressing, you need to obtain much more detail about the group.

The following information to plan for communication is vital:

- What is the context of the communication?
- What is the purpose of the communication?
- How large will the audience be? (Is the written communication intended for only a department, a colleague or the whole organisation?)
- What is the cultural background of the audience? (Can I make assumptions that terms and phrases used is understood by all recipients/)
- What is their occupation?
- What is their level of seniority?

When you have the answers to these questions, you will be well on the way to preparing an effective message. However, you need to think a little further ahead, and decide if your message will be verbal or written, and whether it will be heard or read by one person or a number of people.

You need to establish how the audience will view you and your objectives, and what their attitudes towards the communicated message is likely to be. Another important factor is knowing the location of your audience when the message is received –, on the factory floor (such as a notice on the notice board) or in an office (delivered or electronic communication).

Finally, you need to establish what sort of result you are looking for, in other words, what action you want your audience to take after they receive your message.

This will depend on the purpose of your communication. You can analyse the audience incessantly, but your communication will still fail if you have not decided on the purpose or reason for communicating – what you want to achieve.

There are many purposes for communicating a message, some of which include:

- Describing or explaining something
- Recording results
- Rejecting or accepting proposals
- Evaluating alternatives

- Apologising
- Informing

Often some of these purposes will be combined. You could write a report that evaluates alternatives, recommends action and attempts to persuade the receiver to take the action recommended. Just be sure you know what your purpose is before you start the communication process.

Now that you have decided on what to say and whom to say it to, it is necessary to organise the information you want to get across. A well-planned communication message makes it easier for the receiver to understand and respond.

2.2 Assessing and addressing your audience

Choosing the right vocabulary

The words you use to convey your message should suit the purpose and the audience. Here are some tips to help you choose the right words:

- Avoid technical terms

  If you have to use them (because your audience is technical or expert), define them in a glossary (if the message is written) or define them at the beginning of your speech (if the message is verbal).

- Choose familiar words

  Words that are often used – the shorter the words, the better.

  For example, rather use the word "ask" than "request" and "stop" rather than "terminate".

- Be as specific as possible

  For example, rather than talking about a "letter", you could say "a letter of thanks".

- Watch adjectives and adverbs

  How big is "huge"? How good is "excellent"? How much is "very"? Words such as these mean different things to different people – and you and your receiver may not agree on a definition.

- Avoid words that pre-judge a situation

  "Why are you hanging around here?" has a negative connotation. The receiver is already given to understand he has done something wrong.

- Choose the right level of formality

  You will need to be much more formal in a report than if you are writing a short thank you note to a colleague.

2.3 Choosing the right tone and style

Tone

Tone describes the sender's attitude towards the receiver and the material being communicated.

Although it would seem that the word "tone" should only be applied to verbal messages, it is just as important in written messages.

In a spoken message it is conveyed by your voice, your body language and the words you use. In written messages tone is conveyed by the words you use. Most of your correspondence should have a friendly or neutral tone, rather than a stiff or unfriendly tone.

Tone relates to how a writer deals with his subject or his audience. In written business communication Business English it is important to adopt a pleasant and often persuasive tone rather than an aggressive or demanding tone. Always put yourself in the shoes of the receiver and think how you would feel on receiving a threatening or aggressively worded piece of writing.

Compare

Receipt of your letter of the 15th instance is acknowledged. Please be advised that the queries are being checked by the undersigned, which will revert back to you in due course.

with,

Thank you for your query received on 15 March. I am collecting the relevant information and I will contact you again as soon as possible to answer your questions.

The second example is clearer and has a much more approachable tome.

Style

Style refers to a way of writing or speaking. It is the way a sender puts together words for a wide range of purposes and audiences.

Style can be defined in terms of how formal it is:

- Whether it is personal or impersonal
- Whether it is active or passive
- Whether it is concise or wordy
- Whether it is clear or ambiguous
- Whether it is concrete or abstract

Formality

There are five levels of formality – high formal, formal, consultative, casual and intimate.

- High formal

> It has been noted by the personnel department that the need for a course in telephone techniques should be regarded as high priority by our organization in the immediate future. This belief has been strengthened by an in-depth investigation of a large number of telephone conversations undertaken by a team of investigators under the supervision of this department

This is hard to read, impossible to listen to, and should be avoided at all costs.

- Formal

> The personnel department has noted the need for a course in telephone techniques. This course should be a high priority. A team of experts strengthened our belief when they investigated a large number of telephone conversations

Here the style is active, ("The personnel department has noted …" rather than "It has been noted by …"). Sentences and paragraphs are short but complete, and vocabulary is simple but formal.

Consultative

> We in the personnel department feel there is a great need for a course in telephone techniques. We've become even more sure of this now that we've gone through a report from some experts who analysed a large number of telephone conversations and came up with some surprising facts.

This style is suitable for both verbal and written communication within an office (internal memos rather than external letters). Note the personal pronoun "we" and "we've" and the simpler vocabulary. Nevertheless sentences are complete.

Casual

> My department feels we're in need of some training in using the phone. We've had some experts in to analyse what's been going on 'phone wise. What a shock! Our telephonists haven't a clue!

The casual style is more suited to verbal than written communications. Note the conversational language, short sentences and casual vocabulary.

Intimate

> Popped in to see you. You're always out! Never mind, see you Monday. Cheers

This style is used among friends. It uses short, often incomplete sentences and informal words. It is not suitable for use in organizations.

- **Personal Versus Impersonal**

A personal style uses personal pronouns (I, we), whereas an impersonal style uses "it" or "the writer". The latter is much more formal. As a general rule, use the personal style for letters and memos. The impersonal style is more acceptable for reports, particularly if they are directed at people outside the organization.

- **Active Versus Passive**

An active style is much more punchy and alive." The manager bought the equipment" is active, whilst "The equipment was bought by the manager," is passive. Generally speaking, the active style should be used in both verbal and written communications.

A passive style is acceptable if a report has to be written impersonally, for example when the sender wants to make a point ("The rules have once again been broken"); or when the sender wants to remain neutral ("The form was returned unsigned").

- **Concise Versus Wordy**

Using too many words when a few would suffice wastes time and money – and greatly increases the chance of the message not being decoded correctly. Use short, simple words and short sentences for greater clarity.

Consider the following:

Taking all these factors into consideration at this point in time, it can be safely assumed that the accident was not of a serious nature.

As opposed to:

All these factors suggest that the accident was not serious.

- **Clear Versus Ambiguous**

Before you attempt to write anything, it is important that you think carefully about what you want to say.

Most vague writing or speech is as a result of not thinking or planning beforehand. What is needed is a clear understanding of what you, as the sender of the message, would like to say to the receiver. The best way to test for clarity is to re-read what you have written, and to imagine that you are looking at it for the very first time i.e. role-play that you are both sender and receiver.

Simplicity may also contribute to ensuring that the written message is clear.

Simplicity relates to the using of language that the majority of people would understand. Do not use a long or unusual word if a short or more common word will do. Where possible, avoid long sentences, long paragraphs, foreign words and slang.

Where possible, use jargon only where you are quite certain that the receiver of your message will understand it.

Jargon is specialised words or language used by specific groups or professions. For example, lawyers use words such as "domicilium citandi et executandi" or other legal terms with which the average reader might not be familiar but is understood within a specific audiences area of daily operation.

Ambiguous or confusing messages have more than one possible meaning. Poor word order and punctuation usually cause the problem.

Example

For example, "What he meant by that he did not know" is unclear. "Ms Theron said she did not know what Mr. Charles meant by that " is much clearer". A clear message style leaves the receiver in no doubt as to the meaning of a message.

- **Concrete Versus Vague**

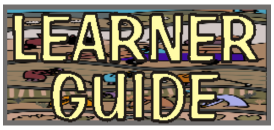
A concrete style uses facts and figures. For example, "Market research shows that over 5 million households watch the evening news on SABC 3" tells the receiver much more than "The suggestion is that many people watch the television news programmes."

ACTIVITY

Please complete Activity **1** at the end of this session.

My Notes ...

My Notes ...



Concept (SO 2)	**I understand this concept**	**Questions that I still would like to ask**
Clear, simple sentences are used.		
A variety of sentence lengths and types are employed where appropriate.		
Paragraphs showing awareness of topic sentence are constructed.		
Punctuation conventions are used appropriately.		
Register is chosen to suit audience and purpose.		
Link devices are used correctly to write sustained pieces.		
Different sentence beginnings and clause structure options are correctly employed.		
Texts are organised and structured so that they have a clearly defined beginning, middle and end.		

My Notes …

ACTIVITY

1

SO 2 AC 1 - 8

Instructions:
Assignment Class activity

My Name:
. . . .
My Workplace:
. . . .
My ID Number:
. . . .

You have to communicate with a client who is making enquiries about the products and services of the Organisation.

OR

You need to tell a new colleague about the products and services in the organization.

Select a written or verbal mode of communication and prepare and present the message after providing a summary of your planning, which should include:

Target audience

Appropriate use of tone, style and vocabulary

Appropriate level of formality

You may be selected to present your presentation as part of the continuous evaluation process

Facilitator comments:

Assessment:

Session 3 Written communication in the business environment

After completing this session, you should be able to:
SO 3: Adapt language to suit context.

SO 4: Draft and edit own writing.

In this session we explore the following concepts:

- The letter
- The notice
- Circulars
- Memoranda
- Reports
- Meeting communication
- Curriculum vitae

People in organisations need to communicate to a wide variety of other people, both within and outside their organisation. As we have already discussed, verbal communication is an ideal method but does have its restrictions. When needing to keep records of communication messages, whether for personal or professional matters, the preferred method is the written message.

There are many different forms of written message – the form used depends on what needs to be said, to whom it is said as well as the reason for the message.

These forms include, amongst others:

- Letters
- Notices
- Circulars
- Memoranda
- Reports
- Notice of meetings and agenda
- Curriculum Vitae

3.1 The letter

Letter writing is the most common form of written business communication. It is very important that you are able to structure a business letter correctly.

A single mistake on a business letter will spoil the entire letter. Not only must letters be error-free, but also the message must be clear and concise. Your competence is often measured by the quality of the letters that you write.

It is very important that the tone of your business letter is always polite and professional. In some cases where you are complaining or criticising, the tone must be firm yet never aggressive. A business letter is often the only contact an organisation has with its' various stakeholders, i.e. its customers, suppliers, shareholders and so on.

A letter's presentation and the information it contains will have a strong impact on the receiver. It is thus extremely important that letters are well planned, constructed and written.

You need to start by knowing why you are writing the letter – to persuade, to give facts, to ask for information or even to generate goodwill. It is essential that you know the purpose of the letter before you even start writing.

It is also essential that you analyse your audience, in order to understand their needs – for support, for information and so on. If a letter is to achieve its objectives it must be written clearly and in a language the reader can easily understand. We have already discussed style and tone in a previous section, and whatever was discussed then, applies to this section.

Here are some tips to make your letters more readable:

- Have a clear subject line
- Begin by summarising the situation
- Use headings, even if the letter is quite short
- Use simple words, short sentences and short paragraphs
- Summarise the key points at the end of the letter
- Call for the action required in the final paragraph

Letters today are written in block format. This makes them easy to compile when you are using a word processing package on a computer or are writing electronic messages, which is communicated via e-mail.

Each paragraph begins at the left-hand margin, a line is skipped between paragraphs, and the left and right-hand margins can be set up to fit in with the company letterhead style.

My Notes ...

. . . .

. . . .

. . . .

. . . .

Here is the format of a typical letter:

ADDRESS OF SENDER:	The ABC Electrical Suppliers P O Box 1234 JOHANNESBURG 2000 Telephone +27311 1234567 Fax +27311 12345678 E-Mail abc@iafrica.com
REFERENCE:	Ref: ISL/21/eb
DATE:	28 February 200_____
RECEIVER'S ADDRESS:	Mr A Person Sales Manager ABC Electrical Suppliers P O Box 1234 JOHANNESBURG 2000
SALUTATION:	Dear Mr Person
ORDER OF OFFICE STATIONERY	
INTRO PARAGRAPH:	Thank you for your letter of …
CONCLUDING PARAGRAPH:	We look forward to receiving …
COMPLIMENTARY CLOSE:	Yours sincerely (Signature)
TYPED NAME: **POSITION:**	A COUSINS (Title if necessary) ACCOUNTANT
ENCLOSURES: **INITIALS OF SENDER & TYPIST:**	Encl. AC/dc

Let's look at each aspect in more detail.

The **sender's address** will usually be pre-printed on the firm's letterhead. If you are designing your own letterhead, it can be typed against the left-hand margin, on the right-hand side or in the centre.

Remember that only the company details appear here. Punctuation marks are **not used** and symbols are often used to replace the words 'phone' and 'fax'.

Note that in the example we have given, we have specified the international telephone and facsimile codes. Now that South Africa is once again welcome in the international community, we must avoid being insular.

Quoting the **reference number** of your own firm and the company to which you are writing is particularly important as it ensures that letters go directly to the department or section responsible for dealing with them. This part will therefore sometimes carry both 'Our ref.' and 'Your ref.' codes.

All letters should be **dated**, and it is better to write the date out in full rather than using figures only (28 February 200_ rather than 200_.02.28).

The **receiver's address** should be blocked left, against the margin. Letters should be addressed to an individual whenever possible. Today, with more firms using window envelopes, it is increasingly important to give a full correct address with postal code.

The **salutation** is the standard opening of the letter. If you have addressed your letter to an individual, his or her name will go here (remember the useful 'Ms' if the person you are addressing is female and you are not sure of her marital status).

If you have addressed your letter to The ABC Company, you will use 'Dear Sirs'. If you have addressed your letter to a position (The Accountant, for example) you will use 'Dear Sir' or 'Dear Madam'.

The **subject line** tells the receiver what you are writing about. If you have addressed the letter to the ABC Company, it will help the person opening it to send it on to the correct department. If you have addressed the letter to an individual, he / she will immediately know what it is about.

The **introductory paragraph** should be kept short, state the reason for writing, and include whatever background information is necessary for clarity.

The **body** of the letter tells the recipient everything that they need to know in order to take the action you require. Once again, keep it as short as possible without losing direction and meaning.

The **concluding paragraph** is very short – often only one sentence. This is where you summarise the action you want the receiver to take.

The **complimentary close** depends on the salutation you used. If your letter was addressed to an individual (Dear Mr Person) you will close with the words 'Yours sincerely'. If you wrote to 'Dear Sirs' or 'Dear Sir / Madam', you will end with the words 'Yours faithfully'.

You as the sender will **sign** your name above the typed name and your position in the organisation. If nothing indicates otherwise, the person receiving the letter will assume that 'A. Person' is a man.

If the sender is a woman, her preferred mode of address (Mrs, Miss or Ms) should appear after the name. If the person signing the letter has a title, such as 'Dr' or 'Prof.', this too should appear after the typed name.

If there are any **enclosures**, they should be recorded under the name of the sender. It is a good idea to list all the enclosures if there is more than one.

ACTIVITY

Please complete Activity **2** at the end of this session.

My Notes ...

. . . .

3.2 The notice

A notice is a written message used to catch the attention of a general audience. If a company believes in recruiting staff from within the organisation for example, it will put up a notice on the notice board announcing a vacancy. Notices are usually intended to pass on information to people, or to give instructions. They are especially useful for passing on short messages.

Notices should be eye-catching and attractive. They should consist of simple language and should be as brief as possible, without losing the essential meaning. They will sometimes be very short, such as:

NO EATING ALLOWED IN OFFICES AND RECEPTION

Most organisations will have a combination of short notices, such as the one above and longer ones that contain more information. The longer ones should have a bold heading, which tells the reader at once what the notice is about.

It should be clear to whom notices are directed, and the body of the message should be kept as simple as possible. It is best to use a numbering system, plenty of sub-headings, and point form – anything that encourages easy reading. Include a name and telephone number for readers to obtain more details.

Obviously, if the notice is of a more formal nature – such as an instruction to staff on procedures in the event of a fire, the language should be more formal. One needs to identify the purpose of the notice and the audience before you decide on style and tone.

Use illustrations, different colours and typefaces for emphasis – within reason. Too much of these and the notices start to look cluttered and messy.

Notice boards should be set up in a prominent position in a place that is easily accessible to all staff, such as canteens, entrances and exits.

Consideration should be given to repeating notices in all the languages used within the organisation. A particular advantage in terms of communication is that the same message reaches everyone – there is virtually no distortion. A disadvantage is that feedback is not easy to obtain.

Example:

ANNUAL SPORTS DAY

TO ALL STAFF
Bring your spouse and children for a braai and plenty of fun!!

- Firewood, meat, rolls and salads provided.
- Fires will be lit at 11.00.

WHEN Saturday 19 June from 10.00 to 18.00

WHERE Old Mole Sports Grounds

Roundabout Road
BREATHLESS
WHAT Cricket, Soccer, Relay races, Iron man competition

****Specially organised competitions for the children****

Contact Susan, extension **2234**, for more details

ACTIVITY

Please complete Activity **3** at the end of this session.

My Notes …

. . . .

3.3 Circulars

If a message to a large group of people is too long and complicated for a notice, a circular letter can be used. Circulars can be sent to all staff in the form of a memorandum, or to a group of outsiders such as customers, as a letter. They are designed to tell many people the same piece of general information. As with notices, the contents of the message in a circular will be concise and easy to read.

3.4 Memoranda

Memoranda, or memos, contain messages written within an organisation to a member or members of that organisation. They can be formal or informal, depending on the purpose, and are generally used to:

- Give instructions
- Pass on information
- Confirm decisions or agreements

- Remind people of rules and regulations
- Request for suggestions or data

A memo or memorandum can also be used as a covering note to introduce or explain the documents to which it is attached. Many firms have pre-printed memo slips, which will look something like this:

THE XYZ COMPANY MEMORANDUM	
TO	**DATE:**
COPIES TO:	**FROM**
SUBJECT:	

If the memo is formal, the person to whom the memo is addressed will be given a title (e.g. Mr. or Ms). This rule is usually followed when the person being addressed is senior to the writer. The job title (for example, Managing Director) will also be used.

If other people need to receive a copy of the information, then the 'Copies to' line is used. Once again titles are appropriate, depending on formality. If the reader does not know the writer of the memo, then title, name and job title should be written in the 'From' section. If the reader knows the sender, then the writer's first and surname are sufficient.

The subject is rather like the subject line in a letter. It should immediately tell the reader what the memo is about. Memos do not have a salutation or a complimentary close. They should be written in a clear, simple style with a friendly tone, with all the aspects of good communication, which have already been discussed.

Identifying the purpose, analysing the audience and so on obviously apply to the writing of memoranda too.

3.5 Reports

A report is a formal detailed account which is written when someone has been instructed to investigate and report on a certain problem or matter of investigation.

It contains the results of the investigation and very often recommendations as to the action that should be taken next. A report is generally written for a wide variety of readers, and the report writer should therefore assume a mixed audience, unless he has specific information to the contrary.

Reports have some or all of the following purposes:

- Sharing information
- Recording facts
- Persuading people to act
- Helping with decision-making

There are three main types of reports.

a) Investigative (Describes the results of an investigation and recommends action).

b) Informative (Contains the facts and information on which to base a decision)

c) Feasibility reports (Explores the possibility of something being done and makes appropriate recommendations).

The Report Format

Reports are formal documents with a set format and a number of sections. Each section has a specific content and a specific purpose.

Preliminary pages, usually numbered with Roman numerals (iv, ix, etc)

- Title page
- Acknowledgements
- Terms of reference
- Table of contents
- List of illustrations (if any).
- Glossary
- Symbols

Body of the report**,** usually numbered with Arabic numerals (1, 2 etc.)

- Introduction
- Procedures
- Findings
- Conclusions
- Recommendations
- References (if you have consulted the work of others)
- Bibliography
- Appendices

Preliminary Pages

The **title page** will contain

- A clear, informative heading or title.
- The name of the person for whom the report was prepared
- The name of the person who prepared the report
- The date the report was written.

Example:

INVESTIGATION INTO THE
DECLINE IN SALES OF SAFETY PRODUCTS
OVER THE LAST YEAR

PREPARED FOR: **M D Dillman**
Marketing Manager
EFG Company
DURBAN

PREPARED BY: **Mr E Eager**
Sales Executive
EFG Company

28 February 200_____

The **acknowledgements** section is used to thank everyone who helped the report writer, and like the rest of the report, is written in an impersonal style:

Example:

ACKNOWLEDGEMENTS

The writer wishes to thank the following people for their help during the investigation. Their assistance was invaluable in compiling the report.

Mr A Able, sales executive, EFG Company
Mr B Bungle, salesman, HIJ Retailers

The writer would also like to thank Mr Dillman for his support and encouragement, which ensured that the investigation was comprehensive and the report was completed on time.

The **brief** (terms of reference) describes the instructions that were given to the report writer. It is not possible to conduct an investigation and write a report without a clear brief, and the writer should ensure that the instructions are clear and complete. This section should also contain the name of the person who instructed the writer, when the instructions were given, what the writer was supposed to do and when the report was required.

The **table of contents** tells readers where to find the various sections of the report. It shows the reader the nature and extent of the report, and follows the logical organisation of the material. Subsections are usually intended for easier reading.

The **list of illustrations** will only be used if the report itself contains drawings, tables, figures and so on. If illustrations form part of the appendices they will not appear in the list.

The **glossary** defines technical terms that have been used in the report. Technical terms should be listed in alphabetical order rather than the order in which they appear in the report.

If **symbols** are used which do not have a standard meaning, they should be explained and defined in this section.

The Body of the Report

The **introduction** introduces the reader to the report and prepares him for what is to follow. It tells him why the investigation was necessary, what the writer hopes to achieve, the scope and limitations under which the writer operated and the procedures he used to gather information. Detailing the scope and limitations is important as it tells the reader about the depth of the inquiry as well as any area that could not be covered because of time and/or financial constraints.

The **procedures followed** section, describes the methods used to gather information for the report. These include interviews, questionnaires and physical inspections.

The **findings** should be reported clearly and objectively. Your own opinions are not relevant, and neither are the reasons for the findings. Findings simply describe what the current state of affairs is.

The **conclusions** are the interpretation of the findings, the logical inferences you have drawn from the facts at hand, and the reasons for the occurrence you are investigating. Each finding should have a corresponding conclusion, so the conclusions should have the same headings and numbering system as the findings. By following this rule, you will not be tempted to include your own opinions or to generalise.

The **recommendations** are proposals or suggestions for future action. They are based on your conclusions, and should follow the same layout. Recommendations should be specific, for example, "*Safety equipment and products should be moved from the top shelf in stores to a lower shelf which is easily accessible*" rather than, "*Something should be done about the positioning of products in stores.*"

As can be seen, recommendations are written in the **active voice**. If your recommendation is that nothing needs to be changed, you should say so. If your investigation has not achieved its objectives, this too should be stated, and your recommendations will then contain suggestions for further investigation.

'References' is the heading under which you will list the consulted written work of others, whether they are books, journals or previous reports. They are referenced in the order in which they appear in the text, and you will identify them with a number typed in superscript, (Safety Shoes[1]). The superscript number will correspond to the number in the list of references.

The **bibliography** lists all the written material you consulted during your investigations. List them alphabetically according to authors' surnames, thus:

Abel, A "Display your products for maximum appeal", Marketing Managers Handbook, Vol 13 No 3, February 1996, pp 5-7.

Any material that is too detailed for the body of the report should be contained in the **appendices**. It must always be relevant, and should have been referred to in the main report. Appendices will contain such items as copies of questionnaires you sent out, transcripts of interviews, statistical tables, maps and diagrams.

The Summary Report

A summary report is rather like a mini-report, and will contain the following sections:

- Heading
- Terms of Reference
- Procedures
- Findings
- Conclusions
- Recommendations

Each section should be kept brief and cover only the main points. You should still use a formal style with full sentences and an appropriate tone.

3.6 Meeting communication

Meetings are a formal group activity, when a number of people gather together to achieve a specific objective. Groups can vary in size from a few people to a few hundred people. It is normal to have some members who have a designated office or role, such as chairman, secretary and treasurer.

Every meeting should have a purpose and one must avoid the situation where organisational meetings continue to be held out of habit, long after they have ceased to have any relevance. It is the function of the **notice of the meeting** to set out the reasons for calling the meeting, as well as other details such as the date, time, venue and who should attend.

A meeting is a gathering of individuals to organise, plan and control the activities of a business or club. The participants in a meeting may be part of a committee or may simply attend the meeting out of common interest.

Meeting terminology

Abstain - Choose not to vote

Adjourn - A temporary cessation of the meeting

Agenda - a timetable listing items for discussion at a meeting

AGM - Annual General Meeting

Amendment - A proposed alteration to a meeting

Apologies for absence -written or orally delivered excuses for not being able to attend a meeting

Carry a motion - A motion is said to be carried when it is passed by the meeting

Chairperson - Co-ordinator of a committee or a meeting

Chairperson's agenda -like an ordinary agenda but containing additional information to guide the meeting

Executive - Having power to act upon and carry out decisions

Honorary - performing a duty without payment

Minutes - written summary of a meeting's business

Motion - Proposals put before a meeting

Next business - the next item on the agenda

Opposer - someone who speaks against a motion

Proposer - One who puts a proposal to the members

Proxy - At company meetings, a shareholder may send a substitute to vote on his behalf

Quorum - A predetermined number of members required to attend and vote at a valid meeting

Resolution - a decision reached after a vote at a meeting (a motion that has been passed)

Secretary - committee administrator

Sine die - "without date" A meeting is said to be adjourned sine die when no date has been decided for its resumption

Treasurer - the person responsible for keeping control of the money

Unanimous - everyone agrees by voting in favour of

Committee members' roles

- The chairperson's role
  1. To co-ordinate the work of the committee
  2. To ensure that rules and procedures are kept
  3. To ensure that participants know the purpose of the meeting
  4. To run the meeting so that all members have a chance to speak
  5. To act as mediator over disagreements
  6. To steer the committee towards making a decision
  7. To ensure that documents and records are properly kept
  8. To promote a good working relationship among members
  9. To act as the committee's leader and guide
  10. To keep time control throughout the meeting
- The secretary's role
  1. To carry out the administrative work for the committee
  2. To organise the meetings
  3. To record the minutes of the meeting
  4. To send notice and agenda of the next meeting to the committee members
  5. To receive and note apologies for absence
  6. To prepare the committee room and to make seating preparation
  7. To prepare spare copies of the agenda in case someone has none
  8. To act as the chairperson's "right hand".
- The treasurer's role
  1. To monitor the committee's financial activities
  2. To record all the money transactions
  3. To submit regular reports and financial statements to the committee
  4. To liaise with the external auditor who scrutinises the books
  5. To advise the committee on budgets for expenditure
- The committee member's r**ole**
  1. To attend meetings
  2. To participate during meetings
  3. To do work delegated to him or her
  4. Keep the committee informed about relevant events

5. Express his views through casting a responsible vote
6. To keep interested parties outside of the committee informed where appropriate

♦ Notice of a meeting

The members of a committee must be informed of the date and agenda of the next meeting. The agenda contains a summary of points that will be discussed at that meeting. This is given in advance so that the participants can prepare for the proposed discussions. A notice and agenda of next meeting is set out as follows:

Example:

NOTICE OF MEETING

The next monthly meeting of all Department Managers will be held on 8 March 200___ at 15.30 in the Training Room.

AGENDA

1. Welcome
2. Apologies
3. Minutes of the last meeting
4. Matters arising
5. Correspondence
6. Proposals to expand customer base
7. Financial Department report
8. Sales Department report
9. Service Department report
10. Stores and Purchasing report
11. Any other business or General
12. Date of the next meeting
13. Closure

L Kubheka
Secretary
Telephone number 476-9076
18 February 200____

NOTE

1. Note that numbers 1 to 5 and 11 to 13 are **fixed items** that appear on EVERY agenda.
2. Numbers 6 to 10 are PARTICULAR ITEMS that vary depending on the nature of the particular meeting and type of club or business.

♦ Minutes of a meeting

Once a meeting is gathered, the secretary (or some other appointed person) is responsible for taking the minutes. The secretary will record what was said and by whom. This will be typed out after the meeting and a copy of the minutes will be given to each participant. The minutes serve as a reminder of the discussion and are used to check that participants are carrying out the actions that they were given at the meeting.

The layout of the minutes of a meeting is as follows:

MINUTES OF THE SYTLE CLOTHING DEPARTMENT MANAGERS MEETING HELD ON TUESDAY 9 FEBRUARY 200_____ AT 8.30 IN THE COMMITTEE ROOM

Present: __________, ____________, ____________, _______________

1. Apologies

   No apologies were recorded.

2. Welcome

3. Minutes of the last meeting

   Minutes of the last meeting were read and signed by the Chairman as correct. (proposed _____________ ; seconded _______________)

4. Matters arising

   A receptionist (Jane) and an assistant storeman (John) have been employed. The virus has been removed from the computer programme.

5. Correspondence

6. Financial matters

   Michelle, the accounts clerk, has captured all the financial data on the computer. The final accounts for the last quarter have been completed. She will now devote her time to credit collection. No cash flow problems are expected for the first half of this year.

7. Sales matters:

   Sales are good and quarterly figures are up on last year. A new competitor, Design Clothing, has opened up less than one kilometre away. We must keep our sales service standards as high as possible. Perhaps the staff must be sent on a sales course.

8. General

   Betsy, the tea lady, has been with the company for ten years next month. Some sort of award must be made.

9. Date of the next meeting

   8 March 200____ at 15.30 in the Training Room.

10. Closure

    The Chairman closed the meeting at 15.00

ACTIVITY

Please complete Activity **4** at the end of this session.

My Notes ...

. . . .
. . . .
. . . .
. . . .
. . . .

3.7 Curriculum Vitae

Before we look at preparing a curriculum vitae (CV), we will consider the letter that will accompany it i.e. the cover letter.

When you apply for a job, you will send your CV to the firm in question with a covering letter. This letter and the CV represent the first impression the firm has of you – and if they have been carelessly put together they will probably be the last impression too! Always remember that it is on the basis of these documents that the firm decides whether or not to grant you an interview.

Before you start writing, do as much research into the company as you can. Find out what they do, how their customers see them, what their future aims are likely to be. Then look at your own strengths and weaknesses (particularly your strengths). What can you offer this company that will benefit them? You will need to express this in the letter in such a way as to be convincing, without appearing smug or pompous.

If you are able to type your letter, do so without unnecessary frills. Use a normal, easy-to-read typeface and do not overdo changes in font sizes, bold, italics, etc. The key word is simplicity and professionalism.

If you have to write the letter by hand, do so as neatly as possible. Never ask someone else to write the letter for you. In either case make a draft first and check grammar and spelling carefully before you prepare the final letter. Proof-read your draft yourself and remember that the spellchecker tool in your word processor will accept the word 'extend' when you meant to write 'extent', for example.

The letter aims to persuade the person reading it that you are worthy of an interview. Style and tone should be chosen with this aim in mind, and it should also contain enough information for the receiver to be able to judge your suitability for the position.

Mention the following important points:

- The position for which you are applying
- Where you saw the advertisement
- Your educational and professional qualifications

- The position you now hold and – briefly – what it entails
- Your reasons for applying for this position and what you can do for the company
- The company's objectives (results of your research)
- The fact that you are enclosing your CV
- Your availability for an interview

The Curriculum vitae

A CV tells a prospective employer about your personal details and what you have achieved during your lifetime. Your CV, together with the letter of application, will be used to sell yourself to a company, and must therefore contain all the facts employers need to know about you. It must look professional, and it must be easy to read.

The Labour Relations Act (November 1996) specifies that no prospective employer may ask questions of an applicant that could be regarded as being discriminatory.

This includes such aspects as age, race, marital status, number of children and religion. It would be naïve of us to imagine that employers do not want at least some of this information, simply because they are not allowed by law to ask for it. Your CV will not need to mention race or religion, but it should contain other personal details.

A good CV should at least contain the following sections.

- Personal details
- Academic record
- Membership to any professional bodies
- Work experience
- Career plans
- Awards / achievements
- Hobbies and interests
- Referees / References

You will need to attach photocopies of diplomas/degrees, letters from referees and so on. Never send original documents, as CV's are often never returned.

As far as the work experience section is concerned, you can list your jobs from the first one you held to the present, or vice versa. You should always state the dates, your position in the firm, your tasks, responsibilities and achievements. It is a good idea to mention the reason for leaving your previous job.

Remember that a good interviewer is trying to assess your worth. To that end, he/she will be looking for patterns of behaviour that you have displayed consistently from your school days onwards.

Example

For example, if you were a school prefect, then a member of the SRC, have joined Rotary and been elected to the committee, the interviewer will know that you enjoy taking responsibility, you are good at organising yourself and others, and you prefer to take action rather than sit and wait for others to act. It is important therefore that your activities and interests are mentioned clearly in your CV, so that the interviewer can absorb them.

ACTIVITY

Please complete Activity **5** at the end of this session.

My Notes ...

My Notes ...

How am I doing?

Concept (SO 3)	I understand this concept	Questions that I still would like to ask
Inappropriate language is identified and adapted.		
Complex ideas are reworded more simply.		

Concept (SO 4)	I understand this concept	Questions that I still would like to ask
The planning, drafting, editing and redrafting of texts improves its suitability for the intended purpose and audience.		
Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text.		
Major grammatical errors are identified and changes improve structure and readability of text.		
Spelling, punctuation, register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content.		
Points of view, where expressed, are supported with a simple range of reasons and facts.		
Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity.		

My Notes ...

. . . .

. . . .

. . . .

. . . .

. . . .

ACTIVITY

2

SO 3 & 4 AC 1 - 8

Instructions:
Class activity

My Name:
. . . .
My Workplace:
. . . .
My ID Number:
. . . .

Write a one page business letter to express your interest in registering for a qualification

Remember to include some information on your background and motivate your application.

Facilitator comments:

Assessment:

ACTIVITY

3

SO 3 & 4 AC 1 - 8

Instructions:
Class activity

My Name:
. . . .
My Workplace:
. . . .
My ID Number:
. . . .

Develop a notice for a meeting to brief learners on the methods used for assessment in the organization.

Facilitator comments:

Assessment:

ACTIVITY

4

SO 3 & 4 AC 1 - 8

Instructions:
Class activity

My Name:

. . . .

My Workplace:

. . . .

My ID Number:

. . . .

1. Write and prepare a notice of a meeting
2. Break up in groups and have a meeting discussing the importance of communication in the workplace. Take notes and prepare minutes of the meeting.

Facilitator comments:

Assessment:

ACTIVITY

5

SO 3 & 4 AC 1 - 8

Instructions:
Class activity for self study

My Name:
. . . .
My Workplace:
. . . .
My ID Number:
. . . .

Draft and prepare a curriculum vitae for yourself.

Facilitator comments:

Assessment:

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
1. Explain why effective communication in the context of the business environment is so important.		
2. Explain the issues to be considered when planning for effective written communication.		
3. Identify three potential audiences and explain how the make up of the audience will affect planning of written communication.		
4. Explain how tone, style and formality affect written communication.		
5. Draft the following business communication: i. Apply the format for a business letter to write a letter for a specific purpose: (Range: Enquiry, compliant, information sharing) ii. Compile a notice to inform learners of a welcoming bash on the first Saturday of the new semester.		

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	**8964**			
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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Erasmus-Kritzinger, L.E, Bowler, A. and Goliath D (2002) Effective Communication: Getting the message across in business, Afritech South Africa. ISBN 1-874940-45

Feldman R.S, (2002) Power Learning: Strategies for Success in College and Life 2nd edition, Mc Graw Hill Higher Education, New Yord. ISBN 0-07-248070-X.

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.

Terms & Conditions

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- ## Design:

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- ## Layout:

  Ms A. du Plessis

  Ms N Matloa

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Write for a defined context

SAQA US ID	**UNIT STANDARD TITLE**		
8964	Write for a defined context		
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 credited with this unit standard are able to write to suit a range of contexts. They use complex sentence structures and show some control of style and register. Writers can match the choice of text type, structure, tone and word selection in their writing to the needs of specific audiences. They express themselves reasonably clearly and precisely when writing, and they are willing to explore new forms of writing in thoughtful and organised ways.

Learners at this level also use appropriate language in familiar and unfamiliar situations in their writings and in their written observations and responses based on texts they encounter. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required.

Learners credited with this unit standard are able to:

- write for a specific purpose and audience
- use grammatical structures and writing conventions to produce coherent and cohesive texts for specific contexts
- adapt language to suit context
- draft and edit own writing.

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 following outcomes or areas of learning when starting to learn towards this unit standard: NQF level 1 or GETC language standards.

Learners can:
- write different kinds of texts for a wide range of purposes.

UNIT STANDARD RANGE

Appropriate language patterns and structures, which take account of aspects of context, purpose and audience, are used.

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

Write for a specific audience and purpose.

OUTCOME RANGE

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

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. A range of appropriate texts is selected and produced in response to tasks or learning activities.

ASSESSMENT CRITERION 2

2. Form and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task.

ASSESSMENT CRITERION RANGE

Format, visual presentation (headings, sub-headings, bullets, numbering, font, etc.)

SPECIFIC OUTCOME 2

Use grammatical structures and writing conventions.

OUTCOME NOTES

Use grammatical structures and writing conventions to produce coherent and cohesive texts for specific contexts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Clear, simple sentences are used.

ASSESSMENT CRITERION 2

2. A variety of sentence lengths and types are employed where appropriate.

ASSESSMENT CRITERION 3

3. Paragraphs showing awareness of topic sentence are constructed.

ASSESSMENT CRITERION 4

4. Punctuation conventions are used appropriately.

ASSESSMENT CRITERION 5

5. Register is chosen to suit audience and purpose.

ASSESSMENT CRITERION 6

6. Link devices are used correctly to write sustained pieces.

ASSESSMENT CRITERION 7

7. Different sentence beginnings and clause structure options are correctly employed.

ASSESSMENT CRITERION 8

8. Texts are organised and structured so that they have a clearly defined beginning, middle and end.

SPECIFIC OUTCOME 3

Adapt language to suit context.

OUTCOME RANGE

Socio-cultural, technical/workplace.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Inappropriate language is identified and adapted.

ASSESSMENT CRITERION RANGE

Excessive use of jargon, insensitive choice of words, (gender; rank; hierarchies in familiar settings or organisations; family; sports; wealth), offensive or incorrect register.

ASSESSMENT CRITERION 2

2. Complex ideas are reworded more simply.

SPECIFIC OUTCOME 4

Draft and edit own writing.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The planning, drafting, editing and redrafting of texts improves its suitability for the intended purpose and audience.

ASSESSMENT CRITERION 2

2. Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text.

ASSESSMENT CRITERION 3

3. Major grammatical errors are identified and changes improve structure and readability of text.

ASSESSMENT CRITERION 4

4. Spelling, punctuation, register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content.

ASSESSMENT CRITERION 5

5. Points of view, where expressed, are supported with a simple range of reasons and facts.

ASSESSMENT CRITERION 6

6. Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity.

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.
- do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and that sufficient evidence around all the assessment criteria is gathered
- 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 119456 which is "Write/present for a defined context", Level 2, 5 credits.