The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA. Terms and conditions apply.
Dear Learner - This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standard:

<table>
<thead>
<tr>
<th>Title</th>
<th>US No</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use language and communication in occupational learning programmes</td>
<td>8979</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Title</th>
<th>ID Number</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate in Animal Production</td>
<td>48979</td>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td>National Certificate in Plant Production</td>
<td>49009</td>
<td>4</td>
<td>120</td>
</tr>
</tbody>
</table>

Please mark the learning program you are enrolled in:

Your facilitator should explain the above concepts to you.

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.

### 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.
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, 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 role in reaching competence.
- When you have completed all the activities hand this 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? ............................................................... 6
What do I need to know? ............................................................... 6
Session 1 Learning resources and strategies.............................. 7
Session 2 Brainstorming and Mind Maps.......................... 55
Session 3 Conducting Basic Research, Analysing and Presenting
Findings........................................................................... 82
Session 4 Lead and Function in a Team............................... 99
Am I ready for my test? ............................................................ 112
Checklist for Practical assessment ........................................... 113
Paperwork to be done .............................................................. 114
Terms and conditions ............................................................... 115
Acknowledgements ................................................................. 115
SAQA Unit standard ................................................................. 116
What will I be able to do?

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

♦ Access, use and manage suitable learning resources
♦ Formulate and use learning strategies
♦ Manage occupational learning materials
♦ Conduct basic research and analyse and present findings
♦ Lead and function in a team
♦ Reflect on how characteristics of the workplace and occupational context affect learning.

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 and communication skills laid down in the national curriculum statements up to NQF level 3.
Session 1

Learning resources and strategies

After completing this session, you should be able to:

SO 1: Identify relevant learning resources

1.1 How Literature is structured

Libraries contain information in bibliographies, guides, indexes, abstracts, databases, almanacs, catalogues, newspapers, dictionaries, directories, encyclopaedias, and journals. Although a relationship between these sources may not be apparent to the untrained eye, these different information sources are published systematically to meet the specific information needs of an academic discipline.

Researchers using library materials can benefit from having an understanding of the inherent structure of published literature. Once they see the order in the wealth of materials on the library’s shelves, retrieving the information successfully from a discipline’s literature becomes a matter of backtracking through its development stages.

The structure of literature

When we talk about the structure of literature, we are describing the physical manifestation of the growth of an academic discipline. As the field matures, the amount and type of literature that become available increase. The literature produced can be divided into three distinct developmental levels.
At the primary level, an idea, sometimes a whole discipline is in its infancy. Great thinkers or pioneering intellectuals discuss new ideas with friends and colleagues, conduct research and postulate new theories. They disseminate their findings beyond personal contacts by writing and publishing papers and presenting them at conferences.

The secondary level is marked by the increased number of scholars reading, researching, and writing on the original ideas and theories. The number of articles proliferate and books appear on the topic. Still other scholars interpret and assess what the first generation of researchers accomplished and publish still more articles and books.

At the tertiary level, the idea becomes widely accepted or a new discipline becomes established. Curricula are developed, and tertiary sources are published to meet the demand for discipline related reference books and textbooks.

The search strategy

The search strategy is a logical process used by a researcher to locate information that will fill an information need. Where the researcher begins the literature search will depend on the depth of information required and the researcher’s knowledge of the discipline.
1.2 Steps in the Independent Study Research Process

1. Understand the assignment
2. Begin a research folder
3. Select a topic
4. Locate sources of information
5. Suggest a tentative focus
6. Develop tentative thesis if it is required
7. Check/consult with your facilitator
8. Analyze resources and select appropriate information
9. Make notes and record information for works cited list
10. Develop a final thesis
11. Conference with your facilitator

Students often require background information to provide them with the rudiments of a subject before starting their research. Their only knowledge of the topic may be from class reading assignments in textbooks. Overviews on the topic can be obtained from reading encyclopaedia articles. Bibliographies, indexes, and abstracts may be used to obtain citations to books and articles written on the topic. For a short paper, this may be as deep as the research process needs to go.

On the other hand, researchers who are already familiar with the writings in tertiary and secondary sources may need primary sources to interpret the topic for themselves. Their research strategy must allow for this.

In either case, research involves using a multitude of library sources. Researchers will synthesize the material they find and write a paper. From this synthesis, sometimes a new idea is generated and the whole process can begin once more.
12. Prepare a tentative outline, organize information under main ideas and supporting points
13. Conference with your facilitator
14. Write a first draft
15. Edit the first draft
16. Write the final version
17. Prepare a presentation
18. Evaluate the assignment

1. UNDERSTAND THE ASSIGNMENT
Make sure you understand the assignment and its requirements:
- format (project, report, research essay, oral presentation)
- due date
- length
- evaluation

Definitions:
- Project – a research assignment which may include maps, pictures, charts, interviews, etc.
- Report – an organized presentation of facts about a subject
- Research Essay – the written expression of your opinion (stated in a thesis) supported by information gathered independently

2. BEGIN A RESEARCH FOLDER
Have a folder. Keep it organized. Keep everything.
Your folder should eventually contain:
- the assignment, and all details about dates and marks
- a record of the work you have done (a log). See Appendix 2.
- all your notes
- a record of interviews and phone calls (if applicable)
- newspaper clippings, magazine articles, pamphlets and printouts
- an ongoing record of all sources of information
- a list of appropriate subject headings
- all outlines and drafts

3. SELECT A TOPIC
See the process in Appendix 5A. Consult with your facilitator, librarian, family and friends. Choose a topic that is:
- interesting
- manageable (in terms of time and resources)
- appropriate

4. LOCATE SOURCES OF INFORMATION
- vertical file material
- videos
- internet
- books
- periodicals and newspapers (electronic and print)
- community resources
  See Appendix 4.

5. SUGGEST A TENTATIVE FOCUS
Select one aspect of the topic.
See Appendices 5A, 5B and 5C.
6. DEVELOP A TENTATIVE THESIS IF REQUIRED
State your opinion on the narrowed topic.
Be aware that the research you do may cause you to modify or revise your tentative thesis.
Treat your tentative thesis as your research question.
See Appendix 6.

7. CONSULT WITH YOUR FACILITATOR
Are you on the right track?

8. EXAMINE RESOURCES AND SELECT APPROPRIATE INFORMATION
- Table of contents
- Indexes
- Chapter summaries
- Charts and graphs
Remember the scope and limits of your topic.
Use skimming and scanning techniques.
Skimming a chapter or an article means reading only:
  • title • subtitles
  • captions on illustrations
  • first and last paragraphs
From skimming it, you can determine what appears to be the main point or idea of the chapter or article. See Appendix 8A.

Scanning means reading for key words.
Recognize the intent, authority, currency, bias and level of difficulty of your sources. The internet presents special problems.

Evaluation: See Appendix 8B for ways to evaluate internet sources.

9. MAKE NOTES AND RECORD INFORMATION FOR WORKS CITED LIST
Make notes on everything that might be important. Notes are made by summarizing, paraphrasing and/or quoting.
- **Summarizing** is expressing the main ideas in condensed form.
- **Paraphrasing** is restating the information in your own words.
- **Quoting** is using the author’s exact words.
- Avoid plagiarism: acknowledge all statements and ideas which are not your own.
- How to avoid plagiarism: correct documentation of sources
For note making techniques and suggestions
General Note Making

10. DEVELOP A FINAL THESIS
See Appendix 6

11. CONFERENCE WITH YOUR FACILITATOR
See Appendix 11

12. PREPARE A TENTATIVE OUTLINE, ORGANIZING INFORMATION UNDER MAIN IDEAS AND SUPPORTING POINTS
Most word-processing programs have outlining features.
See Appendix 12.
13. **CONFERENCE WITH YOUR FACILITATOR**
   See Appendix 11

14. **PREPARE YOUR FIRST DRAFT**
   - Double space to allow for corrections and changes.
   - Prepare your draft directly from your outline and notes.
   - Include a clear statement of your purpose in your introductory paragraph.
   - Organize your ideas logically.
   - Use a clear, direct style; avoid slang or jargon.
   - Make sure quotations are short and relevant.
   - Include embedded citations at this time.
   See Appendix 14

15. **EDIT YOUR FIRST DRAFT**
   See Appendix 15

16. **WRITE YOUR FINAL VERSION**
   (See Appendix 16A) and a list of works cited.
   See Appendix 16B.

17. **PREPARE A PRESENTATION**
   Confirm the format of your presentation with your facilitator.
   See Appendix 17 for a variety of possible formats.

18. **EVALUATE THE ASSIGNMENT**
   Remember that the process is just as important as the final product.
   Evaluation may take several forms: self, peer, group and facilitator.
   See Appendices 18A, 18B and 18C.

---

**FOR USEFUL WEBSITES FOR THE RESEARCH AND WRITING PROCESS**
See Appendix 4a
### WORK LOG

**Name:** _____________________________  **Assignment:** ___________________________

| Date: __________________________   Time Spent: __________   hour(s) ______ |
| Work done: _____________________________________________________________ |
| Resources used: ________________________________________________________ |

| Date: __________________________   Time Spent: __________   hour(s) ______ |
| Work done: _____________________________________________________________ |
| Resources used: ________________________________________________________ |

| Date: __________________________   Time Spent: __________   hour(s) ______ |
| Work done: _____________________________________________________________ |
| Resources used: ________________________________________________________ |
Brainstorming the topic – “Pollution”

- Oil spills
- Vehicle exhaust
- Acid rain
- Lakes
- Water
- Buildings and people
- Toxic and hazardous waste
- War and its environmental aspects
- Household waste
- Chemical poisoning
- Noise
- Land
- Forests
- Air

For broad general categories, preliminary research, locating sources
Locating Sources of Information

<table>
<thead>
<tr>
<th>SOURCES OF INFORMATION:</th>
<th>HOW and WHERE TO LOCATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference Materials</strong></td>
<td></td>
</tr>
<tr>
<td>• general encyclopedias</td>
<td>• reference section</td>
</tr>
<tr>
<td>• subject specific encyclopedias,</td>
<td>• Internet</td>
</tr>
<tr>
<td>dictionaries, handbooks and</td>
<td>• CD-ROM (e.g. Canadian</td>
</tr>
<tr>
<td>Encyclopedia, indexes (e.g. McGraw-Hill</td>
<td></td>
</tr>
<tr>
<td>Encyclopedia of Science and Technology)</td>
<td></td>
</tr>
<tr>
<td>• print (e.g. World Book, Britannica)</td>
<td>• on-line via www: Grolier,</td>
</tr>
<tr>
<td>Britannica, World</td>
<td></td>
</tr>
<tr>
<td>• dictionaries</td>
<td></td>
</tr>
<tr>
<td>• yearbooks, almanacs, directories</td>
<td></td>
</tr>
<tr>
<td>• atlases</td>
<td></td>
</tr>
<tr>
<td><strong>Books:</strong></td>
<td></td>
</tr>
<tr>
<td>• electronic catalogue</td>
<td></td>
</tr>
<tr>
<td><strong>Periodicals and Newspapers:</strong></td>
<td></td>
</tr>
<tr>
<td>• Guide to Periodicals and Newspapers</td>
<td></td>
</tr>
<tr>
<td>in the Public Libraries</td>
<td></td>
</tr>
<tr>
<td>• on-line access via the Internet (</td>
<td></td>
</tr>
<tr>
<td>Electric Library, EBSCO, SIRS, CPIQ,</td>
<td></td>
</tr>
<tr>
<td>NEWSCAN)</td>
<td></td>
</tr>
<tr>
<td>• Internet</td>
<td></td>
</tr>
<tr>
<td><strong>Other resources</strong></td>
<td></td>
</tr>
<tr>
<td>• videos</td>
<td></td>
</tr>
<tr>
<td>• film and video catalogues are available</td>
<td></td>
</tr>
<tr>
<td>• films</td>
<td>• SABC videos are available</td>
</tr>
<tr>
<td>• television programs</td>
<td></td>
</tr>
<tr>
<td>• audio tapes</td>
<td></td>
</tr>
<tr>
<td>• slides</td>
<td></td>
</tr>
</tbody>
</table>

USEFUL WEBSITES FOR THE RESEARCH AND WRITING PROCESS
Resources for Writers: [http://owl.english.purdue.edu/writers/by-topic.html](http://owl.english.purdue.edu/writers/by-topic.html)
Writing at the University of Toronto: [http://utl2.library.utoronto.ca/www/writing/index.html](http://utl2.library.utoronto.ca/www/writing/index.html)
Research and Argument: [http://karn.ohiolink.edu/~sg-ysu/](http://karn.ohiolink.edu/~sg-ysu/)
Infozone: [http://www.mbnet.mb.ca/~mstimson/](http://www.mbnet.mb.ca/~mstimson/)
A+ Research & Writing: [http://www.ipl.org/teen/aplus/](http://www.ipl.org/teen/aplus/)
Search Strategy Sheet

♦ Describe Your Topic:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

♦ Identify the Main concepts:

<table>
<thead>
<tr>
<th>Concept # 1</th>
<th>Concept # 2</th>
<th>Concept # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

♦ Find Synonyms:

Use the appropriate thesaurus to identify synonyms. Synonyms, related terms and alternate spellings should be placed in the same CONCEPT column.

<table>
<thead>
<tr>
<th>Concept # 1</th>
<th>Concept # 2</th>
<th>Concept # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Search Strategy Sheet Example

♦ Describe Your Topic:

What are the effects on children of violence in the mass media?

♦ Identify the Main concepts:

<table>
<thead>
<tr>
<th>Concept # 1</th>
<th>Concept # 2</th>
<th>Concept # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>Mass media</td>
<td>children</td>
</tr>
</tbody>
</table>

♦ Find Synonyms:

Use the appropriate thesaurus to identify synonyms. Synonyms, related terms and alternate spellings should be placed in the same CONCEPT column.

<table>
<thead>
<tr>
<th>Concept # 1</th>
<th>Concept # 2</th>
<th>Concept # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>Mass media</td>
<td>children</td>
</tr>
<tr>
<td>or aggression or anger or television or films or computer games</td>
<td>or childhood</td>
<td></td>
</tr>
</tbody>
</table>
Selecting One Aspect of the Topic “Pollution”  

Water Pollution

- Oil spills
- Household waste
- Acid rain
- Chemical disposal and poisoning
- Nuclear and industrial accidents
- Industrial waste
- Oil spills
- Household waste
- Acid rain
- Chemical disposal and poisoning
- Nuclear and industrial accidents
- Industrial waste
Sample research question:
What will the effects of acid rain be on inland dams over the next 20 years?
A thesis is the expression of your opinion on a topic.

- Select a topic:
  - My topic: Capital Punishment
- Get an overview from a variety of sources
- Formulate a question from which your thesis statement can develop.
  - Question: Does the death penalty prevent crime?
- Formulate a thesis statement that:
  - takes a stand
  - is arguable
  - can be researched
- Tentative Thesis: Capital Punishment does not deter murder
- Check your Thesis Statements against the models

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Capital punishment.</td>
<td>This is topic, not a thesis.</td>
</tr>
<tr>
<td>2) Does the death penalty prevent crime?</td>
<td>This is a good question that leads to a thesis, but this is not a thesis.</td>
</tr>
<tr>
<td>3) The murder rate is a concern.</td>
<td>A statement of fact is a weak thesis. Take a stand that is arguable.</td>
</tr>
<tr>
<td>4) Something must be done about the murder rate.</td>
<td>Weak thesis. What must be done? Take a stand that is arguable.</td>
</tr>
<tr>
<td>5) Capital punishment prevents crime.</td>
<td>Good thesis</td>
</tr>
<tr>
<td>6) Capital punishment does not deter murder.</td>
<td>Good thesis</td>
</tr>
</tbody>
</table>

- Can your Thesis be researched?

Either #5 or #6 above can be researched because there are many resources on capital punishment, both pro and con, in your institution’s library and in the community at large.
Skimming

How to skim a book

- Flip through the book from cover to cover. This gives you a general impression. Is the print easily read? Are there illustrations?
- Flip through a second time. Look for chapter headings, summaries, questions, vocabulary lists, indexes, etc.
- Look at the preface. Does the author express a particular point of view or bias? What other useful information is contained here?
- Skim the table of contents for relevant sections.
- Read opening and closing paragraphs of selected chapters. They often contain summaries of the chapters.
- Check the index for specific references to your topic.

How to skim an article or chapter

- Glance quickly through the article to get an overall impression of length and organization.
- Read the title, headings, captions, words in heavy print, italicized words, etc.
- Look closely at illustrations, charts, graphs, maps, etc.
- Read first and last paragraphs.
- Read the first sentence (usually the topic sentence) of other paragraphs.
- Read any questions at the end of the chapter or article.

Scanning

Scanning involves running your eyes down the page looking for specific facts or key words and phrases.

Think about what FORM the information will take: Is it a number? Is the word in capitals? How does it start?

- VISUALISE what the word or number looks like
- Use numerical order
- Do NOT read every word/number
- Read FAST and when you find the information you want then you slow down and examine it closely
When you locate a new term, try to find its definition. If you are not able to figure out the meaning, then look it up in the glossary or dictionary.

Secondly, scanning is useful in locating statements, definitions, formulas, etc. which you must remember completely and precisely.

**Evaluating Internet Resources**

Because we live in an information age, the quantity of information on any given topic is huge. However not all of this information is useful or trustworthy. Therefore judging the accuracy of information is an important skill, which is needed all the time.

When researching a topic you will also be evaluating sources as you search for information. You can have some confidence in the information contained in books, newspapers, and magazines since these sources are edited before they are published. You need to judge whether these sources are useful in terms of coverage of the topic, whether the information contained in the source is up to date, and whether the author presents a biased viewpoint.

Evaluating Internet sources can be a problem because anyone can put anything up on the Internet. Many Internet sources are self-published by the author, have not been edited by others and are not monitored. Use the following checklist to judge the Internet sites you find. Articles found in online databases such as encyclopaedias, periodical articles databases, and newspaper databases can be treated as reliable sources because they have been edited in their original publication form. Remember, as well, that you should always use a variety of resources as part of the research process.

Useful Internet Sites for Evaluating Sources

  http://www.discoveryschool.com/schrockguide/eval.html
- Evaluating Sources of Information
  http://owl.english.purdue.edu/Files/131/a-start.html
- Evaluating Internet Sources
  http://members.aol.com/xxmindyxx/evaluate/question.htm
- Evaluating Web Resources
  http://www2.1widener/Wolfgram-Memorial-Library/webeval.htm
# Checklist for Evaluating an Internet Site

## Authority

- Is the author of the page clearly indicated? (If yes, identify)  **YES/NO**
- What are the author’s qualifications and reputation in the subject? If they are not listed, can you find out?

- Has the site been rated by a reputable rating group? (If yes, identify)  **YES/NO**

- Has it won any awards? (If yes, identify)  **YES/NO**

## Bias

- What does the domain address tell you about the site?
  - **edu**: indicates an educational site (usually a university or college)
  - **gov**: indicates a government site
  - **org**: indicates an organization or advocacy group
  - **com**: indicates a business or commercial organization
  - **co**: indicates a business or commercial organization
  - **za**: indicates a South African site
  - **uk**: indicates a British site
  - **~**: indicates a personal web page
- What is the purpose of the site: to inform, to persuade?

- Is there an organization sponsoring the page?  **YES/NO**
- Who are they? What does this tell you about the page’s purpose?

- Who is the intended audience of the site?

## Content and Accuracy

- Is the material covered adequately?  **YES/NO**
  
  **Explain:**
Use language and communication in occupational learning programmes

Primary Agriculture
NQF Level 4
Unit Standard No: 8979

• How does the site compare with others on the same topic?

• How can you tell if it was well researched? YES/NO
  Explain:_____________________________________________________________________

• Is there documentation to indicate the sources of the information presented? YES/NO
  Explain:_____________________________________________________________________

• Does the site have links to other reliable sites on the topic? YES/NO
• Do they work or are they out of date?
• Did you reach this site from a reputable link? YES/NO

♦ Currency
• What is the date of posting of the site?
• Have there been revisions since then? _______________________ YES/NO
• Is the information current or out of date? _______________________

♦ Technical Aspects
• Is the site easy to load? YES/NO
  Comment:_____________________________________________________________________

• Is the site easy to navigate? YES/NO
  Comment:_____________________________________________________________________

• Do graphics, pictures and the layout add to the value of the site? YES/NO
  Comment:_____________________________________________________________________

♦ Overall Evaluation
After looking at all the criteria above, circle a general rating for the site:
• Excellent • Good • Average • Borderline Acceptable • Unacceptable
  Comments:_____________________________________________________________________

agriculture
Version: 01  Version Date: July 2006
Republic of South Africa

AgriSETA
You must take accurate, informative, point-form notes before writing the rough draft of your essay or report.

As you read and take notes, you analyse and organize the information in your sources. Using a system for taking notes helps simplify the process and later makes writing your essay easier. Generally you will be making three kinds of notes:

**Summarising**
When you summarize you condense ideas, details, and supporting arguments in point form using your own words. Summarizing is useful for recording facts, statistics, and background material.

**Paraphrasing**
When you paraphrase, you take the author’s idea, select what is pertinent, and restate it in your own words and sentence structure. Make sure you keep the author’s meaning.

**Direct quotations**
When you use a direct quotation you copy the material directly from your source because it is important to use the author’s words directly. Make sure you copy the material carefully.

**Avoiding Plagiarism**
Plagiarism, which comes from the Latin word for “kidnapper”, is the act of using or passing off someone else’s ideas or words as your own. It is a serious and punishable offence. Students who plagiarize may expect a mark of zero and individual schools may also impose other serious consequences. It is important for students to realize that researched information, which is paraphrased or quoted directly, must be acknowledged in the essay.

Factual material such as statistics must also be acknowledged even if you have summarized rather than paraphrased or quoted. Common knowledge such as dates, simple definitions, or commonly known observations do not need to be acknowledged.

Using embedded citations along with a Works Cited List, allowing the reader to easily determine from where material has been taken, does crediting your sources.

If you are not sure whether or not material needs to be acknowledged, always ask for clarification from your facilitator or librarian.

**Systems for taking notes**
Using a system for taking notes helps simplify the research process, helps avoid plagiarism, and later makes writing the essay easier. There are a number of methods that can be used. Choose the method that works best for you.
Handwritten Notes on Note Making Sheets

- Use the sheets shown in this booklet. The upper portion identifies information that must be recorded for citation information. Make sure you fill in this part!
- Use chapter headings, topic headings and subheadings to separate information.
- Summarize information in point form, using your own words whenever possible.
- Be sure to include page numbers, and to put quotation marks around direct quotations.

Handwritten Notes on Index Cards

- Initially, prepare an index card for each source, identifying the title, author, publisher, date, city of publication and any other pertinent information.
- Assign this card a number, or use the author’s name when making up the note cards from that particular resource.
- As you read each book or article, record each point of information on a separate index card, grouping the cards together according to topic. Be sure to include page numbers, and to put quotation marks around direct quotations. Put the author’s name or the assigned number in the corner of each card for citation purposes.
- As you work you can assign a brief heading to each note card to help you organize your notes.

Handwritten Notes Using the “5 R Method”

- Use the sheet titled “5R Page for Recording Information”. Fill in the upper portion, which is necessary for completing your Works Cited List.
- As you read each book or article, make point form notes of the important ideas and write them in the “Record” column. Use your own words whenever possible, include page numbers, and put quotation marks around direct quotations.
- While recording information, also jot down in the “Relate” column any connected ideas or information that you already know about this topic.
- Think of movies, TV programs, personal experience, books read or people that are related to the topic. This is one way of enriching and personalizing your work.
- At the end of recording your notes, reduce the information to three to five main ideas and write them in the “Reduce” column. These ideas may eventually become the paragraph or section headings of your essay.
- Finally, think about the theme or thesis of the book or article and write it down in your own words in the “Reflect” column. This may become the main thesis of your final product or one of the main arguments to support your thesis.
Notes Word Processed on a Computer

- Type the title, author, publisher, date, city of publication and any other pertinent information for each resource.
- Record information in point form just as you would write it by hand including page numbers and quotation marks. Leave several lines between facts or points so that you can easily move.

USEFUL WEBSITES FOR MAKING NOTES AND AVOIDING PLAGIARISM

How Not to Plagiarize
http://utl2.library.utoronto.ca/www/writing/plagsep.html

Taking Notes from Research Reading
http://utl2t.library.utoronto.ca/www/writingnotes.html

Quoting, Paraphrasing, and Summarizing
http://owl.english.purdue.edu/Files/31..html
# Note Making Sheet

## Print Reference Material

Name: __________________________ Course: ______________ Date: ______

Topic / Subtopic: ______________________________________________________

Author: _______________________________________________________________

Title of the Article: _____________________________________________________

Title of reference material: _____________________________________________

Format: ________________________________________________________________

Place of publication: __________________________ Publisher: _________________

Date of Publication: _________________ Volume #: __________ Pages: ____

Type: _________________________________________________________________

<table>
<thead>
<tr>
<th>Page numbers</th>
<th>Point from notes and quotations</th>
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</table>
# Note Making Sheet

**Book**

Name: ______________________  
Course: ______________  
Date: _______

Topic / Subtopic: ______________________________________________________________

____________________________________

Author(s) / Editor(s): ________________________________________________________

Title: _________________________________________________________________

Place of publication: _________________________  
Publisher: ______________

Date of Publication: ______________________  
Source library: __________________

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<tr>
<th>Page numbers</th>
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Version: 01  
Version Date: July 2006
## Periodical Article:
**Accessed via Print, CD or Internet**

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Course: __________</th>
<th>Date: ______</th>
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<td>Author(s): ______________________</td>
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<td>Title of article: __________________</td>
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</tr>
<tr>
<td>Date of Publication: ______</td>
<td>Pages: ______</td>
<td>Website add: ______________</td>
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</tbody>
</table>

### Page numbers

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<th>Point from notes and quotations</th>
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**Note Making Sheet**

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**Appendix 9D**

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**Use language and communication in occupational learning programmes**

<table>
<thead>
<tr>
<th>Primary Agriculture</th>
<th>NQF Level 4</th>
<th>Unit Standard No: 8979</th>
</tr>
</thead>
</table>

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**Version:** 01  
**Version Date:** July 2006

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**AgriSETA**

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**agriculture**
# Note Making Sheet

**Other Materials: Audiotape, videos, interviews**

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Course: ___________</th>
<th>Date: ______</th>
</tr>
</thead>
</table>

**Topic / Subtopic:** _______________________________________________________

**Title:** _______________________________________________________________

**Format:** ____________________________________________________________

**Director:** ___________________________________________________________

**Producer / Distributor:** _______________________________________________

**Date:** __________   **Source:** ___________________________________________

<table>
<thead>
<tr>
<th><strong>Page numbers</strong></th>
<th><strong>Point from notes and quotations</strong></th>
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</thead>
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</tbody>
</table>
Note Making Sheet Example

Reference Material

Name: __________________________  Course: _____________  Date: _______

Topic / Subtopic: ____________________________________________________
__________________________________________________________________

Author: Lickens, Gene E

Title of the Article: Acid Rain

Title of reference material: The World Book Encyclopaedia

Format: ___________________________________________________________________

Place of publication: Chicago  Publisher: World Book

Date of Publication: 1998  Volume #: 1  Pages: 27

Source library: G.S.H.A Library

Page numbers  Point from notes and quotations

Summarizing:
- article outlines the causes, effects, occurrence and treatment of acid rain

Paraphrasing:
Causes: cars, factories, power plants give off chemical compounds such as sulphur
dioxide & nitrogen oxides into the air to form sulphuric acid & nitric acid
- these acids pollute rain, snow, sleet etc. to produce acid rain
- some acidic gases & particles fall to earth when it is not raining

Effects: - pollution of lakes, rivers, etc. killing fish and wildlife
- damage to buildings, vegetation and soil

Occurrence: - eastern N. America, northwestern & central Europe, parts of Asia
- worse since 1950’s (taller smoke stacks)

Treatment: - devices are available to remove sulphur & nitrogen compounds from
factory smoke
- lime may be added to lakes to neutralize the acids (this treatment does not last
and may have harmful side effects)

Quoting: "Scientists use the term acid deposition to refer to both wet and dry acid
pollution that falls to the earth"
**“5 R” for Recording Information**

<table>
<thead>
<tr>
<th>1 – Read</th>
<th>2 – Record</th>
<th>3 – Relate</th>
<th>4 – Reduce</th>
<th>5 – Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: __________________________________________________________________</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Author: ___________________________ Pages: ___________</td>
<td></td>
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<tr>
<td>Date of publication: _____________ Publisher: ___________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4 – Reduce</th>
<th>2 – Record</th>
<th>3 – Relate</th>
</tr>
</thead>
<tbody>
<tr>
<td>to main points maybe possible headings</td>
<td>Point from notes taken from reference material</td>
<td>make connections to your topic and other notes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 – Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can the information gained be used? How do you feel about the information?</td>
</tr>
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</table>
**Independent Study Conference Notes**

**INDEPENDENT STUDY CONFERENCE NOTES**

**Section A: To be completed by the learner before conferencing.**

Name: _______________________________________  Date: ________________

Topic _____________________________________________________________

Thesis (if it is required): _______________________________________________

Outline of essay or report:

Resources used:

__________________________________________________________________

__________________________________________________________________

Questions for your facilitator:

__________________________________________________________________

__________________________________________________________________

**Section B: To be completed by the facilitator.**

Comments: _________________________________________________________

__________________________________________________________________

**Section C:**

Plans for the future:

__________________________________________________________________

__________________________________________________________________

Next conference date: _________________________________________________
Many word processing programs have outlining features to help you

<table>
<thead>
<tr>
<th>Report:</th>
<th>Research Essay:</th>
</tr>
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<tbody>
<tr>
<td><strong>INTRODUCTION:</strong></td>
<td><strong>THESIS:</strong></td>
</tr>
<tr>
<td>I Main point</td>
<td>I Main point</td>
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<td>A Sub point</td>
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<td>C Sub point</td>
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<tr>
<td>II Main point</td>
<td>II Main point</td>
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<td>III Main point</td>
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<td>C Sub point</td>
<td>C Sub point</td>
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</table>

**CONCLUSION:**

**NOTE:**

Research Essays and Reports are not limited to three main points
Editing the First Draft

**WHY?**

1. **CHECK THE CONTENT.**
   Ensure that you have met the requirements of the assignment, your thesis (purpose) and your outline.

2. **CHECK THE MECHANICS (PROOFREADING).**
   Ensure proper spelling, grammar, punctuation and style.

**HOW?**

1. Read your draft at least twice, once aloud.
2. Read your paper into a tape recorder. Listen. Does it make sense?
3. Have another person edit your work, checking co.

**WHAT TO LOOK FOR**

The draft flows smoothly.
It makes sense.
The introduction includes at least a thesis or clear statement of purpose.
The parts of the draft are in the most effective order.
The first sentence of each important paragraph refers to the thesis in some way.
Each paragraph begins with a link to the previous paragraph.
Use transitional expressions such as “...However, in addition...”, etc.
Each paragraph includes a clear topic sentence.
Each paragraph is long enough to develop its topic.
Sentences vary in length and structure.
The draft has a strong conclusion.
Spelling, capitalization, grammar and punctuation are correct.

**ADD A TITLE**

It should reflect your thesis.
The Global Threat of Acid Rain

by

Violet Ntibane

Unit Std 8979
SBV Midrand
16 October 2004
Because you are borrowing the words, facts, or ideas of others when you do research, you must tell readers that you borrowed the material and from where you have borrowed it in order to avoid plagiarism.

To make your use of borrowed material honest rather than plagiarized, you must acknowledge this material in citations within your essay and with a list of your sources on a separate page at the end. You must document everything you use in your essay, not only direct quotations and paraphrases, but also opinions and ideas.

Facilitators require special documentation styles or formats in their learner’s essays. In the past, this has meant using either numbered footnotes at the bottom of each page or numbered endnotes at the end of the essay, followed by a bibliography listing all sources.

Footnotes and endnotes have been replaced with the more modern technique of using embedded citations within the text of the essay. These citations are placed at the end of a quotation or paraphrased sentence and are placed in parentheses. An embedded citation serves two purposes. The citation tells readers that the material is borrowed, and it refers readers to more detailed information about the source so that they can locate it. The older term “Bibliography” has been replaced by “Works Cited” or “References” because sources now usually include electronic and visual material as well as print sources. The two documentation styles which are used most often are:

- Modern Language Association (MLA) which is used for English, history, the arts, and foreign languages. This style gives authors’ names and page numbers for citations which are embedded in the essay, and then a Works Cited List, containing full bibliographic information at the end of the essay.

- American Psychological Association (APA) which is used for science, and mathematics. This style gives authors’ names, publication dates, and page numbers for citations which are embedded in the essay, and then a References list, which includes full bibliographic information at the end of the essay.

Caution: The MLA style is quite different from that of the APA style. This booklet will use MLA style for examples of embedded citations and for examples to use in setting up a Works Cited List.

If your facilitator wants you to use APA style, consult the print and web resources listed at the end of this section for examples of APA citations and References Lists.
 Embedded Citations: MLA Style

- Format:
  The author’s last name and the page number from which the quotation, paraphrase or idea is taken must appear in the text and a complete reference should appear in your Works Cited list. The author’s name may appear either in the sentence itself or in parentheses following the quotation, but the page number should always appear in the parentheses.

The following serves as an example:

- **Examples: Direct Quotation - One Author**
  Some argue that “a dream is the fulfilment of a wish” (Freud 154).
  Freud states that “a dream is the fulfilment of a wish” (154).

- **Example: Paraphrase of Author’s Idea - One Author**
  The historian, Crane Brinton, believes that the French and Russian revolutions had similar causes, (Brinton 155)

  **Format:**
  If you are using several books by the same author, add an abbreviation of the title so that the reader knows which source you have used.

- **Example: Direct Quotation - More Than One Work by the Same Author**
  “There is room enough in anyone’s backbone for too much duplicity.
  (Laurence, Jest 182)

  **Format:**
  Place quotations longer than four lines in a block of lines and omit the quotation marks. Start the quotation on a new line, making sure you indent. Your citation should come after the closing punctuation mark.

- **Example: Long quotation**
  Ralph and the other boys finally realize the horror of their actions:
  The tears began to flow and sobs shook him. He gave himself up to the first time on
  the island; great shuddering spasms of grief began to wrench his whole body. His
  voice rose under the black smoke before the burning wreckage of the island; and
  infected by that emotion, the other boys began to shake and sob too. (Golding 186)

  **Format:**
  When quoting from plays, cite the act, scene, and line numbers for Shakespeare’s
  plays, and the page number, act and scene (if any) for other plays.

- **Example: Direct Quotation - Play by Shakespeare**
  Later in King Lear Shakespeare has the disguised Edgar say, ”The prince of darkness
  is a gentleman” (3.4.147)

- **Example: Direct Quotation - Play**
  In Death of a Salesman, Linda defends Willie Loman by stating:
  He’s not the finest character that ever lived. But he’s a human being, and a terrible
  thing is happening to him. So attention must be paid. He’s not allowed to fall into his
  grave like an old dog. Attention, attention must finally be paid to such a person.
  (Miller 56; act 1)
Preparing Your Works Cited List

This list, placed at the end of your essay, should include all the sources you quoted, paraphrased, or summarized. It provides the information necessary for a reader to locate any sources you cite. Each source you cite in your essay must appear in your Works Cited List.

♦ General Rules:

• Arrange your sources in alphabetical order by the last name of the author.
• List the author by last name, follow it with a comma, and then first name.
• If a source has more than one author, invert only the first author’s name, then continue listing other authors.
• If a source has no author, put it in the list by title, but leave out *A, The, or An.*
• Indent second and third lines.
• Capitalize each word in the titles of books, articles, etc. not including *A, An, The or conjunctions*

Basic Forms for Sources in Print

♦ Book

Follow the general format shown below and as further illustrated in the more specific examples, which follow.

Format:

Author (s). *Title of Book*. Place of Publication: Publisher, Year of Publication.

or

Author (s). *Title of Book*. Place of Publication: Publisher, Year of Publication.

Note: You may choose to **underline** the title or to use *italics*. Be consistent by using one form only in your Works Cited List. Both forms are correct. Ask your facilitators which style they prefer.

Examples, which follow, will consistently use italics.

Note: For well-known encyclopaedias, it is not necessary to list the publisher or place of publication. Usually it is only necessary to list the edition number (if any) and the publication date. See the examples below.
The following serves as an example:

- **Example: One author**

- **Example: Two authors**

- **Example: More than two authors**

- **Example: No author given**

- **Example: Editor(s)**

- **Example: A part of a book, such as an essay in a collection**

- **Example: Print Encyclopaedia article with author given**
  Example: Print Encyclopaedia article with no author given

- **Example: Government Publication**

- **Example: Pamphlet**

- **Magazine, Newspaper or Journal**
  Format:
  Author(s). "Title of Article." *Name of Magazine* Day Month Year: Pages

The following serves as an example:

- **Example: Magazine article with author given**

- **Example: Newspaper article with author given**

- **Example: Newspaper article with no author given**
Basic Forms for CD-ROM and Computer Disk Sources

Treat sources on CD-ROM or diskette the same as you would for sources in print, with two main additions: the medium ("CD-ROM," "Diskette") without quotation marks, and the distributor of the electronic work, if one is given, as well as the publisher.

The following serves as an example:

- **Example: Encyclopaedia article on CD-ROM with no author given**

- **Example: Encyclopaedia article on CD-ROM with author given**

- **Example: CD-ROM Periodical Database**

- **Example: CD-ROM Newspaper Article Database**

Basic Forms for Internet Sources

- **World Wide Web Pages**

  **Format:**
  
  Author (s). *Name of Page.* Name of Organization (or the term Home Page if it is a personal home page). Date of Posting/Revision (if available). Date of Access. <electronic address>.

  Note: It is necessary to list your date of access because web postings are information available at one date may not be available later. Be sure to include the complete address for the site, and enclose the address in the angled brackets so that the address is clear.

  The following serves as an example:

  - **Example: a personal home page, no date of posting available**
    <http://www.chass.utoronto.ca:8080/~ellen/index.html>

  - **Example: a professional website with date of posting available**

  - **Example: a scholarly project which has an editor**
    <http://www.perseus.tufts.edu/>
Use language and communication in occupational learning programmes

Primary Agriculture  NQF Level 4  Unit Standard No: 8979

Online Encyclopaedias

The following serves as an example:

**Example: an article in an online encyclopaedia with no author**


Online Newspaper and Magazine Articles

Database Subscriptions

**Format:**

Author. "Article Title." Original Source of Article Date of original source: Page Numbers.

*Product name.* Date of access. <electronic address of specific article>.

The following serves as an example:

**Example: A magazine article found in an online subscription database**

Sirs Researcher on the Web. 10 Nov.1998  

**Example: A newspaper article found in an online subscription database**


Online Magazines and Journals

**Format:**

Author(s). "Title of Article." Title of Journal. Date: Pages. Date of access. <electronic address>

The following serves as an example:

Discussion Lists and Newsgroups

The following serves as an example:

- **Example : A Usenet Group**

- File Transfer (FTP) and Telnet

The following serves as an example:

- **Example (FTP):**

- **Example (Telnet):**

- E-mail messages

  **Format:**
  Author(s) name. “Title of message.” E-mail to the author. Date.

The following serves as an example:

- **Example: personal e-mail message**
  Millon, Michele. “Re: Grief Therapy.” E-mail to the author. 10 Oct. 1998.

- Online Images, Video and Audio Clips

  **Format:**
  “Description or title of image, video, or audio clip.” Date of document (if Date of download. <electronic address>
The following serves as an example:

Example:
<ftp://explorer.arc.nasa.gov/pub/SPACE/GIF/s31-04-015.gif>

Other Types of Sources

♦ Video or Film

Format:
Title. Director. Producer. Distributor, Date.

The following serves as an example:

Example:
National Film Board, 1990.

♦ Television or Radio Program

Format:
“Episode Title”. Name of Program. Name of network. Local station, City. Date.

The following serves as an example:

Example:
Audio Recording, Tape or CD

The following serves as an example:

**Example:**

Slide

The following serves as an example:

**Example:**

Stage Play or Musical Performance

The following serves as an example:

**Example: A Stage Play**

**Example: A Concert**

Cartoon

The following serves as an example:

**Example:**
♦ Interview

The following serves as an example:

♦ Example:

♦ Work of art

The following serves as an example:

♦ Example: As Viewed at a Museum or Art Gallery

♦ Example: As Viewed in a Book

Useful Internet Sites for Help with Documentation

MLA Style
http://www.mal.org/main_stl.htm

APA and MLA Citation Styles
http://www.english.uiuc.edu/cws/wworkshop/bibliostyles.htm

MLA Interactive Forms
http://www.nueva.pvt.k12.ca.us/library.html

Documenting Electronic Sources
http://owl.english.purdue.edu/writers/documenting.html

Standard Documentation Formats
http://www.library.utoronto.ca/www/writing/document.htm
Homeless Children and Crime

Homelessness among children is leading to an increase in the number of crimes committed by youth. The number of teens living on the streets of major cities has doubled in the last decade and crime rates among young people appear to be rising proportionately (Canada Year Book 1997, 126). Children, without the security of a stable place to live and secure adult relationships, can easily become disenchanted with society (Stavsky and Thompson 145). It is important however, to look at the reasons why children run away and how their experiences on the street affect their behaviour.

There seems to be disagreement among the experts as to why teens leave their homes and turn to life on the street. “Public and expert opinion offer a hodgepodge of views as to why kids run away from home” (Hynes). It seems that most runaway children are escaping abusive situations at home, and that few leave home just because they have disagreements with parents over little items like curfews and homework. One runaway states,

Although my dad had always been a drinker and a gambler, he’d never squandered our rent or savings before. Poverty soon forced us to move to Regent Park (with more than 10,000 residents, the largest public-housing complex in Canada). With the heartbreak came more drinking for both of them. Drunk, my dad couldn’t work steady any more, so he’d work on and off. He’d sober up for work and tank up after work. The fights between them became more violent; he’d smack her around and she’d smack me around. (Webber 156)

According to Dr. Jeffrey Palter, Executive Director of "Homes for Youth", a government agency dealing with homeless teens, there are numerous risk factors that affect a child’s decision to leave home and become involved in criminal activity. These include poverty, violence, addictions, neglect, racism, and community apathy. He stresses, however, that “through supporting parents, provided that the support is maintained over the long-term, the effects of poverty, community breakdown and racism on young people are greatly mitigated and delinquency thus largely prevented.” (Young Offenders, A Child Welfare Perspective)

Works Cited List


### Preparing a Presentation

#### Appendix 17

<table>
<thead>
<tr>
<th>CONSIDER</th>
<th>a variety of possible formats to present your research:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VISUAL</strong></td>
<td>bulletin board, carving, chart, graph, computer drawing, comic strip, dance, diagram, display, film, video, game, model, mural, overhead, transparency, painting, photograph, picture, picture book, poster, puppets, scrapbook, slide</td>
</tr>
<tr>
<td><strong>ORAL</strong></td>
<td>debate, dramatization, interview, panel, radio broadcast, report, script for slide/film, song, speaker, speech, tape, workshop</td>
</tr>
<tr>
<td><strong>WRITTEN</strong></td>
<td>abstract, booklet, brochure, diary, editorial, essay, letter, newspaper article, pamphlet, play, poetry, report, scroll, summary, quiz</td>
</tr>
<tr>
<td><strong>MULTIMEDIA</strong></td>
<td>internet homepage, computer slide show, e.g. Power Point, Photoshop, video conference, CD-ROM</td>
</tr>
</tbody>
</table>
## INDEPENDENT STUDY: EVALUATING THE PROJECT

**Topic:** ______________________  
**Name:** ________________________

### HOW WOULD YOU RATE YOUR WORK?

**Rate yourself on a 1 to 5 basis**

(1 = poor; 2 = fair; 3 = good; 4 = very good; 5 = excellent).

1. Did I use my research time well? (stay on task, make decisions, and work independently)
   - 1  2  3  4  5

2. Did I work well with others when appropriate? (sharing ideas, asking for help, getting information - classmates, teachers, other contacts)
   - 1  2  3  4  5

3. Did I prove my thesis / develop my topic?
   - 1  2  3  4  5

4. Is my information accurate?
   - 1  2  3  4  5

5. Did I use a variety of sources, print and non-print?
   - 1  2  3  4  5

6. Is my material well organized? (main ideas, supporting facts, logical arrangement)
   - 1  2  3  4  5

7. Did I choose the best way to present my results?
   - 1  2  3  4  5

8. Have I made good use of special effects to make my presentation interesting? (illustrations, charts, slides, costumes, etc.)
   - 1  2  3  4  5

9. Is my style clear and effective?
   - 1  2  3  4  5

10. Have I used correct form for my presentation? (spelling, grammar, essay format, oral skills, etc.)
    - 1  2  3  4  5
Peer Evaluation: Oral Presentations/Speeches

<table>
<thead>
<tr>
<th>#</th>
<th>Category</th>
<th>Very good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gave an interesting introduction</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Presented clear explanation of topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Presented information in acceptable order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Used complete sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Offered a concluding summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Spoke clearly, correctly, distinctly and confidently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Maintained eye contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Maintained acceptable posture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Maintained the interest of the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Used visual/audio aids well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Handled questions and comments from the class very well</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtotal

Total
Group Effectiveness Appraisal

Name: ___________________________ Group: ____________
Project Title: __________________________
Audience: __________________________

Rate your group on a 1 to 5 basis
(1 = poor; 2 = fair; 3 = good; 4 = very good; 5 = excellent).
1. We worked cooperatively with all group members.  1 2 3 4 5
2. We accomplished what we set out to complete.  1 2 3 4 5
3. We were satisfied with our performance of this group task.  1 2 3 4 5
4. We used our group time efficiently without wasting or misusing time.  1 2 3 4 5
5. We all contributed fairly to the completion of this group task.  1 2 3 4 5

Personal assessment and observations:
1. Did you feel satisfied with your own participation in the project? Discuss your feelings honestly. ____________________________________________
2. Do you think that the project participation was reasonably equal (that is, do you feel others in your group worked well and contributed fairly?) __________________________
3. Do you think there are some ways your group could have improved and therefore produced a better-finished project? __________________________
4. Do you like doing a project like this, or do you honestly prefer to work on your own? (Please answer explaining why or why not.) __________________________
5. Please add any helpful comments you may think of: __________________________
<table>
<thead>
<tr>
<th>Concept (SO 1)</th>
<th>I understand this concept</th>
<th>Questions that I still would like to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant learning resources are identified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning resources are used effectively and managed through appropriate selection and cross-referencing of information, and acknowledgement of sources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 Brainstorming and Mind Maps

After completing this session, you should be able to:
SO 2: Formulate and use learning strategies.

2.1 Brainstorming

The following steps are recommended for a brainstorming session:

♦ Select the topic or problem to be discussed.
♦ Each group member makes a list of ideas on a piece of paper. This should take no longer than 10 minutes.
♦ Each person reads one idea at a time from her list of ideas, sequentially, starting at the top of the list. As ideas are read, they should be recorded and displayed by the group leader. Group members continue in this circular reading fashion until all the ideas on everyone’s list are read.
♦ If a member’s next idea is duplication, that member goes on to the subsequent idea on his list.
♦ Members are free to pass on each go-round but should be encouraged to add something.
♦ The leader then requests each group member, in turn, to think of any new ideas she hadn’t thought of before. Hearing others’ ideas will probably result in related ideas. This is called piggybacking. The leader continues asking each group member, in turn, for new ideas, until they can’t think of any more.
♦ If the group reaches an impasse, the leader can ask for everyone’s, “wildest idea”, an unrealistic idea can stimulate a valid one from someone else.

Rules

Certain rules should be observed by the participants to ensure a successful brainstorming session – otherwise, participation may be inhibited.

- Don’t criticize, by word or gesture, anyone’s ideas.
- Don’t discuss any ideas during the session, except for clarification.
- Don’t hesitate to suggest an idea because it sounds silly. Many times a “dumb” idea can lead to the problem solution.
Each team member should suggest only one idea at a time.
Don’t allow the group to be dominated by one or two people.
Don’t let brainstorming become a gripe session.

**Aids to Better Brainstorming**

A relaxed atmosphere in which people feel free to suggest any kind of idea enhances the brainstorming session. Here are five techniques that may improve brainstorming by giving people ways to come up with new ideas.

- *Modification* is changing some aspect of an existing product or service. An example is lower-priced movie tickets for senior citizens.
- *Magnification* is enlarging a product or service, such as giant economy-size packages.
- *Minification* is altering a product or service so it becomes smaller or less complex. Examples are portable radios and televisions, electronic calculators, and no-frills airline travel.
- *Substitution* is using a certain material or service in place of what has traditionally been employed. Examples are using polyester instead of cotton, plastic in place of metal, and nurse-midwives instead of physicians.
- *Rearrangement* is altering the configuration of basic elements in a product or service—for example, some housing developments use several floor plans but all homes have the same basic features.

**An Example of Brainstorming**

Consider a group of six people, one from each department of an organization, who brainstorm about the problem of excessive employee absenteeism. They’ve already decided on the topic to be discussed, so they can proceed to making their lists of causes. After completing their lists, they read their ideas, sequentially, one at a time. The designated leader records the ideas on a flip chart.

The first person’s list of possible causes of excessive employee absenteeism is

- Low morale.
- No penalties for absence.
- Boredom with job.
- Personal problems.

The second person’s list is

- Dislike of supervisor.
- Drug problems.
- Performance anxiety.
- Anger over pay.
- Work-related accidents.
Other members have similar lists. After all have read their lists and the causes have been recorded, the leader requests any new ideas that have emerged. Piggybacking on one of the first person’s causes – “personal problems”– might result in another cause, “family problems.” Asking for wild ideas might generate a response such as “addiction to video games” or “rundown bathroom facilities.”

After all of the ideas have emerged, each group member gets a copy of the list to study. The group meets again and evaluates the ideas. They rank them in order of importance and decide that low morale, drug problems, and boredom with job are the three most critical causes of absenteeism. They are then in the position to develop an action plan to deal with these causes.

### 2.2 Mind Maps

Mind Maps are very important techniques for improving the way you take notes. By using Mind Maps you show the structure of the subject and linkages between points, as well as the raw facts contained in normal notes. Mind Maps hold information in a format that your mind will find easy to remember and quick to review.

Mind Maps abandon the list format of conventional note taking. They do this in favor of a two-dimensional structure. A good Mind Map shows the 'shape' of the subject, the relative importance of individual points and the way in which one fact relates to other. Mind Maps are more compact than conventional notes, often taking up one side of paper. This helps you to make associations easily. If you find out more information after you have drawn the main Mind Map, then you can easily integrate it with little disruption.

Mind Maps are also useful for:

- Summarizing information
- Consolidating information from different research sources
- Thinking through complex problems, and
- Presenting information that shows the overall structure of your subject

Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing at one.

Mind Maps can also be effective mnemonics. Remembering the shape and structure of a Mind Map can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes.

#### Drawing basic Mind Maps

This book was researched and planned using Mind Maps. They are too large to publish here, however part of one is shown below. This shows research into time management skills:
To make notes on a subject using a Mind Map, draw it in the following way:

- Write the title of the subject in the centre of the page, and draw a circle around it. This is shown by the circle marked 1 in figure 1.
- For the major subject subheadings, draw lines out from this circle. Label these lines with the subheadings. These are shown by the lines marked 2 in figure 1.
- If you have another level of information belonging to the subheadings above, draw these and link them to the subheading lines. These are shown by the lines marked 3 in figure 1.
- Finally, for individual facts or ideas, draw lines out from the appropriate heading line and label them. These are shown by the lines marked 4 in figure 1.

As you come across new information, link it in to the Mind Map appropriately.

A complete Mind Map may have main topic lines radiating in all directions from the centre. Sub-topics and facts will branch off these, like branches and twigs from the trunk of a tree. You do not need to worry about the structure produced, as this will evolve of its own accord.

Note that the idea of 'levels' in Figure 1 is only used to help show how the Mind Map was created. All we are showing is that major headings radiate from the centre, with lower level headings and facts branching off from the higher-level headings.

While drawing Mind Maps by hand is appropriate in many cases, software tools improve the process by helping you to produce high quality Concept Maps, which can easily be edited and redrafted.

### Improving your Mind Maps

Your Mind Maps are your own property: once you understand how to make notes in the Mind Map format, you can develop your own conventions to take them further. The following suggestions may help to increase the effectiveness of your Mind Maps:

- Use single words or simple phrases for information:
Most words in normal writing are padding, as they ensure that facts are conveyed in the correct context, and in a format that is pleasant to read. In your own Mind Maps, single strong words and meaningful phrases can convey the same meaning more potently. Excess words just clutter the Mind Map.

- Print words:
  Joined up or indistinct writing can be more difficult to read.

- Use colour to separate different ideas:
  This will help you to separate ideas where necessary. It also helps you to visualize of the Mind Map for recall. Colour also helps to show the organization of the subject.

- Use symbols and images:
  Where a symbol or picture means something to you, use it. Pictures can help you to remember information more effectively than words.

- Using cross-linkages
  Information in one part of the Mind Map may relate to another part. Here you can draw in lines to show the cross-linkages. This helps you to see how one part of the subject affects another.

Key points:

Mind Maps provide an extremely effective method of taking notes. They show not only facts, but also the overall structure of a subject and the relative importance of individual parts of it. Mind Maps help you to associate ideas and make connections that might not otherwise make.

If you do any form of research or note taking, try experimenting with Mind Maps. You will find them surprisingly effective.
Use language and communication in occupational learning programmes

Primary Agriculture
NQF Level 4
Unit Standard No: 8979

Version: 01                 Version Date: July 2006

Mind Map Uses

Mind Map for Interviewing Skills
2.3 Speed Reading

Speed Reading helps you to read and understand text more quickly. It is an essential skill in any environment where you have to master large volumes of information quickly, as is the norm in fast-moving professional environments.

■ The Key Insight

The most important trick about speed reading is to know what information you want from a document before you start reading it: if you only want an outline of the issue that the document discusses, then you can skim the document very quickly and extract only the essential facts. If you need to understand the real detail of the document, then you need to read it slowly enough to fully understand it.

You will get the greatest timesavings from speed-reading by learning to skim excessively detailed documents.

■ Technical Issues

Even when you know how to ignore irrelevant detail, there are other technical improvements you can make to your reading style, which will increase your reading speed.

Most people learn to read the way young children read – either letter-by-letter, or word-by-word. For most adults, this is probably not the case – think about how your eye muscles are moving now. You will probably find that you are fixing your eyes on one block of words, then moving your eyes to the next block of words, and so on. You are reading blocks of words at a time, not individual words one-by-one. You may also notice that you do not always go from one block to the next: sometimes you may move back to a previous block if you are unsure about something.

A skilled reader will read many words in each block. He or she will only dwell on each block for an instant, and will then move on. Only rarely will the reader's eyes skip back to a previous block of words. This reduces the amount of work that the reader's eyes have to do. It also increases the volume of information that can be examined in a period of time.

A poor reader will become bogged down, spending a lot of time reading small blocks of words. He or she will skip back often, losing the flow and structure of the text and overall understanding of the subject. This irregular eye movement will make reading tiring. Poor readers tend to dislike reading, and may find it harder to concentrate and understand written information.

Speed-reading aims to improve reading skills by:

- Increasing the number of words read in each block
- Reducing the length of time spent reading each block, and
- Reducing the number of times your eyes skip back to a previous sentence.
These are explained below:

- **Increasing the number of words in each block:**
  This needs a conscious effort. Try to expand the number of words that you read at a time. Practice will help you to read faster. You may also find that you can increase the number of words read by holding the text a little further from your eyes. The more words you can read in each block, the faster you will read!

- **Reducing Fixation Time:**
  The minimum length of time needed to read each block is probably only a quarter of a second. By pushing yourself to reduce the time you take, you will get better at picking up information quickly. Again, this is a matter of practice and confidence.

- **Reducing Skip-Back:**
  To reduce the number of times that your eyes skip back to a previous sentence, run a pointer along the line as you read. This could be a finger, or a pen or pencil. Your eyes will follow the tip of your pointer, smoothing the flow of your reading. The speed at which you read using this method will largely depend on the speed at which you move the pointer.

You will be able to increase your reading speed a certain amount on your own by applying speed reading techniques. What you don't get out of self-study is the use of specialist reading machines and the confidence gained from successful speed reading – this is where a good one-day course can revolutionize your reading skills.

- **Key points:**
  
  By speed reading you can read information more quickly. You may also get a better understanding of it as you will hold more of it in short term memory.

  To improve the speed of your reading, read more words in each block and reduce the length of time spent reading each block. Use a pointer to smooth the way your eyes move and reduce skip-back.

### 2.4 Speed Reading Self Spacing Methods

Speed-reading is not magic nor is it a big expensive mystery. Professional speed reading classes simply teach a handful of easy techniques that help a person focus his or her attention better. The eye is drawn to motion. Speed reading techniques put that motion on the page.

Your starting position is important. You should sit up straight, hold the book down with your left hand, and use your right hand to do the pacing.

You should already be a good reader before you attempt to speed read. Speed-reading will not help you if you have problems in comprehension and vocabulary. In fact, it may hurt you to try to rush through stuff that you can't comprehend. You should have the basics down already first.
Before you start speed-reading, you should do a survey of the information first to get a general idea of what you will be covering and of the type of writing.

■ **The Hand**

The first method is to simply place your right hand on the page and slowly move it straight down the page, drawing your eyes down as you read. Keep an even, slow motion, as if your right hand has its own mind. Your eyes may not be exactly where your hand is, but this simple motion will help you go faster. Don't start, read a little, stop, read a little, start, and read a little. Keep the movement slow and easy. Only do it once per page. If you are "left-handed" use your left hand as the dominant pacing hand.

■ **The Card**

The next technique is to use a card or a folded-up piece of paper above the line of print to block the words after you read them. Draw it down the page slowly and evenly and try to read the passage before you cover the words up. This helps break you of the habit of reading and reading a passage over and over again. It makes you pay more attention the first time. Be sure to push the card down faster than you think you can go. Slide the card down once per page.

■ **The Sweep**

Another method is to use your hand to help draw your eyes across the page. Slightly cup your right hand. Keep your fingers together. With a very light and smooth motion, sweep your fingers from left to right, underlining the line with the tip of your tallest finger from about an inch in and an inch out on each line. Use your whole arm to move, balancing on your arm muscle. Imagine that you are dusting off salt from the page.

■ **The Hop**

Similar to the "sweep" method is the "hop", but in the "hop" you actually lift your fingers and make two even bounces on each line. Each time you bounce, you are making a fixation, which hopefully catches sets of three or four words. Moving to a "hop" method also makes it easier to keep a steady pace as it is a lot like tapping our fingers on a desk. Balance on your arm muscle; don't just wiggle your wrist.

■ **The Zig-Zag or Loop**

The last method is a type of modified scanning technique. In this one you take your hand and cut across the text diagonally about three lines and then slide back to the next line. Now the idea here is not necessarily to see each word, but to scan the entire area, letting your mind pick out the main ideas. I wouldn't recommend this for material that requires very careful reading, but it is a way to help you get the general ideas of easy material.

These methods seem simple and easy, but don't let that fool you. These are very useful methods, which can help a good reader, read faster and better in very little time. But these techniques will not do you any good unless you PRACTICE them. It
usually takes about three or four session before you get accustomed to a particular technique.

As you move along and learn the methods, you may find that one is more suitable for you than the others. Find the one that works for you and use it.

2.5 Reading Strategies – Reading Efficiently by Reading Intelligently

Good reading strategies help you to read in a very efficient way. Using them, you aim to get the maximum benefit from your reading with the minimum effort. This section will show you how to use 6 different strategies to read intelligently.

■ **Strategy 1: Knowing what you want to know**

The first thing to ask yourself is: Why you are reading the text? Are you reading with a purpose or just for pleasure? What do you want to know after reading it?

Once you know this, you can examine the text to see whether it is going to move you towards this goal. An easy way of doing this is to look at the introduction and the chapter headings. The introduction should let you know whom the book is targeted at, and what it seeks to achieve. Chapter headings will give you an overall view of the structure of the subject.

Ask yourself whether the book meets your needs. Ask yourself if it assumes too much or too little knowledge. If the book isn't ideal, would it be better to find a better one?

■ **Strategy 2: Knowing how deeply to study the material**

Where you only need the shallowest knowledge of the subject, you can skim material. Here you read only chapter headings, introductions and summaries.

If you need a moderate level of information on a subject, then you can scan the text. Here you read the chapter introductions and summaries in detail. You may then speed-read the contents of the chapters, picking out and understanding key words and concepts. At this level of looking at the document it is worth paying attention to diagrams and graphs.

Only when you need detailed knowledge of a subject is it worth studying the text. Here it is best to skim the material first to get an overview of the subject. This gives you an understanding of its structure, into which you can fit the detail gained from a full reading of the material. SQ3R is a good technique for getting a deep understanding of a text.
Strategy 3: Active Reading

When you are reading a document in detail, it often helps if you highlight, underline and annotate it as you go on. This emphasizes information in your mind, and helps you to review important points later.

Doing this also helps to keep your mind focused on the material and stops it wandering.

This is obviously only something to do if you own the document! If you find that active reading helps, then it may be worth photocopying information in more expensive texts. You can then read and mark the photocopies.

If you are worried about destroying the material, ask yourself how much your investment of time is worth. If the benefit you get by active reading reasonably exceeds the value of the book, then the book is disposable.

Strategy 4: How to study different sorts of material

Different sorts of documents hold information in different places and in different ways. They have different depths and breadths of coverage. By understanding the layout of the material you are reading, you can extract useful information much more efficiently.

♦ Reading Magazines and Newspapers:

These tend to give a very fragmented coverage of an area. They will typically only concentrate on the most interesting and glamorous parts of a topic - this helps them to sell copies! They will often ignore less interesting information that may be essential to a full understanding of a subject. Typically areas of useful information are padded out with large amounts of irrelevant waffle or with advertising.

The most effective way of getting information from magazines is to scan the contents tables or indexes and turn directly to interesting articles. If you find an article useful, then cut it out and file it in a folder specifically covering that sort of information. In this way you will build up sets of related articles that may begin to explain the subject.

Newspapers tend to be arranged in sections. If you read a paper often, you can learn quickly which sections are useful and which ones you can skip altogether.

♦ Reading Individual Articles:

Articles within newspapers and magazines tend to be in three main types:

- News Articles:

Here the most important information is presented first, with information being less and less useful as the article progresses. News articles are designed to explain the key points first, and then flesh them out with detail.
• Opinion Articles:
  Opinion articles present a point of view. Here the most important information is contained in the introduction and the summary, with the middle of the article containing supporting arguments.

• Feature Articles:
  These are written to provide entertainment or background on a subject. Typically the most important information is in the body of the text.

  If you know what you want from an article, and recognize its type, you can extract information from it quickly and efficiently.

Strategy 5: Reading 'whole subject' documents

When you are reading an important document, it is easy to accept the writer's structure of thought. This can mean that you may not notice that important information has been omitted or that irrelevant detail has been included. A good way of recognizing this is to compile your own table of contents before you open the document. You can then use this table of contents to read the document in the order that you want. You will be able to spot omissions quickly.

Strategy 6: Using glossaries with technical documents

If you are reading large amounts of difficult technical material, it may be useful to photocopy or compile a glossary. Keep this beside you as you read. It will probably also be useful to note down the key concepts in your own words, and refer to them when necessary.

Usually it is best to make notes as you go. The most effective way of doing this may be to use Concept Maps.

♦ Key points:

  This section shows 6 different strategies and techniques that you can use to read more effectively.

  These are:

  • Knowing what you need to know, and reading appropriately
  • Knowing how deeply to read the document: skimming, scanning or studying
  • Using active reading techniques to pick out key points and keep your mind focused on the material
  • Using the table of contents for reading magazines and newspapers, and clipping useful articles
  • Understanding how to extract information from different article types
  • Creating your own table of contents for reviewing material
  • Using indexes, tables of contents, and glossaries to help you assimilate technical information.
Procedure for the Reading Exercises

So that you will be familiar with the procedure to be followed in reading the practice passages during the course, there follows a short 'trial' exercise for you to attempt. The procedure for reading this and other passages – except where you are given different instructions – is as follows:

- Have your stopwatch, or a watch with a second hand, ready and, at a convenient point, begin timing and begin reading.
- Read the passage through once only as quickly as you can without loss of comprehension and note the time taken.
- Answer Sections A and B of the Comprehension Test.
- Convert the time taken to read the passage into 'words per minute'.
- Deal with Section C of the Comprehension Test.
- Set your watch and begin reading NOW.
Please complete Activity 1:

THE TROUBLES OF SHOPPING IN RUSSIA
by Dev Murarka

A large crowd gathered outside a photographic studio in Arbat Street, one of the busiest shopping streets in Moscow, recently. There was no policeman within sight and the crowd was blocking the pavement. The centre of the attraction – and amusement – was a fairly well-dressed man, perhaps some official, who was waving his arm out of the ventilation window of the studio and begging to be allowed out. The woman in charge of the studio was standing outside and arguing with him. The man had apparently arrived just when the studio was about to close for lunch and insisted upon taking delivery of some prints, which had been promised, to him.

He refused to wait so the staff had locked the shop and gone away for lunch. The incident was an extreme example of a common attitude in service industries in the Soviet Union generally, and especially in Moscow. Shop assistants do not consider the customer as a valuable client but as a nuisance of some kind who has to be treated with little ceremony and without much concern for his requirements.

For nearly a decade, the Soviet authorities have been trying to improve the service facilities. More shops are being opened, more restaurants are being established and the press frequently runs campaigns urging better service in shops and places of entertainment. It is all to no avail. The main reason for this is shortage of staff. Young people are more and more reluctant to make a career in shops, restaurants and other such establishments. Older staff are gradually retiring and this leaves a big gap. It is not at all unusual to see part of a restaurant or a shop roped off because there is nobody available to serve. Sometimes, establishments have been known to be closed for several days because of this.

One reason for the unpopularity of jobs in the service industries is their low prestige. Soviet papers and journals have reported that people generally consider most shop assistants to be dishonest and this conviction remains unshakeable. Several directors of business establishments, for instance, who are loudest in complaining about shortage of labour, are also equally vehement that they will not let their children have anything to do with trade.

The greatest irritant for the people is not the shortage of goods but the time consumed in hunting for them and queuing up to buy them. This naturally causes ill-feeling between the shoppers and the assistants behind the counters, though often it may not be the fault of the assistants at all. This, too, damages hopes of attracting new recruits. Many educated youngsters would be ashamed to have to behave in such a negative way.

Rules and regulations laid down by shop managers often have little regard for logic or convenience. An irate Soviet journalist recently told of his experiences when trying to have an electric shaver repaired. Outside a repair shop he saw a notice: ‘Repairs done within 45 minutes.’ After queuing for 45 minutes he was asked what brand of shaver he owned. He identified it and was told that the shop only mended shavers made in a particular factory and he would have to go to another shop, four miles away. When he complained, the red-faced girl behind the counter could only tell him miserably that those were her instructions. All organisations connected with youth, particularly the Young Communist League (Komsomol), have been instructed to help in the campaign for better recruitment to service industries. The Komsomol provides a nicely-printed application form, which is given to anyone asking for a job. But one district head of a distribution organisation claimed that in the last 10 years only one person had come to him with this form. ‘We do not need fancy paper. We need people!’ he said. More and more people are arguing that the only way to solve the problem is to introduce mechanisation. In grocery stores, for instance, the work load could be made easier with mechanical devices to move sacks and heavy packages.

The shortages of workers are bringing unfortunate consequences in other areas. Minor Fackets flourish. Only a few days ago, Pravda, the Communist Party newspaper, carried a long humorous feature about a plumber who earns a lot of extra money on the side and gets gloriously drunk every night. He is nominally in charge of looking after 300 flats and is paid for it. But whenever he has a repair job to do, he manages to screw some more money from the fiat dwellers, pretending that spare parts are required. Complaints against him have no effect because the housing board responsible is afraid that they will be unable to get a replacement. In a few years’ time, things could be even worse if the supply of recruits to these jobs dries up altogether.

800 words

Write down the time taken to read this passage and then attempt the Comprehension Test.
COMPREHENSION TEST
Select the most suitable answer in each case.
Do not refer back to the passage.

A. Retention
1. The large crowd in Arbat Street was gathered outside a:
   a. Restaurant.
   b. Shop.
   c. Block of flats.
   d. Photographic studio.
2. Shop assistants consider the customer as:
   a. A valuable client.
   b. An equal.
   c. A nuisance.
   d. An enemy.
3. One reason given in the passage for the unpopularity of jobs in service industries is:
   a. Long hours.
   b. Low prestige.
   c. Low wages.
   d. The work is hard.
4. More and more people are arguing that the only way to solve the problem is to:
   a. Rope off parts of restaurants.
   b. Introduce mechanisation.
   c. Offer high wages.
   d. Have a campaign for better recruitment.
5. The man who earned 'a lot of extra money on the side' was:
   a. A plumber.
   b. A journalist.
   c. A repairer of electric shavers.
   d. An official.

B. Interpretation
In trying to improve service facilities, the Soviet authorities are having:
   a. Great success.
   b. Some success.
   c. Little success.
   d. No success.
The man who had been locked in the photographic studio was:
   a. Angry.
   b. Unconcerned.
   c. Embarrassed.
   d. Afraid.
8. The rules and regulations laid down by shop managers are generally:
   a. Helpful.
   b. Necessary.
   c. Impossible to carry out.
   d. Unhelpful.

9. The girl in the shaver repair shop was 'red-faced' because she was:
   a. Healthy.
   b. Embarrassed.
   c. Angry.
   d. Crying.

10. One effect of the shortage of workers in service industries is that:
    a. Corruption is encouraged.
    b. Prices rise.
    c. Wages rise.
    d. Mechanisation is introduced.

C. Discussion
   Discuss one of these questions (orally if in a group, in writing if studying alone). You may refer back to the passage.
   11. What are the similarities and differences between the Russian and the British attitudes to service industries and to the workers in those industries?
   12. Do you feel that the passage presents an accurate picture of this aspect of life in Russia today? Give your reasons.
   13. What do you think the Russians could do to improve service facilities generally?
   14. What reasons can you find that are not mentioned in the passage for the unpopularity of jobs in service industries in Russia?
   15. How would you apportion responsibility for the poor service facilities in Russia between the Government and the people themselves?

2.6 Flexibility and Techniques

Levels of Difficulty
No one would suggest for a moment that, in learning to become faster and better readers, we should allow ourselves to fall into the habit of reading everything we encounter at the same high speed. We must take account not only of our purposes in reading but also of the nature and level of difficulty of the material itself.

There are several factors, which determine the level of difficulty of any particular piece of material for any individual reader, and we must be aware of them if we are to approach our reading in a flexible and efficient manner.

Firstly, there is the effect of vocabulary. If the vocabulary used by a writer is wide and varied or if he uses many highly specialised or technical terms, this can make
the material more difficult to read. The possession of an extensive vocabulary is therefore essential to the really efficient reader if he is to overcome this problem.

Some subjects are inherently more difficult to understand than others, especially those concerned with abstract ideas, so the subject matter must be taken into account. Similarly, some subjects are inherently more interesting than others, especially those dealing with human life and experience, like true-life adventure stories and biographies of famous people. The interest value of the material, then, is the third factor to consider.

As we have already said, our purpose in reading the material can contribute towards making things easier or more difficult to read. There are comparatively few purposes for which perfect comprehension is essential, but where it is required this makes reading more difficult. Moreover, what you hope to obtain from the material should coincide with what the material is offering, otherwise difficulties will arise.

The construction of material is important. A writer must at least be competent in expressing what he has to say, otherwise he creates difficulties for the reader by, for example, poorly organised material or insufficient care in the choice of words. To a significant extent, efficient reading depends upon effective writing and this is particularly true with difficult subjects.

The layout of material effects the efficiency with which we can read it and here printers and publishers have a responsibility to fulfil. Typographical design, the length of the printed line, the quality and the colour of the paper can all raise or lower the level of difficulty for the reader. Duplicated material can be especially difficult to read because information is frequently crammed on to a sheet of paper in an attempt at economy.

Internal and external distractions at the time of reading, in the form of noise or people moving about, or even one's attention momentarily wandering from the task of reading, can affect one's concentration and thus make the material more difficult to read. Even the individual reader's personality can make material more difficult. Some people are naturally capable of becoming interested in almost everything, others tend to specialise, and the degree of interest on the part of the reader (as opposed to the interest arising out of the material itself) can raise or lower the level of difficulty. Wide and varied reading interests can help to overcome this problem to a large extent.

Before deciding how much time, attention and effort a reading task requires it is therefore necessary to decide whether you expect the material to be easy, of average difficulty or difficult to read. During the coming week you should pay particular attention to this aspect of the reading process in your efforts to select the most suitable technique for each piece of reading matter.
Use of 'Gears' in Reading Speeds

Flexibility involves making a conscious and deliberate choice of the most appropriate reading technique or 'gear' and, in fact, reading matter can be handled in one of four ways. It can be studied, read slowly, read rapidly, or skimmed. Whichever technique is the most appropriate on any particular occasion will depend partly upon your purpose in reading and partly upon the nature and level of difficulty of the material.

Briefly, the four 'gears' in reading speeds may be described as follows:

- **STUDYING** involves reading, re-reading, making notes and giving careful consideration to the full meaning and implications of the material. Quite obviously, this takes time. It is, therefore, a technique to be reserved for those occasions when the content of the material is difficult or unfamiliar and/or the material is sufficiently important for high quality of comprehension to be required. Speeds in study reading will range from a few words per minute (where a short passage is read several times, for example) to a maximum of about 200 w.p.m.

- **SLOW READING** is, for most people who have no reading efficiency training, normal reading and is carried out at speeds ranging from 150 words per minute to 300 words per minute, approximately. The efficient reader uses slow reading where the material is fairly difficult or unfamiliar and/or a higher quality of comprehension than usual is required.

- **RAPID READING** is the technique, or 'gear', which most adult readers are able to use for most purposes after a period of training such as the one provided in this book. It enables average or easy material to be dealt with at a comprehension level of 70-80 per cent, which is quite adequate for most purposes in reading. Speeds range from about 300 to about 800 w.p.m.

- **SKIMMING** involves allowing the eyes to move quickly across and down the page, not reading every group of words or even every line. Effectiveness in skimming is greatly assisted by a clear sense of purpose, by paying particular attention to headings, sub-headings, the opening and closing sentences of paragraphs and by looking for key words and phrases. It is a suitable technique when a general outline, or 'overview', of the content of the material is required (800-1000 w.p.m.) or when the reader is trying to locate specific facts or ideas (1000+ w.p.m.). You have already begun to practise a form of skimming in your previewing of material before you read it and in your reviewing of material after having read it.

- Since you will already be quite familiar with the technique of slow reading and since you are gradually developing the ability to read rapidly in your progress through this book, let us take a closer look at the techniques of skimming and studying.
• A Closer Look at Skimming

Skimming, then, is a form of very fast 'reading'. Your eyes move quickly across and down the page, seeking out the important information that the writer is trying to communicate and discarding everything that is of secondary or minor importance. It can be used profitably when you are reading for specific details (we all skim when 'reading' a dictionary or a telephone directory) or are looking for certain key words' and phrases (for example, when skimming a journal article to ascertain the level at which the writer is treating his subject).

Skimming, therefore, is not reading in any normally accepted sense, but it is still a valid reading technique which can be used to obtain information from the printed page. Skilled skimmers find that they have to read in fill only difficult or important material, everything else can be skimmed without appreciable loss in comprehension. You will need to practise a great deal, however, if you are to emulate these natural skimmers. With practice, students have been known to skim at 2000 w.p.m. and even 3000 w.p.m. and still score highly on the kind of comprehension test in this book.

As you practise skimming, look for the main points the writer is making or for the answers to certain questions about the material which may be at the back of your mind. (What is he saying that is useful to me? What evidence does he give to support his statements?) Remember that you are here transferring the techniques that must be used to find information in dictionaries, telephone directories, handbooks and encyclopaedias to other types of material to acquire certain information only.

When you are skimming, make the fullest possible use of the headings and sub-headings provided and be particularly aware of key or 'topic' sentences in paragraphs. When you have the information you need, move on quickly. Pace yourself against the clock, just as you have been doing on the reading exercises in this book. Check your comprehension by noting down main points and check these afterwards against the material. If you require a more specific comprehension test, then practise skimming on some of the earlier passages in this book that you do not recall so clearly now. You can use newspapers, journals, reports and books for additional practice. You will also find some skimming exercises at the end of this chapter.

As you develop your skill in skimming you will find you are benefiting considerably from the other material the savings in time enable you to read and from not having your attention occupied by unimportant or irrelevant material. At first you may notice some apparent loss in comprehension, but, with a few days' practice, this will correct itself. After all, you are very probably skimming already when you read your daily newspaper (or do you read it all, even the advertisements?) All you are being asked to do here is to realise that there are many more occasions on which you can skim, and, providing you really know your purpose in reading, still understand the material well.
• A Closer Look at Studying

We have already defined studying briefly but since it is a fundamental reading technique and since most people are unable to study effectively without instruction we shall now discuss it a little more fully.

As we have already said, studying involves reading and rereading material, making notes and giving careful consideration to the full meaning and implications of the material. It is important to remember that, whilst this process takes time and no little effort it usually results, in the long run, in savings in time. If material is sufficiently important or difficult to require studying, any attempt to find a short cut by being content simply to read the material will invariably result in the necessity for reading it again at a later date. If the material has been studied properly and methodically in the first place, the most you should normally have to do is to refer to your notes.

We all recognise this fact when we are studying for an examination and it is surprising, therefore, that we should fail to recognise that some of our reading at work poses us similar problems to those which the examination student's reading poses. After all, if a report, for example, is to be analysed and evaluated at a meeting, this is very similar to an examination situation. On many such occasions it is we, as well as the material, who are being examined on our abilities to reach effective decisions and conclusions by our colleagues or our superiors. we cannot afford to treat such a situation lightly.

To read effectively for study purposes, you should first of all skim through the material to obtain an 'overview', or general idea of the contents. Secondly, you should define your purposes in studying and your expectations from the material as clearly as possible. You will be familiar with the nature of both these steps from your work on previous chapters in this book.

The third step is to read the material at an appropriate speed, marking important words, phrases, sentences and paragraphs or noting their substance in a notebook. This is the longest, and to many readers the most irksome, stage of the study process, but it is inevitable if the material is very important or difficult to understand. It is this stage which most readers are tempted to omit in the belief that they can obtain a high level of comprehension without it. Or it may be left out because of laziness. Whatever the reason, its omission invariably leads to having to read the material in full a second time or to suffering the consequences of lack of comprehension of the material.

The fourth step is to check your notes against the material to see that nothing of importance has been missed and to make sure that your notes are an accurate and sufficient summary of the material. This check is most important if you are to have the confidence that when reference is made to the material in future, you need only, on most occasions, refer to your notes and do not have to re-read the material all over again. It is important that
each step in the study process is completed conscientiously if the maximum benefit is to be derived from this reading technique.

On many occasions and for many purposes in reading, there will be three further steps which must be incorporated in the processes of studying. Frequently, you will need to revise the notes you have made or the passages you have marked for special attention to ensure that your grasp of the material remains of a high order. If this is so, you will find that the need for revision is reduced if you get into the habit of revising your notes the same day on which you made them. If you are studying in the evening revise your notes early the next day. You will find that this kind of immediate revision is an effective method of fixing the material more permanently in your mind.

You will also be well advised to attempt to relate what you have read and learned to its context in the problem being tackled, the work being done or the subject being studied and to what has been learned from previous reading and experience. Try to see connections wherever they exist and in this way you will build up mastery of the subjects you study and establish a firm foundation for your future reading.

With the most important and the most difficult material you have to deal with, you may find it necessary to add a final step in the form of regular revision of your notes. This is particularly true if you are studying material for, say, a high-level policy meeting or some kind of examination. For complete mastery you need to follow revision done immediately after reading and your attempts to relate what you have read to your previous knowledge with continuous and progressive revision until you are thoroughly familiar with the material. Regular revision is another aspect of study reading which is frequently neglected and particular attention should be given to this. You will find that if you have followed all the previous steps in the study process then revision becomes much easier and is carried out quicker. Revision only becomes difficult and time-consuming when you have not carried out the other steps in the process.

■ Handling Written Materials Systematically

One of the basic inefficiencies of the slower reader is that he tends to read slowly all the time. Flexibility is the key to efficiency in reading. Not every piece of writing is of equal importance and some require much more time, care and effort than others. You should reserve your energies for more demanding material. To encourage flexibility and the intelligent use of 'gears', ask yourself the following questions:

- Am I spending enough, or too much, time reading this material?
- Am I taking enough, or too much, care over my reading on this occasion?
- Am I making enough, or too much, effort to understand what I am reading?

As a general principle, the efficient reader will read everything as quickly as his purpose, the material and conditions permit. Thus he is assured that at any time he
is reading as efficiently as he is capable of reading. To achieve the kind of systematic flexibility required, you should also ask yourself, every time you read:

- Am I reading as quickly as my purpose, the material and conditions permit?
- Is there anything I should be doing in order to read more efficiently?
- Am I ready to speed up or slow down if the material suddenly becomes easier or more difficult or if my purpose in reading it changes?

You should never be 'just reading', except when you are using reading merely as a time-filler.

By being flexible, you improve your ability to handle written materials systematically and to make the best possible use of the reading techniques or 'gears' open to you. The following table gives an approximate guide to the kind of reading situation in which each of the four 'gears' is usually used by efficient readers.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Easy</th>
<th>Average</th>
<th>Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline only</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>General Understanding</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Detailed Understanding</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Key: 1 – Studying  
2 – Slow reading  
3 – Rapid reading  
4 – Skimming

Of course, you are the only person who can make the final decision about how to deal with a particular piece of reading matter. You may find that, for most purposes in reading, the preview-read-review approach is quite adequate.

### Developing Flexibility

The passage which now follow will provide you with greater opportunities than the previous exercise for developing your flexibility in approaching reading materials and for doing this systematically along the lines we have discussed in this chapter.

The passage will require you to summarise the content and this should enable you to avoid trying to 'spot' possible comprehension questions, leaving you free to put the principles of flexible, efficient reading into practice.
Please complete Activity 2

Instructions
This passage may be used in three different ways. You decide how to read it.

1. If you use the passage as a rapid reading exercise:
   Follow the usual procedure. As a comprehension test, attempt the summary or one of the discussion questions listed at the end of the passage.

2. If you use the passage as a skimming exercise:
   Skim through the Declaration as quickly as you can and find the answers to as many of the following questions as possible. Time the exercise and limit yourself to two minutes or less. Do not count the time it takes you to write your answers as part of your skimming time.
   i. Which article states: 'Everyone has the right of life, liberty and security of person'?
   ii. What does Article 24 state?
   iii. Which article states: 'Everyone, without any discrimination, has the right to equal pay for equal work'?
   iv. How many articles are there in the Declaration?
   v. Which article states: 'All human beings are born free and equal in dignity and rights'?

3. If you use the passage as a study exercise:
   Study the Declaration carefully and then summarise its contents as instructed in the Comprehension Test at the end of the passage or attempt an answer to one of the questions for Discussion which follow it. You may look briefly at the Comprehension Test before beginning the exercise. A higher standard of answer should be expected than if you attempt the rapid reading exercise on this passage.

UNIVERSAL DECLARATION OF HUMAN RIGHTS
Preamble
Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge.
Now therefore

THE GENERAL ASSEMBLY proclaims

This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitations of sovereignty.

**Article 3.**

Everyone has the right to life, liberty and security of person.

**Article 4.**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5.**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11.**

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.
**Article 12.** No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, or to attacks upon his honour and reputation. Everyone has the right to the protection: of the law against such interference or attacks.

**Article 13.**
1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14.**
1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15.**
1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16.**
1. Men and women of full age, without any limitations due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17.**
1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

**Article 18.**
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19.**
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20.**
1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

**Article 21.**
1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedure.
**Article 22.**
Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.**
1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration insuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**
Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.**
1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26.**
1. Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and Professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27.**
1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28.**
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

**Article 29.**
1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of ensuring due respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.
Article 30.
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

COMPREHENSION TEST

Summary
In about 250 of your own words and without referring back to the passage, summarise the principal provisions of the Universal Declaration of Human Rights.

Discussion
Discuss at least one of these questions (orally if in a group, in writing if studying alone). You may refer back to the passage.

1. How far does the Declaration set down what you would consider to be a realistic definition of human rights?
2. Which countries would you say came closest to practising the pledges of the Declaration? Which rights have they so far failed to provide?
3. Which countries would you say have so far largely failed to grant their citizens a substantial proportion of the rights laid down in the Declaration? Of which rights are their people most in need?
4. Are there any 'human rights' described in the Declaration with which you do not agree?
5. Are there any 'human rights' omitted from the Declaration which you would add?

<table>
<thead>
<tr>
<th>Concept (SO 2)</th>
<th>I understand this concept</th>
<th>Questions that I still would like to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning strategies are formulated by selection of specific tried techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information is summarised and used in the learning process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers pertaining to relevant questions are synthesised and contextualised.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texts are read for detail, interpreted, analysed and synthesised for a given context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal interaction is interpreted, analysed and synthesised for a given context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning takes place through communicating with others in groups or as individuals.</td>
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</table>
Session 3

Conducting Basic Research, Analysing and Presenting Findings

After completing this session, you should be able to:

SO 3: Manage occupational learning materials.

3.1 Identifying and defining scope of topic

Research is nothing more than finding out what you need to know. It can be done in different ways from looking up the meaning of a word to conducting an opinion poll. Depending on what you want to find out, you can ask experts in the field their opinion, do experiments, interview eyewitnesses, analyse photographs, or observe the behaviour of people who are not aware that they are being watched.

Any organised investigation can be referred to as research. Research is important to your writing as you will not always know enough on your own about the subject you will be writing on.

To identify and define the scope of your research project you should consider the following aspects:

- Subject
- Audience
- Voice
- Information and opinion
- Length
- Sources

♦ Subject

Frame your research task in the form of a question that you want your investigation to answer. You may explore any subject that arouses your interest.

Before attempting to answer the question you have to analyse and break it down into its logical segments. Only then will a clear pattern emerge. In other words you need a plan for your writing.

In the process of identifying a scope you need to decide what will be included in your research project and what will be excluded from it.
The scope statement is a short paragraph that describes in terms as simple as possible the principal deliverables and the limits or boundaries of the project. It should be short and should contain as many active verbs as possible, because it will later serve as a basis for creating the outline of your research.

A good scope statement has three components:

- The principal deliverables of the research project.
- The objectives, which are measures of the success of the research project.
- A justification for the research project.

The scope statement captures the goal of the research project and it also defines the limits of the project in very succinct terms.

When choosing your subject you can consider the following:

- Choose a subject that relates to your immediate environment. It will be easier to access information.
- Topical issues are an important source as they are relevant to current situations.
- When you read research articles you will often notice recommendations for further research mentioned at the end of the article.
- You can speak to experts in the field of study as they can come up with ideas that might help.
- Contemporary issues that are debatable can be found in letters that readers write to newspapers and magazines.
- You might find discrepancies between theory and practice.

Avoid a subject that is too wide in scope or that is too technical.

♦ Audience

Understanding readers and their needs is a key factor in creating useful research report.

Although all elements of audience analysis or identification hinge on some basic stereotypes, and relying entirely on stereotypes for any purpose is dangerous, these four basic elements of audience analysis might, nevertheless, affect how you would write your document:

- Use of information

Most readers read workplace documents to help them perform their jobs and want to know rather quickly how any given document concerns them. Thus, you must determine whether your audience will use your document to make decisions, understand the history of an idea or position within your organization, gain insights about related matters, perform a task, fulfil a requirement, or accommodate a policy. Therefore, job-related factors that determine how the reader will use the information you provide will help you decide what kinds of content to include for your audience.
Remember, also, that readers may be external to your organization. In the context of their own jobs (and interests), members of government agencies, community groups, professional organizations, consumers, vendors, and the media may have to understand the kind and quality of work your organization performs. Accommodating their needs as readers is just as important as addressing your internal readers’ needs.

- **Level of education**

  Generally, the more education audience members have, the stronger their reasoning skills, the more advanced their vocabulary, the greater their familiarity with metaphors and other comparisons, and the greater their capacity for following complex and even theoretical arguments. Thus, knowing your audience’s level of education will allow you to make some decisions about the style of your writing and the appropriate sophistication of your argument or explanation.

- **Voice**

  You have to honestly present what you have learned in your research. Remember that your reader’s interests have to come first. You are allowed to share ideas and opinions of your own. Whatever point of view you take, should be made clear to your reader from the start.

- **Length**

  A typical research paper is six to twelve pages long. The length of your paper should be determined by the nature of your subject.

- **Sources**

  Your research should be based on a variety of research methods. You can include secondary sources such as books, periodicals, newspapers, as well as electronic media such as the Internet. It can also include interviews you have had with experts in the field.

### 3.2 Planning and Sequencing your Research Steps

First, think about how much time you can spend on the project. Then, begin as early as possible in order to allow time for Interlibrary Loan, recalling books, and other snags. And, most importantly, choose a topic that is MANAGEABLE. Manageable means that the topic isn’t too broad or too narrow so that you would need more time or so you can’t find enough information.
Think about the things listed below BEFORE you start to choose a topic. Although deciding on a topic sounds simple, you'll regret it later if you choose one quickly without doing some looking around first.

Writing a research paper involves a lot of work. You have to

- choose the topic,
- explore it,
- chase down leads,
- take notes,
- consult different sources,
- think,
- jot down ideas,
- narrow your projects focus,
- write a first draft,
- revise and revise again.

As you can see, a research project cannot be done in a day or two. You need to plan to enable you to have enough time to undertake each step of the process.

The following schedule is an example of planning the research process:

<table>
<thead>
<tr>
<th>Principal Deadlines</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research scope due, including a statement of my research topic and a working bibliography.</td>
<td></td>
</tr>
<tr>
<td>2. Note cards and preliminary outline due.</td>
<td></td>
</tr>
<tr>
<td>3. Editing of completed draft.</td>
<td></td>
</tr>
<tr>
<td>4. Typed good draft due.</td>
<td></td>
</tr>
<tr>
<td>5. Final draft due.</td>
<td></td>
</tr>
</tbody>
</table>

■ Research Plans Depend on Information You Need and Available Resources

Often, organization members want to know everything about their products, services, programs, etc. Your research plans depend on what information you need to collect in order to make major decisions about a product, service, program, etc. Usually, you're faced with a major decision due to, e.g., ongoing complaints from customers, need to convince funders / bankers to loan money, unmet needs among customers, the need to polish an internal process, etc.

The more focused you are about what you want to gain by your research, the more effective and efficient you can be in your research, the shorter the time it will take
you and ultimately the less it will cost you (whether in your own time, the time of your employees and/or the time of a consultant).

There are trade offs, too, in the breadth and depth of information you get. The more breadth you want, usually the less depth you'll get (unless you have a great deal of resources to carry out the research). On the other hand, if you want to examine a certain aspect of a product, service, program, etc., in great detail, you will likely not get as much information about other aspects as well.

For those starting out in research or who have very limited resources, they can use various methods to get a good mix of breadth and depth of information. They can understand more about certain areas of their products, services, programs, etc., and not go bankrupt doing so.

Key Considerations to Design Your Research Approach

Consider the following key questions when designing your research plan:

- For what purposes is the research being done, i.e., what do you want to be able to decide as a result of the research?
- Who are the audiences for the information from the research, e.g., funders/bankers, upper management, employees, customers, etc.
- What kinds of information are needed to make the decisions you need to make and/or to enlighten your intended audiences, e.g., do you need information to really understand a process, the customers who buy certain products, strengths and weaknesses of the product or service or program, benefits to customers, how the product or service or program failed some customers and why, etc.?
- From what sources should the information be collected, e.g., employees, customers, groups of employees or customers, certain documentation, etc.?
- How can that information be collected in a reasonable fashion, e.g., questionnaires, interviews, examining documentation, observing staff and/or clients in the program, conducting focus groups among staff and/or clients, etc?
- When is the information needed (so, by when must it be collected)?
- What resources are available to collect the information?

3.3 Research techniques

Gathering information

Do some preliminary research to explore the topic you are considering.

- Learn more about your topic by reading about it in encyclopaedias and other general reference sources. If the topic seems appropriate, take notes and see if you can narrow your focus to a specific question.
See if your topic is researchable by assembling a working bibliography of about a dozen sources that you intend to consult. Use a variety of search tools. Include books, periodicals, newspapers, and electronic media, as appropriate for your topic. If, for example, you are writing about a recent event, newspaper articles will be a significant source of information. On the other hand, if you are writing about an event from ancient history, you may not discover any newspaper sources.

If adequate sources are not available, see if you can broaden your topic or switch to another one. If you find too many sources, read more about the subject and narrow your paper's focus within more manageable limits.

Make sure your sources are available. Find out if the library has the periodicals and newspapers you are seeking. Check books out. If necessary, order books from other libraries through Inter-Library Loan. Ask the circulation desk to recall desired books that have been checked out by others. If most of the books are gone, however, someone else is probably writing on your topic, and the sources you need may not become available in time. If so, avoid needless frustration by switching now to another topic.

Do some quick reading in your sources to learn more about your topic. It might be wise to ask a professor or some other authority on your subject for suggestions about the topic and for further research sources.

Decide what additional sources can provide valuable information for your project.

Write letters to request information, if necessary. Arrange interviews in advance by setting up appointments.

Be sure to record your discoveries, questions, and other experiences with locating sources in your research notebook.

### Interviewing

In addition to print sources, interviews with experts can provide valuable material for your paper. Because the people you interview are primary rather than secondary sources, the first-hand information they provide is exclusively yours to present – information that readers will find nowhere else. Therefore, interviewed sources can make a favourable impression, giving readers the sense that they are getting expert testimony directly and reliably. Your own reliability and credibility may also be enhanced, since you demonstrate the initiative to have extended your search beyond the usual kinds of sources.

In your work situation colleagues and subject matter experts are an accessible source of expert information. Being familiar with research in their individual fields, they also can suggest published and unpublished resources you might not have found in your library research.

You may also find experts living in your local community. Other valuable sources include participants and eyewitnesses. If you were researching, say, the War in South West Africa before it became Namibia, you could interview relatives and
neighbours with experience in the military. Be resourceful in considering interviewees who can contribute to your knowledge and understanding.

Conducting interviews may not be the first order of business in your research project, but because interviews require advance planning, it is important to set up appointments as early as possible—even before you are ready to conduct them.

**Conducting the Interview**

Some interviews may consist of a simple question or two, designed to fill specific gaps in your knowledge about your topic. Others may be extended question-and-answer sessions about a variety of topics. The success of your interviewing depends on your preparation, professionalism, and interpersonal skills. The following guidelines should be followed when you conduct an interview:

**Before the interview:**

- **Be well prepared.** The most important part of the interview takes place before the questions are posed. Become as informed about your subject as you can so that you can ask the right questions. Use your reading notes to prepare questions in advance.

- **Dress appropriately for the interview.** How you dress can influence how the interviewee behaves toward you; people are most comfortable talking with someone who dresses as they do. Business and professional people, for example, are more likely to take you seriously if you are wearing standard business attire. On the other hand, formal attire would be inappropriate when interviewing striking factory workers, who might be reluctant to speak freely with someone who looks like management.

- **Arrive on time for your appointment.** Not only is arriving on time a matter of courtesy, but also it is essential in assuring the interviewee's cooperation.

**During the interview:**

- **Take careful and accurate notes.** If you intend to quote your source, you must be certain that you have copied the person's words exactly. A tape recorder can give you an accurate transcript of your interviews.

- **Behave politely and ethically.** Be certain you have the interviewee's permission if you tape-record the conversation. If you take notes, offer to let the interviewee check the transcript later to ensure accuracy (doing so may elicit further elaborations and additional statements that you can use).

- **Be relaxed and friendly.** People who are not accustomed to being interviewed are often nervous at first about having their comments recorded. By being friendly and relaxed, you can win their confidence and put them at ease. The most fruitful parts of interviews occur when interviewees become absorbed in what they are saying and forget they are being recorded. Begin with general questions that can be answered with ease and confidence. Later introduce more specific and pointed questions. (For experienced interviewees, these precautions may not be necessary.)

- **Make your recording as unobtrusive as possible.** Many people will not speak freely and naturally when constantly reminded that their comments are
being recorded. Place the tape recorder out of the interviewer's direct line of sight. Do not write constantly during the interview; write down key phrases and facts that will allow you to reconstruct the conversation immediately after the interview.

**Be interested in what the interviewee says.** People will speak much more freely with you if they sense that you are responsive to their comments. It is a mistake for an interviewer to read one prepared question after another, while barely listening to the interviewee's responses. Such wooden interviewing produces an uncomfortable atmosphere and strained responses.

**Stay flexible.** Do not be a slave to your prepared questions. Listen with real curiosity to what the person says and ask further questions based on what you learn. Request explanations of what is not clear to you. Ask probing questions when a topic is raised that you would like to learn more about.

**Let the interviewee do the talking.** Remember that it is the interviewee's ideas that you are interested in, not your own. Avoid the temptation to state your own opinions and experiences or to argue points with the interviewee.

♦ After the interview:

**End the interview professionally.** Check your notes and questions to determine if any gaps still need to be filled. Thank the interviewee. Ask if the person would like to check your use of statements and information for accuracy, and whether you can call again if you have further questions. Offer to send the interviewee a copy of your paper when it is completed.

**Be fair to the source.** When you write the paper, be certain that any ideas or statements you attribute to the source are true reflections of the sound and spirit of the person's answers and comments. Be accurate in quoting the person, but eliminate slips of the tongue and distracting phrases like uh and you know.

**Send a thank-you note.** Whether or not you send a copy of your paper to the interviewee, you should send a note expressing your appreciation for the help that the person provided.

### 3.4 Sifting Information for Relevance

Sifting and sorting is the process of keeping only gathered information that meets the established criteria.

When sifting information for relevance you should consider the following elements:

♦ Currency
♦ Reliability
♦ Coverage
♦ Accuracy
♦ Objectivity
Currency

How up to date is the information source? Does it cover recent developments? Has it been updated (in the form of a new edition or update) to deal with changes in knowledge or corrections? This is more important in some areas (e.g. the sciences) than others (e.g. literature).

Be aware that dates can be misleading:

Books – It can take up to two years for a book to be published, so the information in a 1999 book may already be out of date. Some dates represent the year a book was republished (as a paperback, or after being out of print for some years).

Journals – Journal articles are usually printed more quickly than books, but there can still be a delay of over a year (depending on the journal) before you see it, especially considering that many journals are sent to Australia by sea.

Web pages – Many are updated constantly, but there is no guarantee that the date given (if given at all) is accurate.

Reliability

Is it clear who is the author? What are the author’s credentials? What qualifications do they have for writing the piece? Are they backed by a reputable or traceable organisation?

Information that does not conform to these criteria is not necessarily flawed or unreliable, but you should use it with caution. Remember that the web in particular is open to anyone who can write anything they want. Look carefully for evidence of bias, omissions or unsupported statements of "fact".

Coverage

When considering whether an information source is going to be useful you need to look at the range it covers. You also need to consider whether it consists of primary or secondary source material.

Primary material contains new information or a new interpretation of previously known information. Secondary material is interpretation and comment on primary material by others.

Does it have the detail you need? Does it supplement other sources you have read or merely confirm information you already knew? You may need to cover a variety of different viewpoints.

If your essay is on a broad topic don’t try to absorb every detail you can find. Start with an article from an encyclopaedia or find a book that gives a general overview of your topic. When you need detailed information an academic article is more likely to help you than a general overview.
Accuracy

Can you check the information elsewhere? Are the sources of any facts clearly and correctly listed? Do you have faith in the spelling and other proof reading aspects of the work?

Key dates, facts and other figures should always be verified from alternative sources to ensure that they are correct. Check that they come from the source cited in the work. An incorrect citation may imply that the facts are not correct.

While spelling and proof reading may seem trivial, consistent misspellings may mean that facts and figures are also typed or printed incorrectly. They may also imply that the information has not been thoroughly checked for inaccuracies.

Objectivity

This is the most difficult area to judge because virtually all sources are subjective in some way. Good academic work considers all viewpoints and uses material from many sources to show a depth of research and consideration of all aspects of a question.

Some tips for recognising bias in information sources:

♦ Use of emotive or derogatory language
♦ Omissions in the information presented
♦ Contradictions to other material you have read
♦ Viewpoints that seem extreme to you
♦ You may disagree with some sources, but you need to show your familiarity with them, and demonstrate why you disagree with them.

Further questions to ask yourself:

♦ Is the article relevant to the current research project? A well-researched, well-written, etc. article is not going to be helpful if it does not address the topic at hand.
♦ Ask, "is this article useful to me?"
♦ If it is a useful article, does it:
  • support an argument
  • refute an argument
  • give examples (survey results, primary research findings, case studies, incidents)
  • provide "wrong" information that can be challenged or disagreed with productively.
3.5 **Classifying, Categorizing and Sorting Information**

### Classifying and Categorising

Questions that help you classify or categorize information:

- How are these ideas alike? How are the ideas different?
- Which ideas belong together?
- How are the ideas related?
- How would you group the facts from the selection?

Classification is an inherent part of creating a document. Every time you write a heading, you are in fact creating a classification. If the document is long (more than 600 words) you should have sub-headings. These are sub-classifications underneath the heading classification.

Good internal classification has three key objectives:

- To organize the document in such a way that maximizes its ability to communicate knowledge.
- To allow the reader to quickly find specific parts of the document.
- To allow the reader to extract specific parts of various documents, and in so doing create a new document. For example, the reader might compile the summaries of ten documents dealing with the South African car industry.

Classification experts tend to focus on organizing complete documents, books, music and other content. They classify for two reasons:

- To organize the content so that it can be found quickly.
- To place the content in context so that it becomes part of a cohesive body of knowledge.

Here are some general rules of classification:

- **Establish clear objectives.** What do you want to use your email software for? Is it for personal use, for business use, or for both? Your objectives will frame the type of classifications you require.

- **Design classification like it will be 'written in stone.'** You don't want to be changing your classification every six months. This will mean a lot of work and will create confusion.

- **Design for the total content environment.** Don't just design for the content you have today. Try to have a long-term perspective. This will result in a much more robust classification.
♦ **Be practical.** Your classification should be lean and mean. Overdoing classification can be as bad as not doing it at all.

♦ **Avoid duplication.** Creating two classifications that are essentially the same leads to confusion.

♦ **Test.** You should do as much testing as possible. Get feedback, particularly where you are creating a classification that you want other people to use.

♦ **Take your time.** Speed is the enemy of quality classification. Don't rush. Consider each classification carefully. Your efforts will pay handsome dividends in the long-term.

## Sorting

One important kind of sorting is arranging items of information in alphabetical sequence according to some pre-defined ordering relation (sort key by each group of lists), e.g. when one sorts the books in a library by title, subject or author (all alphabetically sorted normally in ascending order).

The resulting order may be either ascending or descending, because essentially all sorting is numerical sorting. Now if you sort on different keys, then you get different lists of header information (such as the author's name) with the appended tailing records (such as title or publisher).

The main purpose of sorting information is to optimise its usefulness for specific tasks. In general, there are two ways of grouping information:

♦ By category e.g. a shopping catalogue where items are compiled together under headings such as 'home', 'sport & leisure', 'women's clothes' etc. and

♦ By the intensity of some property, such as price, e.g. from the cheapest to most expensive. This is illustrated by the following story:

Managers are on a course of basic computer terms and they are explained the meaning of sorting. The lecturer comes in and throws hundreds of various nails and screws, new, old, rusty and crooked, of different size and material on the table. S/he then tells them to, sort! The student in no time create a dozen or so heaps each with relatively homogenous members, and with some undecided cases left. The lecturer picks up a straight and strong nail, and hammers it in the wall with his/her shoe sole. "You failed to ask sort what for, or what to sort on" – s/he would tell the puzzled audience.

In the book Information Anxiety by Richard Saul Wurman, he proposes that the most common sorting purposes are Name, by Location and by Time (these are actually special cases of category and hierarchy). Together these give the acronym LATCH (Location, Alphabetical, Time, Category, Hierarchy) and can be used to describe just about every type of ordered information.
3.6 Analysing and Presenting Research Findings

Analysis is the process of finding out what your information means and what conclusions it will support. For survey information, item mean scores generally suffice. For behavioural indicators, such as absences and tardiness, frequency counts or percentages will do the job. These analyses are descriptive and comparable. You can use them to measure your progress from year to year.

Analyzing quantitative and qualitative data is often the topic of advanced research and evaluation methods courses. However, there are certain basics which can help to make sense of reams of data.

♦ Always start with your research goals

When analyzing data (whether from questionnaires, interviews, focus groups, or whatever), always start from review of your research goals, i.e., the reason you undertook the research in the first place. This will help you organize your data and focus your analysis. For example, if you wanted to improve a program by identifying its strengths and weaknesses, you can organize data into program strengths, weaknesses and suggestions to improve the program. If you wanted to fully understand how your program works, you could organize data in the chronological order in which customers or clients go through your program. If you are conducting a performance improvement study, you can categorize data according to each measure associated with each overall performance result, e.g., employee learning, productivity and results.

Basic analysis of "quantitative" information (for information other than commentary, e.g., ratings, rankings, yes's, no's, etc.):

• Make copies of your data and store the master copy away. Use the copy for making edits, cutting and pasting, etc.

• Tabulate the information, i.e., add up the number of ratings, rankings, yes's, and no's for each question.

• For ratings and rankings, consider computing a mean, or average, for each question. For example, "For question #1, the average ranking was 2.4". This is more meaningful than indicating, e.g., how many respondents ranked 1, 2, or 3.

• Consider conveying the range of answers, e.g., 20 people ranked "1", 30 ranked "2", and 20 people ranked "3".

Basic analysis of "qualitative" information (respondents' verbal answers in interviews, focus groups, or written commentary on questionnaires):

• Read through all the data.
• Organize comments into similar categories, e.g., concerns, suggestions, strengths, weaknesses, similar experiences, program inputs, recommendations, outputs, outcome indicators, etc.

• Label the categories or themes, e.g., concerns, suggestions, etc.

• Attempt to identify patterns, or associations and causal relationships in the themes, e.g., all people who attended programs in the evening had similar concerns, most people came from the same geographic area, most people were in the same salary range, what processes or events respondents experience during the program, etc.

• Keep all commentary for several years after completion in case needed for future reference.

♦ Interpreting information

• Attempt to put the information in perspective, e.g., compare results to what you expected, promised results; management or program staff; any common standards for your products or services; original goals (especially if you’re conducting a program evaluation); indications or measures of accomplishing outcomes or results (especially if you’re conducting an outcomes or performance evaluation); description of the program’s experiences, strengths, weaknesses, etc. (especially if you’re conducting a process evaluation).

• Consider recommendations to help employees improve the program, product or service; conclusions about program operations or meeting goals, etc.

• Record conclusions and recommendations in a report, and associate interpretations to justify your conclusions or recommendations.

♦ Reporting Results

• The level and scope of content depends on to whom the report is intended, e.g., to funders / bankers, employees, clients, customers, the public, etc.

• Be sure employees have a chance to carefully review and discuss the report. Translate recommendations to action plans, including who is going to do what about the research results and by when.

• Be sure to record the research plans and activities in a research plan which can be referenced when a similar research effort is needed in the future.

Contents of a Research Report -- An Example

Ensure your research plan is documented so that you can regularly and efficiently carry out your research activities. In your plan, record enough information so that someone outside of the organization can understand what you’re researching and how. For example, consider the following format:

♦ Title Page (name of the organization that is being, or has a product/service/program that is being, researched; date)

♦ Table of Contents

♦ Executive Summary (one-page, concise overview of findings and recommendations)
Use language and communication in occupational learning programmes

Purpose of the Report (what type of research was conducted, what decisions are being aided by the findings of the research, who is making the decision, etc.)

Background About Organization and Product/Service/Program that is being researched

- Organization Description/History
- Product/Service/Program Description (that is being researched)
  1. Problem Statement (in the case of nonprofits, description of the community need that is being met by the product/service/program)
  2. Overall Goal(s) of Product/Service/Program
  3. Outcomes (or client/customer impacts) and Performance Measures (that can be measured as indicators toward the outcomes)
  4. Activities/Technologies of the Product/Service/Program (general description of how the product/service/program is developed and delivered)
  5. Staffing (description of the number of personnel and roles in the organization that are relevant to developing and delivering the product/service/program)
  6. Overall Evaluation Goals (e.g., what questions are being answered by the research)
  7. Methodology
    a) Types of data/information that were collected
    b) How data/information were collected (what instruments were used, etc.)
    c) How data/information were analyzed
    d) Limitations of the evaluation (e.g., cautions about findings/conclusions and how to use the findings/conclusions, etc.)
  8. Interpretations and Conclusions (from analysis of the data/information)
  9. Recommendations (regarding the decisions that must be made about the product/service/program)

Appendices:

Content of the appendices depends on the goals of the research report, e.g.:

- Instruments used to collect data/information
- Data, e.g., in tabular format, etc.
- Testimonials, comments made by users of the product/service/program
- Case studies of users of the product/service/program
Some Pitfalls to Avoid

- Don't balk at research because it seems far too "scientific." It's not. Usually the first 20% of effort will generate the first 80% of the plan, and this is far better than nothing.

- There is no "perfect" research design. Don't worry about the research design being perfect. It's far more important to do something than to wait until every last detail has been tested.

- Work hard to include some interviews in your research methods. Questionnaires don't capture "the story," and the story is usually the most powerful depiction of the benefits of your products, services, programs, etc.

- Don't interview just the successes. You'll learn a great deal by understanding its failures, dropouts, etc.

- Don't throw away research results once a report has been generated. Results don't take up much room, and they can provide precious information later when trying to understand changes in the product, service or program.

3.7 Conclusions and Recommendations

Although you may have learned in other writing classes that summaries are appropriate conclusions for papers, summaries are typically offered as front matter (prefatory material) in research documents. Therefore, a summary is a weak, redundant ending for a research document. You may, of course, offer a few summary statements to orientate your reader, but effective conclusions do far more than recap information you have already offered in the prefatory material, the introduction, and the discussion of your document.

These endings are all based on the idea that you should draw conclusions, not just conclude. In short, they depend on your explaining "What does this mean for us?"

One of the most useful conclusions for many workplace documents is a section offering recommendations or solutions. Such a conclusion is most typically used for problem/solution reports, but it can also be used for cause/effect, comparison/contrast, and other organizational schemes. In this section, you may recommend which of several solutions is most likely to solve the problem, is most feasible, or is least disruptive.

Although instincts are important in the workplace, a reader will rarely be satisfied that they are the best grounds on which to base important decisions. Thus, you must explain the criteria on which your recommendations are based. Furthermore, your criteria must match the reader’s expectations and needs.

Imagine how embarrassing it would be to offer recommendations based on a sense of urgency and moving from immediate-to-remote implementation stages when your
readers think your recommendations are based on costs. In other words, you might lose all your credibility if you have proposed an expensive plan because it offers the most immediate relief for the problem, but your readers expect you to offer the most cost-efficient plan.

Your recommendations may correspond to the following criteria:

- Costs or other budget matters
- The mission of the organization
- Space
- Human Resources needs
- Deadlines (legal, business, environmental, or other forms of deadlines)
- Tax structures
- Immediate-to-remote implementation schedules
- Equipment or technological needs
- Materials availability
- Locations

### Concept (SO 3)

<table>
<thead>
<tr>
<th>Occupational learning materials are organised and used for optimum learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout, presentation and organisational features of learning materials are understood and used effectively.</td>
</tr>
<tr>
<td>Technical language/terminology is engaged with, and clarification sought if needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I understand this concept</th>
<th>Questions that I still would like to ask</th>
</tr>
</thead>
<tbody>
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</table>
4 Lead and Function in a Team

After completing this session, you should be able to:
SO 4: Conduct basic research, and analyse and present findings.

4.1 Meetings – basic rules

♦ Plan - use the agenda as a planning tool (see 'POSTAD TV' acronym below)
♦ Circulate agenda in advance
♦ Run the meeting - keep control, agree outcomes, actions and responsibilities, take notes
♦ Write and circulate notes
♦ Follow up agreed actions and responsibilities

Meetings come in all shapes and sizes, and for lots of purposes.

Meeting purposes include:

- Giving information
- Training
- Discussion (leading to an objective)
- Generating ideas
- Planning
- Workshops
- Consulting and getting feedback
- Finding solutions/solving problems
- Crisis management
- Performance reporting/assessment
- Setting targets and objectives
- Setting tasks and delegating
- Making decisions
• Conveying /clarifying policy issues
• Team building
• Motivating
• Special subjects - guest speakers
• Inter-departmental - process improvement

The acronym POSTAD TV shows you how to plan effective meetings, and particularly how to construct the meeting agenda, and then notify the meeting delegates:

Priorities, Outcomes, Sequence, Timings, Agenda, Date, Time, Venue.

### 4.2 Meeting priorities

What is the meeting's purpose? Always have one; otherwise don't have a meeting. Decide the issues for inclusion in the meeting and their relative priority: importance and urgency.

You can avoid the pressure for 'Any Other Business' at the end of the meeting if you circulate a draft agenda in advance of the meeting, and ask for any other items for consideration. (‘Any Other Business’ often creates a free-for-all session that wastes time, and gives rise to new tricky expectations, which if not managed properly then closes the meeting on a negative note.)

### 4.3 Meeting Outcomes

Decide what outcome (i.e. what is the purpose) you seek for each issue, and put this on the agenda alongside the item heading. This is important, as people need to know what is expected of them, and each item will be more productive with a clear aim at the outset. Typical outcomes are:

• Decision
• Discussion
• Information
• Planning (e.g. workshop session)
• Generating ideas
• Getting feedback
• Finding solutions
• Agreeing (targets, budgets, aims, etc)
• Policy statement
• Team-building/motivation
4.4 Meeting sequence

Put the less important issues at the top of the agenda, not the bottom. If you put them on the bottom you may never get to them. Ensure any urgent issues are placed up the agenda. Non-urgent items place down the agenda – if you are going to miss any you can more easily afford to miss these.

Try to achieve a varied sequence – don’t put all the heavy controversial items together – mix it up.

4.5 Meeting timings (of agenda items)

Decide the length of the meeting, and allocate a realistic time slot for each item. Do not try to pack too much in – keep it realistic – things generally take longer than you think.

Long meetings involving travel for delegates require pre-meeting refreshments 30 minutes prior to the actual meeting start time.

Put lots of breaks into long meetings. Unless people are participating and fully involved, their concentration begins to drop after just 45 minutes. Breaks don’t all need to be 20 minutes for coffee and cigarettes. Five minutes every hour for a quick breath of fresh air and leg-stretch will keep people attentive.

Unless you have a specific reason for arranging one, avoid formal sit-down restaurant lunches – they’ll add at least 30 minutes unnecessarily to the lunch break, and the whole thing makes people drowsy. Working lunches are great, but make sure you give people 10-15 minutes to get some fresh air and move about outside the meeting room. If the venue is only able to provide lunch in the restaurant arrange a buffet, or ensure delegates’ menu choices are decided well before lunchtime.

4.6 Running the meeting

The key to success is keeping control. You do this by sticking to the agenda, managing the relationships and personalities, and concentrating on outcomes. Meetings must have a purpose. Every item must have a purpose. Remind yourself and the group of the required outcomes and steer the proceedings towards making progress, not hot air.
Politely suppress the over-zealous, and encourage the nervous. Take notes as you go, recording the salient points and the agreed actions, with names, measurable outcomes and deadlines.

Do not record everything word-for-word, and if you find yourself taking over the chairmanship of a particularly stuffy group which produces reams of notes and very little else, then change things. Concentrate on achieving the outcomes you set the meeting when you drew up the agenda.

Avoid racing away with decisions if your aim was simply discussion and involving people. Avoid hours of discussion if you simply need a decision. Avoid debate if you simply need to convey a policy issue. Policy is policy and that is that.

Defer new issues to another time. Practice and use the phrase 'You may have a point, but it's not for this meeting – we'll discuss it another time.' (And then remember to do it.)

If you don't know the answer say so – be honest – don't waffle – say that you'll get back to everyone with the answer, or append it to the meeting notes.

If someone persistently moans on about a specific issue that is not on the agenda, quickly translate it into a simple exploratory or investigative project, and bounce it back to them, with a deadline to report back their findings and recommendations to you.

Use the rules on delegation to help you manage people and tasks and outcomes through meetings.

Always look at how people are behaving in meetings – look for signs of tiredness, exasperation, and confusion, and take necessary action.

As a general rule, don't deviate from the agenda, but if things get very heavy, and the next item is very heavy too, swap it around for something participative coming later on the agenda – a syndicate exercise, or a team game, a quiz, etc.

4.7 **Negotiation strategy**

- Separate the People form the Problem
- Focus on Interests behind positions
- Invent Options for mutual gain
- Insist on using Independent Standards
- Develop your Best Alternative to a Negotiated Agreement (BATNA)
4.8 Handling Perception Problems

♦ Put yourself in their shoes
♦ Don't blame
♦ Help them become involved
♦ Help them save face

4.9 Handling Emotions

♦ Recognize, understand, and make explicit the emotions – yours and theirs.
♦ Allow the other side to let off steam
♦ Don’t react to emotional outbursts
♦ Consider apologizing

4.10 Communicating Effectively

♦ Listen actively
♦ Speak about yourself, not about them
♦ Speak for a purpose

■ Useful phrases for handling people problems
  ♦ “Let me see if I understand what you just said …”
  ♦ “I can appreciate why you feel like that..”
  ♦ “I see it this way ... How do you see it?”
  ♦ “I would like your advice about .. ?”

■ Questions to uncover Interests
  ♦ “Help me to understand why this is really important to you.”
  ♦ “What concerns do you have?”
  ♦ “What’s the real problem?”
  ♦ “What would be wrong with ...?”
  ♦ “Why not this ... ?”
  ♦ “What are your fears concerning this?”
Interest: A concern, aspiration, or fear that motivates a person to take a position.

Interests can be:
- Shared
- Opposed
- Different

4.11 Successful Inventing

♦ Invent before you judge.
♦ Invent a wide range of options.
♦ Dovetail.
♦ Use imaginative procedures.

4.12 Killer phrases

♦ A good idea, but ...
♦ Against company policy
♦ Be practical
♦ All right in theory, but ...
♦ The boss won’t go for it
♦ Are you serious?

4.13 Differences that can be dovetailed

♦ Different interests
♦ Same interests, different priorities
♦ Different values placed on time
♦ Different forecasts
♦ Different aversion to risk
♦ Different beliefs
4.14 Independent Standards

A standard is a measuring stick, independent of the will of the other side, for choosing among conflicting options.

Examples of standards

- Consumer Price Index
- Ability to pay
- Equal treatment laws
- Industry standards
- Market value
- Precedent
- Tradition
- Reciprocity
- Costs
- Efficiency

Search for possible independent standards. Be open to reason. Never yield to pressure, only to reason.

♦ Questions to arrive at standards:
  - “How did you arrive at that?”
  - “What’s the theory behind this?”
  - “What makes that fair?”
  - “How are others handling the same problem?”

4.15 Making Offers

♦ Present offers rather than state positions
♦ Present offers in terms of gain
♦ Include specific items that appeal to their interests
♦ State benefits to them
4.16 Negotiation Phases

♦ Entry
  • Be soft on the people; hear them out
  • Set objective for the meeting
  • Inquire as to the other’s authority

♦ Exploration
  • Focus on Interests behind positions
  • Invent Options for mutual gain
  • Use independent standards

♦ Bargaining
  • Present Offers, not positions
  • Caucus
  • Sum up areas of agreement and disagreement

♦ Closing
  • Make sure agreement is better than your BATNA.
  • Make agreement clear and specific, in writing.
  • Reaffirm relationship.

4.17 Countering Dirty Tricks

• Recognize the tactic
• Bring it up
• Negotiate
• Walk out – don’t be a victim

♦ Common Dirty Tricks
  • Lock-ins
  • Good guy / bad guy
  • No authority
  • Threats
  • Add-ons
  • Phoney acts
Please complete Activity 3:  
**Research Assignment**

You have just learned skills that your industry has determined are critical to your success to Use Language in Occupational Learning.

This is an individual assignment.

Choose a subject of your choice. Conduct basic research and analyse and present your findings in a written report. You should:

- Identify and define an appropriate topic and scope
- Plan and sequence your research steps
- Apply research techniques
  i) Gather information
  ii) Read
  iii) Interview
  iv) Use appropriate electronic sources
- Evaluate your information for relevance
- Classify, categorise and sort your information

Analyse and present your research findings in a written report of at least 2 A4 pages long. Keep your report to a maximum of 5 A4 pages.
NINETEENTH CENTURY SCIENCE-I
by J. G. Bruton

Advances in the field of science in the nineteenth century produced three important scientific theories—the conservation of energy, the conservation of matter and evolution. The first two pointed towards materialism; the third produced a revolution in thought similar to that which occurred in the seventeenth century.

The increase in knowledge was so great that science began to split up into the sub-branches we know today. Specialisation in rather narrow fields became more and more necessary.

An important characteristic of intellectual life in the nineteenth century was a growing respect for science. Comte (1798-1857), a French philosopher, evolved a system called 'positivism' in which science finally took the place of theology and metaphysics.

Attempts were made to make use of the scientific method in almost all branches of thought; to treat history, for example, as a science rather than an art.

For the first time, men of science came into open conflict with the views of philosophers. The leading philosopher of the beginning of the nineteenth century, Hegel (1770-1831), knew nothing of science. His view was that everything in the universe, including matter, was essentially moral or spiritual. His philosophy was reasonable when applied to history and morals, but seemed absurd to men or science, when applied to the natural sciences.

The great "scientific principles of the indestructibility or matter and of the conservation of energy led to the view that the essential reality of the universe was matter and that the behaviour of matter obeyed scientific laws. Organic matter, the chemist’s showed, obeyed laws just as inorganic matter did, and life itself, according to the theory of evolution, had developed mechanistically.

John Tyndall, the physicist, stated that just as atoms and molecules combined to produce the beautiful and complicated forms of crystals, so they also form the more complicated living matter, plants and animals. Thoughts are the result of chemical activity in the brain. If the brain is damaged, the mind cannot function normally. So the mind is a product of matter. Tyndall also stated publicly that what had prevented the advance of science until comparatively recent times had been the opposition or the Church.

The conflict between science and religion went on all through the later part of the nineteenth century. While people like W. G. Ward believed that knowledge is gained by intuition and revelation, and believed in the supernatural, others like Thomas Huxley held that knowledge could be gained only by experience and the scientific method and did not accept the supernatural. Huxley invented the word 'agnostic' to describe his own attitude to religion.

The attitude of the Roman Catholic Church during the conflict was unmoved. As a result of the dogma of the infallibility of the Pope, made public in 1870, there could be no argument about his utterances on matters of faith and morals. Catholics who were guilty of 'modernism' were excommunicated. Among Protestants there was a group of fundamentalists who believed in the absolute truth of the Bible story of the creation and refused to accept evolution.
Write down the time taken to read this passage and then attempt the Comprehension Test.

COMPREHENSION TEST

Select the most suitable answer in each case. Do not refer back to the passage.

A. Retention

1. An important characteristic of intellectual life in the 19th century was:
   a. a love of literature.
   b. a growing respect for science.
   c. a respect for metaphysics.
   d. a belief in God.

2. The philosophical system called 'positivism' was evolved by:
   a. Hegel.
   b. Tyndall.
   c. The Pope.
   d. Comte.

3. Hegel's view was that everything in the universe was:
   a. based on science.
   b. essentially moral or spiritual.
   c. essentially religious.
   d. the result of accident.

4. John Tyndall believed that thoughts were the result of:
   a. electrical activity in the brain.
   b. the movement of atoms.
   c. chemical activity in the brain.
   d. blood circulation in the brain.

5. The dogma of the infallibility of the Pope was made public in:
   a. 1798.
   b. 1831.
   c. 1857.
   d. 1870.

B. Interpretation

6. The theory of the conservation of energy held that:
   a. the total quantity of energy in the universe was invariable.
   b. energy could be stored up for future use.
   c. the universe came into being as a result of natural causes.
   d. the dogma of the infallibility of the Pope was incorrect.
7. It would be reasonable to suppose that 'positivists' were:
   a. Christians.
   b. deists.
   c. Catholics.
   d. atheists.

8. The important scientific theories of the 19th century:
   a. confirmed the existence of God.
   b. challenged the existence of God.
   c. converted everyone to Catholicism.
   d. turned everyone against religion.

9. An agnostic is one who:
   a. believes in God.
   b. sometimes believes in God.
   c. doubts the existence of God.
   d. denies the existence of God.

10. In the 19th century:
    a. no Catholics were scientists.
    b. few Catholics were scientists.
    c. many Catholics were scientists.
    d. all Catholics were scientists.

**Convert the time taken to read the passage into 'words per minute'.**
### Concept (SO 4)

<table>
<thead>
<tr>
<th>I understand this concept</th>
<th>Questions that I still would like to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate or relevant topic and scope is identified and defined.</td>
<td></td>
</tr>
<tr>
<td>Research steps are planned and sequenced appropriately.</td>
<td></td>
</tr>
<tr>
<td>Research techniques are applied.</td>
<td></td>
</tr>
<tr>
<td>Information is sifted for relevance.</td>
<td></td>
</tr>
<tr>
<td>Information is classified, categorised and sorted.</td>
<td></td>
</tr>
<tr>
<td>Research findings are analysed and presented in the appropriate format.</td>
<td></td>
</tr>
<tr>
<td>Conclusions and recommendations are made in the appropriate format.</td>
<td></td>
</tr>
</tbody>
</table>

### Concept (SO 5)

<table>
<thead>
<tr>
<th>I understand this concept</th>
<th>Questions that I still would like to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active leading and participation takes place in group learning situations.</td>
<td></td>
</tr>
<tr>
<td>Responsibilities in the team are taken up and group work conventions are applied in learning situations.</td>
<td></td>
</tr>
<tr>
<td>Conflict management and negotiating techniques are practised.</td>
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<tr>
<td>Team work results in meaningful products, outcomes or goals.</td>
<td></td>
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</tbody>
</table>

### Concept (SO 6)

<table>
<thead>
<tr>
<th>I understand this concept</th>
<th>Questions that I still would like to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Features of the occupational environment are described and discussed.</td>
<td></td>
</tr>
<tr>
<td>Ways in which these features affect learning processes and/or application of learning are described and discussed.</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Questions</th>
<th>1. I am sure</th>
<th>2. I am unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The provider will formulate summative assessments based on FET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>requirements for communication at level 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Answer</th>
<th>Motivate your Answer (Give examples, reasons, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you identify problems and deficiencies correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you able to work well in a team?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you work in an organised and systematic way while performing all tasks and tests?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?</td>
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</tr>
<tr>
<td>Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you base your tasks and answers on scientific knowledge that you have learnt?</td>
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<td></td>
</tr>
<tr>
<td>Are you able to show and perform the tasks required correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
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</tr>
</tbody>
</table>

- 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 your 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.

<table>
<thead>
<tr>
<th>Learner Information Form</th>
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</thead>
<tbody>
<tr>
<td>Unit Standard</td>
</tr>
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<tr>
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No user is allowed to sell this material whatsoever.

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  Ms N Matloa
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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Use language and communication in occupational learning programmes

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<th>UNIT STANDARD TITLE</th>
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PURPOSE OF THE UNIT STANDARD

The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.

Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplaces of the workplaces and occupations to which their learning programmes refer.

Learners credited with this standard are able to:
- access, use and manage suitable learning resources
- formulate and use learning strategies
- manage occupational learning materials
- conduct basic research and analyse and present findings
- lead and function in a team
- reflect on how characteristics of the workplace and occupational context affect learning

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 and communication skills laid down in the national curriculum statements up to NQF level 3.

UNIT STANDARD RANGE

Learning materials appropriate to the learners in a given context. Specific range statements are provided in the body of the unit standard where they apply to particular
outcomes or assessment criteria.

**Specific Outcomes and Assessment Criteria:**

**SPECIFIC OUTCOME 1**
Access, use and manage suitable learning resources.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**
1. Relevant learning resources are identified.

**ASSESSMENT CRITERION RANGE**
Resource centres, literature, internet, other people.

**ASSESSMENT CRITERION 2**
2. Learning resources are used effectively and managed through appropriate selection and cross-referencing of information, and acknowledgement of sources.

**SPECIFIC OUTCOME 2**
Formulate and use learning strategies.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**
1. Learning strategies are formulated by selection of specific tried techniques.

**ASSESSMENT CRITERION RANGE**
Group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning.

**ASSESSMENT CRITERION 2**
2. Information is summarised and used in the learning process.

**ASSESSMENT CRITERION 3**
3. Answers pertaining to relevant questions are synthesised and contextualised.

**ASSESSMENT CRITERION RANGE**
Checking understanding, clarifying meaning, getting information, confirming accuracy of information, using of appropriate information.

**ASSESSMENT CRITERION 4**
4. Texts are read for detail, interpreted, analysed and synthesised for a given context.

**ASSESSMENT CRITERION 5**
5. Verbal interaction is interpreted, analysed and synthesised for a given context.

**ASSESSMENT CRITERION 6**
6. Learning takes place through communicating with others in groups or as individuals.

**ASSESSMENT CRITERION RANGE**
Facilitators, other learners, colleagues.

**SPECIFIC OUTCOME 3**
Manage occupational learning materials.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**
1. Occupational learning materials are organised and used for optimum learning.

**ASSESSMENT CRITERION RANGE**
Videos, internet, texts, handouts, text books, charts, maps, plans, diagrams, electronic texts (menus, screens, links etc).

**ASSESSMENT CRITERION 2**
2. Layout, presentation and organisational features of learning materials are understood and used effectively.

**ASSESSMENT CRITERION 3**
3. Technical language/terminology is engaged with, and clarification sought if needed.

**SPECIFIC OUTCOME 4**
Conduct basic research, and analyse and present findings.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**
1. Appropriate or relevant topic and scope is identified and defined.

**ASSESSMENT CRITERION 2**
2. Research steps are planned and sequenced appropriately.

**ASSESSMENT CRITERION 3**
3. Research techniques are applied.

**ASSESSMENT CRITERION RANGE**
Gathering information, reading, interviewing, using appropriate electronic sources.

**ASSESSMENT CRITERION 4**
4. Information is sifted for relevance.

**ASSESSMENT CRITERION 5**
5. Information is classified, categorised and sorted.

**ASSESSMENT CRITERION 6**
6. Research findings are analysed and presented in the appropriate format.

**ASSESSMENT CRITERION 7**
7. Conclusions and recommendations are made in the appropriate format.

**ASSESSMENT CRITERION RANGE**
Reports, research paper, presentation.

**SPECIFIC OUTCOME 5**
Lead and function in a team.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**
1. Active leading and participation takes place in-group learning situations.

**ASSESSMENT CRITERION RANGE**
Meetings, site/field visits, excursions, discussions, activities, workshops.

**ASSESSMENT CRITERION 2**
2. Responsibilities in the team are taken up and group work conventions are applied in learning situations.

**ASSESSMENT CRITERION RANGE**
Supervision, mentoring, and rotation of roles: conducting, chairing, recording, and reporting.

**ASSESSMENT CRITERION 3**
3. Conflict management and negotiating techniques are practised.

**ASSESSMENT CRITERION 4**
4. Team work results in meaningful products, outcomes or goals.

**ASSESSMENT CRITERION RANGE**
Reaching consensus, completed projects/assignments, knowledge transfer.

**SPECIFIC OUTCOME 6**
Reflect on how characteristics of the workplace and occupational context affect learning.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**
1. Features of the occupational environment are described and discussed.

**ASSESSMENT CRITERION RANGE**
Workplace/occupational focus:
- Services, manufacturing, financial, educational.
Organisation type:
- Government, parastatal, heavy/light industry, large organisation, small business.

**ASSESSMENT CRITERION 2**
2. Ways in which these features affect learning processes and/or application of learning are described and discussed.

**ASSESSMENT CRITERION RANGE**

Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction.

**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**

Learners can understand and explain that language has certain features and conventions, which can be managed for learning purposes. Learners are aware that there are skills, strategies and resources, which will facilitate learning. They are familiar with the workplace context in which their learning will be applied.

**Critical Cross-field Outcomes (CCFO):**

**UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems: using learning programme material and learning tasks to solve problems.

**UNIT STANDARD CCFO WORKING**

Working effectively with others and in teams: using interactive speech and roles in activities, discussions and projects.

**UNIT STANDARD CCFO ORGANIZING**

Organise and manage oneself and one`s activities responsibly and effectively: through organisation of learning materials and assignments.

**UNIT STANDARD CCFO COLLECTING**

Collecting, analysing, organising and critically evaluating information: through application of information processing skills in study.

**UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations.

**UNIT STANDARD CCFO SCIENCE**

Use science and technology effectively and critically: using electronic media for learning.

**UNIT STANDARD CCFO DEMONSTRATING**

Reflect on and explore a variety of strategies to learn more effectively.

**UNIT STANDARD CCFO CONTRIBUTING**

Explore education and career opportunities.

**UNIT STANDARD NOTES**
This unit standard will be replaced by unit standard 119471, which is "Use language and communication in occupational learning programmes", Level 4, 5 credits, as soon as 119471 is registered.

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