

NQF Level: 4                      US No: 8976

# Learner Guide

## Primary Agriculture

# Communication skills

My name: .....

Company: .....

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

## Before we start...

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

|  |
|--|
| <b>Title:</b> Write for a wide range of contexts         |
| <b>US No:</b> 8976 <b>NQF Level:</b> 4 <b>Credits:</b> 5 |

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

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

| Title                                     | ID Number | NQF Level | Credits | Mark                     |
|---|-----------|-----------|---------|--------------------------|
| National Certificate in Animal Production | 48979     | 4         | 120     | <input type="checkbox"/> |
| National Certificate in Plant Production  | 49009     | 4         | 120     | <input type="checkbox"/> |

Please mark the learning program you are enrolled in:

Your facilitator should explain the above concepts to you.

| Are you enrolled in a: | Y                        | N                        |
|------------------------|--------------------------|--------------------------|
| Learnership?           | <input type="checkbox"/> | <input type="checkbox"/> |
| Skills Program?        | <input type="checkbox"/> | <input type="checkbox"/> |
| Short Course?          | <input type="checkbox"/> | <input type="checkbox"/> |

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

## 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 roll 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.

.....

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# What are we going to learn?

|  |           |
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# What will I be able to do?

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

- ◆ At the end of this section of the module learners will be able to:
- ◆ Write effectively and creatively on a range of topics
- ◆ Produce convincing imaginative texts that are appropriate to topic and purpose
- ◆ Produce articulated, unified factual text
- ◆ Write convincingly on personal interests
- ◆ Select the appropriate narrative voice for context, purpose and audience
- ◆ Select language structures and features to suit communication purposes
- ◆ Sequence points in an argument logically to build up to a convincing conclusion
- ◆ Employ punctuation and rhetorical devices effectively
- ◆ Employ stylistic devices effectively
- ◆ Edit writing for fluency and unity
- ◆ Identify and adjust weaknesses and errors in terms of coherence, logical sequence, structure and flow.
- ◆ Rearrange information to promote interest and impact for a defined target audience.
- ◆ Check layout, spelling, punctuation, syntax, grammar and linguistic errors and make the necessary changes for improvement.
- ◆ Assess text in order to verify the meeting of intended purpose.

## Learning Outcomes

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

- ◆ At the end of this section of the module learners will be able to describe and reflect on:
- ◆ The use and application of features and conventions of language to suit context, audience and purpose.

## What do I need to know?

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

- ◆ The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF level 3 unit standard.
- ◆ US: FET-C/06 Write texts for a range of communicative contexts

# Introduction

Writing is seldom done without a specific purpose. We write for a wide range of context in order to communicate in a specific format to a specific audience, with whom we might be either very familiar, less familiar or in some cases relatively unfamiliar.

The purpose of writing is diverse – and includes from personal communication, to business communication, it includes texts written for pleasure such as novels and scripts for theatre or movies to factual texts ranging from business letters, to reports, presentations, newspaper and other articles and features, advertising, assignments, academic research and scientific writing.

The aim of communication however always remains the establishing of understanding, the exchanging of information, ideas, thoughts and opinions and the provision of information or views in order to persuade, inform or influence.

It is a two way process with one individual sending and the other individual receiving a message. In the communication process these roles become interchangeable as each of the individuals provide and or receives information during the process.

Each of the contexts in which written communication takes place requires knowledge and application of language and language structures, stylistic devices and the format used for communication for a specified purpose. The effective selection of the type of communication in different situations is important and is affected by the format of the communication, the style and the audience for which the written communication is prepared.

It is impossible to cover the whole range of potential written context in a module of this nature and the intention of this module of learning is therefore to:

- i. Enable the application of writing skills for the production of imaginative and factual text as well as personal interests.
- ii. Enable the use of appropriate narrative voice, language structures and features
- iii. Enable the use and application of style
- iv. Enable editing of own and other written text in terms of coherence, logical sequencing, structure and flow
- v. Enable editing on the level of lay-out, spelling, punctuation and grammar

With the understanding the these skills are to be honed and perfected in terms of application within the specific environment in which a learner will use these basic skills for purposes of effective communication or possibly specialisation.

## Session

## 1

# Creating written text

*After completing this session, you should be able to:*

**SO 1: Write effectively and creatively on a range of topics**

## In this session we explore the following concepts:

- ◆ The audience
- ◆ The purpose
- ◆ Planning to ensure a coherent message
- ◆ Correct vocabulary
- ◆ Style
- ◆ Layout for readability

Writing can be regarded as the art of transforming information into effective communication where the intended message is prepared by the sender to reach a specific receiver.

Various types of written text or modes of writing exist. Expository and narrative writing is arguably possibly the two modes of writing most commonly used.

**Expository writing** is a mode of writing in which the purpose of the author is to inform, explain, describe, or define his or her subject to the reader. Expository text is meant to 'expose' information and is the most frequently used type of writing by learners and students.

A well-written factual text remains focused on its topic and provides facts in order to inform its reader. It should be unbiased, accurate, and use a **scholarly third person** tone.

The text needs to include all aspects of the subject. Examples of expository writing can be found in magazine and newspaper articles, non-fiction books, travel brochures, business reports, memorandums, professional journals and encyclopedia articles and many other types of informative writing.

The effective planning and production of written text depends on the following rhetorical situation or the choices that the sender needs to make when creating formal structured messages.

These include:



## 1.1 The audience

The identification of the audience for which a message is intended is usually done by firstly determining the broad category of audience (lay audience, expert audience, technical audience, mixed audience) and secondly by defining the specific description of the audience in detail.

The following serves as a guideline:

- Size
- Age
- Gender
- Level of education
- Cultural background
- Intelligence level
- Language
- Occupation
- Status in the business or community
- Knowledge of the subject
- Attitude to the subject
- Attitude towards the communicator / presenter / writer
- Objectives of the audience after receiving the message.

## 1.2 The purpose

The purpose of the written communication furthermore influences the style, format and tone.

The purposes could include any or even a combination of the following:

- Describing a process
- Explaining a concept
- Instruction
- Recording of results
- Evaluate results and recommend action
- Generate goodwill
- Persuasion
- Proposing action, project, idea

- Selling a product, concept or idea
- Informing
- Rejection of a proposal

A report could for example record and evaluate facts and recommend action or a conclusion.

## 1.3 Planning to ensure a coherent message

The receiver or audience requires to understand the topic and purpose of communication whether received orally or in writing. Effective transfer of information in communication requires planning and the gathering of relevant information after which information is organised to plan the communication.

### ■ Information gathering

To ensure relevance and adequate facts in the message, relevant information should be gathered. It may be required that research is conducted for information gathering in which case details of sources must be recorded.

Sources are recorded as follows:

- The page number or page range is omitted if the entire work is cited. The author's surname is omitted if it appears in the text. Thus we may say: Author (2001) revolutionized the field of trauma surgery.
- Two or three authors are cited using "and" or "&": (Author, Smith, and Jones 1991) or (Author, Smith & Jones 1991). Four or more authors are cited using *et al.* (Author et al. 1992).
- An unknown date is cited as *no date* (Deane n.d.). A reference to a reprint is cited with the original publication date in square brackets (Marx [1867] 1967, p. 90).
- If an author published two books in 2005, the year of the first (in the alphabetic order of the references) is cited and referenced as 2005a, the second as 2005b.
- A citation is placed wherever appropriate in or after the sentence. If it is at the end of a sentence, it is placed before the period, but a citation for an entire block quote immediately *follows* the period at the end of the block.
- Complete citations are provided in alphabetical order in a section following the text, usually designated as "Works cited" or "References." The difference between "works cited" and a bibliography is that a bibliography section may include works not cited.
- All citations are in the same font as the main text.



- Examples of book references are:
- Smith, J. (2005a). *Harvard Referencing*, Wherever, Florida:Wikimedia Foundation. ISBN 1-899235-74-4.
- Smith, J. (2005b). *More Harvard Referencing*, Wherever, Florida:Wikimedia Foundation. ISBN 1-899235-74-4.
- An example of a journal reference is:
- Smith, John Maynard. (1998). The origin of altruism. *Nature* 393: 639–40.
- A newspaper article is usually cited in running text and omitted from the *References* section. An example of a formal newspaper reference is:
- Bowcott, O. "Protests halt online auction to shoot stag", *The Guardian*, October 18, 2005.
- If the publication is offline:
- Bowcott, O. 2005. Protests halt online auction to shoot stag. *The Guardian*, October 18, 2005

## ■ Organising the information

Once all information has been gathered it has to be organised to ensure that the final written product or message where the theme or focus is consistent, each component or stage flows into the next and it is clear which part of the message or theme is emphasised.

The major impact in any communication is the introduction and the closure. This is certainly also the case in well-designed written communication and text.

The introduction should aim to grab attention and provide goodwill and a good first impression. The closure should summarise and urge action.

Organising of information can be approached in different ways. The following serves as possibilities:

- Organise information in time order – past to present
- Familiar to unfamiliar
- Simple to complex
- General to particular, or particular to general
- Comparisons
- Problem to solution
- Cause to result.

To ensure that a consistent theme is present and that the message is logical analyse the information gathered and cluster information into logical topic outlines around a main topic or key idea.

This can be done by writing down main headings or thoughts and clustering information underneath each heading, either through the use of a vertical or horizontal linear approach or by using a mind-map approach to organise the information relevant to the message that is planned.

This should ensure that every sub-topic is linked properly to ensure that ideas flow logically from the one into the other. This is achieved by ensuring that sentences and paragraphs flow logically into the next.

To achieve coherence, the following words make useful tools to ensure fluency:

- Conjunctions such as “however”, “but”, “if” and “because”
- Key nouns that is repeated at various stages of the message
- Numbering – “firstly”, “secondly”, “finally”
- Sentences such as “These are not the only concerns, we need to also consider....”

Emphasis is obtained when it is possible for the audience or received to identify main points or key areas with ease. Emphasis is achieved by:

- Using the beginnings and ends of messages to state or summarise key points
- Using topic sentences in paragraphs to state main ideas
- Repeating key points or main ideas
- Avoiding irrelevant points that takes the attention away from the main focus



Please complete Activity 1.

**CLASS ACTIVITY**

Use written text of a passage that you created and evaluate the level of organising against the provided checklist.

Identify where you can improve on the presentation of the information in terms of logic, coherence and emphasis and redo the text to meet these requirements.

| CRITERIA   | YES | ALMOST | NO |
|--|-----|--------|----|
| The purpose of the communication is clearly stated?  |     |        |    |
| Are the needs of the audience clearly analysed?  |     |        |    |
| Is the format selected suitable?   |     |        |    |
| Is the main idea and supporting points forming an effective topic outline?                   |     |        |    |
| Is information contained in the document organised in an effective way supporting coherence? |     |        |    |
| Is the introduction grabbing attention of the audience?                                      |     |        |    |
| Is the closure an effective summary and call for action?                                     |     |        |    |
| Can I clearly identify unity, coherence and emphasis in the documentation?                   |     |        |    |
| Do I refer to sources if research was required?  |     |        |    |

## 1.4 Correct vocabulary

The correct choice of vocabulary should suit both the audience / receiver and the purpose of the communication.

Vocabulary is more than just the use of words. Words obtain meaning through use and agreement of what they mean and the effective choice of vocabulary therefore requires ensuring that both the sender and receiver of a message share the same meanings for a word.

The function of words in communication is to convey facts and opinions, persuade and assist people to communicate in social settings.

The selection of vocabulary when planning a message includes:

- Making sure that both the sender and recipient **share the same meanings** for words.



- Let us for example consider the word "Knot"
- In isolation it has no meaning, but in context it can:
- Refer to the speed at which a ship is sailing
- Refer to something that exists in a piece of string
- Indicate or mark the loss of a branch on a tree

### ■ Technical terms are defined

Technical terms are important for the technical audience. It is best to avoid the use of technical terms for a mixed or lay-audience. Where necessary and where the use of technical terms cannot be avoided, it could be addressed by:

- Defining technical terms in a glossary
- Leave out technical terms
- Defining terms or key terms at the onset of the message
- Explain terms as they are used in the message

### ■ Simple words are used

Text is easier to understand if simple words and phrases can be used to replace more complex or foreign ones.



- For example:
- ameliorate can be replaced by improve;
- analogous by similar ;
- anthropogenic by human;
- Ceteris paribus by other things being equal;
- component by part;
- ingenuous by innocent;
- ingenious by clever;

- inter alia by amongst other things;
- utilise by use;
- Prima facie by at first glance;
- remunerate by pay;
- terminate by end;
- pari passu by at the same rate,
- pace or time and
- peruse by read.

### ■ Fact and opinion is clearly distinguished

Care should be taken to distinguish between fact and opinion.



Compare for example the following two sentences:

- i. You are the best typist in the team (opinion) with
- ii. You type five documents per day more than the rest of the typing pool. (Fact)

Or

- i. You are lazy (opinion) with
- ii. You were asked finish the assignment three days in a row, it is still not completed. (Fact)

### ■ Emotional words are used with care

A logical argument cannot be develop by using emotional words such as:

- progressive,
- reckless,
- crank,
- sound,
- good,
- correct,
- terrorist,
- insurgent,
- sexist,
- imperialist,
- improved,
- superior,
- deviationist,
- fascist.

### ■ Words pre-judging a situation is avoided

Avoid using words with a negative or positive connotation and rather replace such words with neutral alternatives.



For example:

- Slob (negative) versus
- Man (neutral)

And

- Problem (negative) versus
- Challenge (more neutral)

### ■ Jargon is avoided

Jargon is language that is difficult to understand due to the following problems:

- Technical terms are not suitable in terms of the audience
- Unfamiliar words are used
- Sentences are long and complex
- Paragraphs are long

### ■ Level of formality

Vocabulary or words should be aligned with the level of formality selected for the communication or message.

An informal letter will require different words than a formal presentation or report.



- For example:
  - I hereby wish to tender my resignation (Very formal)
  - Versus
  - I wish to resign (formal)
- Or
  - The writer hereby wishes to forward his condolences (very formal)
- Versus
  - Herewith receive our sympathy (formal)
- Versus
  - We are so sorry to hear. ...(Informal)

## 1.5 Style

Style in communication can be defined in terms of the level of formality that was used to convey the intended message. It is the way in which words are selected and strung together for a range of purposes and audiences – it is therefore the way in which we write or speak.

Style and tone is closely linked – as the style and in particular the selected vocabulary that we use influences and determine the tone of the message. Tone is the attitude of the sender of the message towards the audience or receiver.

Style is defined in terms of formality and whether the communication is:

### ■ **Personal or impersonal**

The personal style uses personal pronouns whilst the impersonal style uses the pronoun "it".

### ■ **Active or passive**

Active style is usually the preferred style to use in the compiling of written communication

Passive style is used in instances where:

- Reports require impersonal style
- When a point is emphasised
- When neutrality is necessary in a difficult situation

### ■ **Concise or wordy**

Avoid unnecessary lengthy wording when a shorter way to express a term will be equally effective.

### ■ **Clear or ambiguous**

Ensure that information is not vague, word order is not poor and that punctuation is used effectively to ensure understanding. Do not use words with more than one meaning.

### ■ **Concrete or abstract**

Provide the necessary facts and figures to ensure that information is not vague and abstract.

Formality can range between:

High formal

In this instance subject matter is usually complex and little or no attention is paid to the relationship between the sender and receiver.

Formal

Less formal than highly formal and effective for most oral and written messages.

Consultative

Less formal than the formal style and suitable for spoken and written communication in organisations such as reports or memorandums.

Casual



More suitable for spoken communication as the language used is conversational.

Intimate

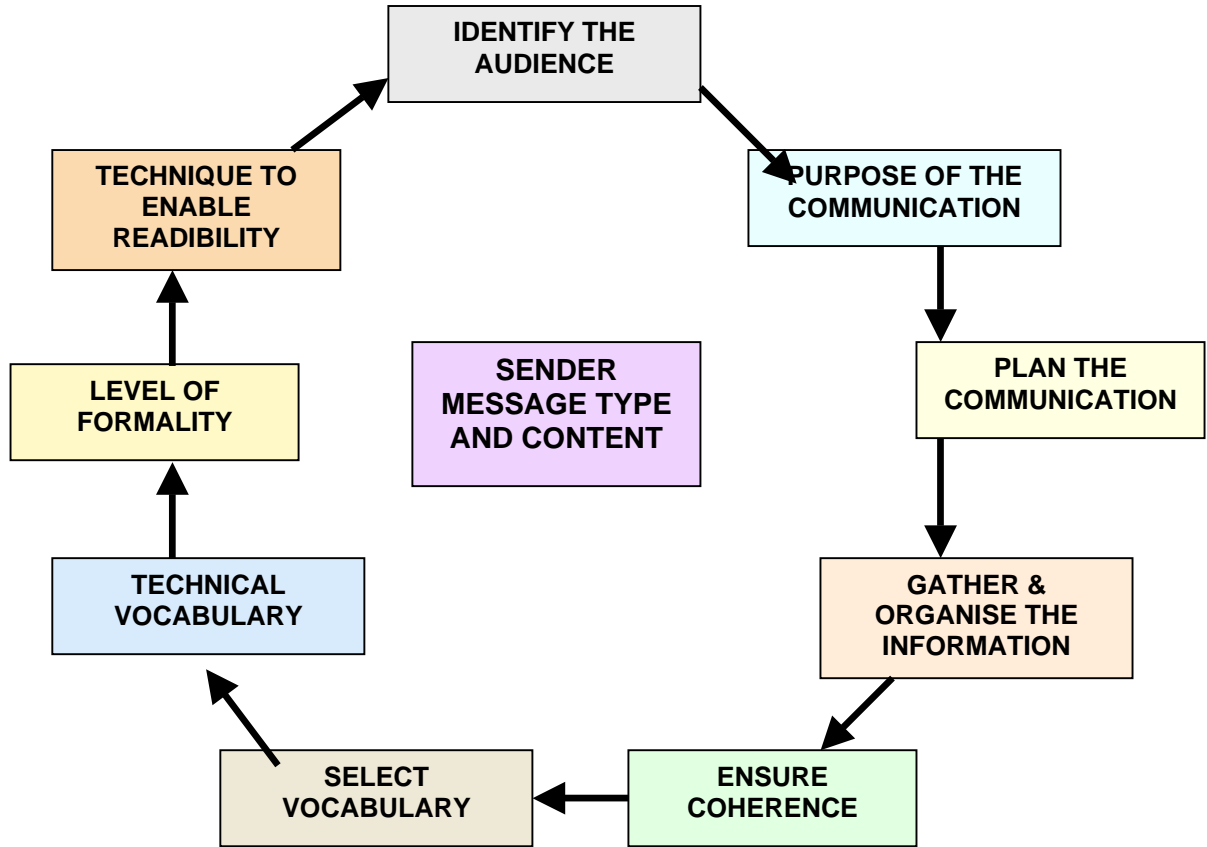
Used among people who know one another well. This is not suitable for organisational use.

## 1.6 Layout for readability

Techniques used to ensure readability include:

- Providing summaries in the beginning of documents such as reports
- Presenting well-organised, coherent messages with the right emphasis.
- Providing good linking words in paragraphs
- Ensuring good transitions between paragraphs
- Writing in a clear, simple style
- Choosing a suitable vocabulary
- Explaining difficult ideas by providing examples
- Keeping the number of syllables per word as low as possible
- Avoiding abstraction as far as possible
- Writing short sentences
- Use punctuation to assist the reader
- Write short paragraphs
- Use lists where appropriate
- Underlining where appropriate
- Using headings
- Use a multiple decimal numbering system
- Identify sub-sections
- Choose an attractive typeface
- Using white space
- Reducing eye span by presenting message in columns or by increasing margin sizes
- Using colour where relevant
- Choosing appropriate quality paper.
- Providing an attractive cover in longer messages such as reports.
- Setting out the title page well
- Integrating and using graphics effectively in documentation.

The following is a graphic depiction to indicate how all of these factors impacts on the communication process:





Please complete Activity 2.

### CLASS ACTIVITY

Use written text of a passage that you created and evaluate the document against the provided checklist.

Identify where you can improve on the document and then redo the written material to meet the criteria requirements.

| CRITERIA   | YES | ALMOST | NO |
|--|-----|--------|----|
| Is the right level of formality selected?                                      |     |        |    |
| Is the personal or impersonal style used correct for the audience or receiver? |     |        |    |
| Is active rather than passive style used in the message?                       |     |        |    |
| Is the information concise?  |     |        |    |
| Is the information clear?  |     |        |    |
| Is the tone used appropriate for the audience of recipient?                    |     |        |    |
| Are elements of jargon avoided?  |     |        |    |
| Is emotional terms and opinion avoided?  |     |        |    |
| Is the selected layout appropriate for the type of communication?              |     |        |    |



| Concept (SO 1)   | I understand this concept | Questions that I still would like to ask |
|--|---------------------------|--|
| Imaginative texts are convincing, and appropriate to the topic and purpose.  |                           |  |
| Expository/factual texts are convincing and well developed with respect to clearly articulated purposes, using fully developed paragraphs and resulting in a unified text. |                           |  |
| Writing on personal interests is convincing in terms of issues and concerns addressed.   |                           |  |
| Choose the narrative voice appropriate to context, purpose and audience.   |                           |  |

# Session 2 Editing

*After completing this session, you should be able to:*

**SO 2: Choose language structures and features to suit communicative purposes**

**In this session we explore the following concepts:**

- ◆ Lay-out
- ◆ Spelling
- ◆ Punctuation
- ◆ Sentences and paragraphs
- ◆ Readability

Editing is the evaluation and addressing or correcting of written material to ensure that it meets the necessary standards and requirements prior to final presentation to the audience.

The following five areas are considered when editing written information:

## 2.1 Lay-out

Layout refers to the correct and suitable format of presentation for a specific piece of written information.

There is an acceptable and standardised manner in which items such as letters, reports, research reports, agendas, minutes of meetings and other documentation is prepared.

Ensure that you are familiar with format and layout requirements for the most general types of communication.

## 2.2 Spelling

Spelling appears to be such a trivial matter – until it crops up in written material and creates a perception of negligence, incompetence and a lack of professionalism.

Take care of the following:

Some words have alternative spelling e.g. tyre, tire, grey, gray; draft, draught; connexion, connection, plow, plough, often the difference is between the American and British spelling.

In other cases an apparent misspelling is a misuse of a word e.g., principle and principal; practice, practise (The former is a noun, the latter is a verb)

The plural of many words in the English language is achieved by adding an s (or es) to the single. For example car becomes cars and potato becomes potatoes. However, some words have the same form in both the singular and plural. For example sheep - there is no such word as sheeps.

Other words are already plural such as people and equipment, so don't use peoples (unless you are referring to different groups of people or different ethnic groups) and equipments. Adopted words sometimes take on the plural of the original language, for example datum becomes data and fungus become fungi.

## 2.3 Punctuation

Any written passage must contain punctuation marks, so that the reader knows when a sentence has ended, when to pause and when a particular point is being emphasised.

When we speak, we "punctuate" our speech by means of pauses, silences and expression. When writing, we make use of commas, full stops and exclamation marks to direct the reader. This lecture deals with the punctuation marks that are commonly used in writing.

The following punctuation should be considered in written text:

### ■ The capital letter

All sentences must begin with a capital letter

The names of people, titles linked to the name of a person, countries, cities, towns, suburbs or nationalities and begin with a capital letter

A capital letter is used to begin days of the week, months and special days

Titles of books, magazines, articles and other productions begin with a capital letter

### ■ The full stop

A full stop appears at the end of a sentence, is not used at the end of a heading and is replaced by the question mark in a sentence that asks a question or an exclamation mark in a sentence that expresses emotion.

Full stops are used after abbreviations and initials

### ■ The comma

The comma is used to indicate a pause in a sentence. When you are reading a passage, you should pause briefly when you see a comma.

A series of names, adjectives or actions are separated by commas

A comma is used after certain words or phrases, such as "however", "for example", "finally" and "therefore", usually at the beginning of a sentence. Examples include:

A comma is used to explain or expand on a word or an expression

A comma is used between the items of a date or an address

A comma is used after "yes" or "no" when they begin a sentence that answers a question

A comma is used when a natural pause occurs in a sentence

### ■ The semicolon (;)

The semicolon requires that the reader take a longer pause than for a comma.

A semicolon is used to separate sentences that are very closely linked

A semicolon can be used to separate two trains of thought in the same sentence

### ■ The colon (:)

The colon requires an even-longer pause than the semicolon does

A colon is used to introduce a list of items

A colon introduces a series of ideas

A colon is used to introduce a quotation or statement

A colon is used between the title and subtitle of a book

### ■ The exclamation mark (!)

The exclamation mark appears after any word or expression in which the user attaches a sense of urgency, or issues a command or expresses strong feelings

### ■ The question mark (?)

The question mark is used after any sentence in which a direct question is asked

### ■ Quotation marks or inverted commas ( " ")

Quotation marks are used to enclose actual speech

Quotation marks are used to enclose the titles of books, films and records

Quotation marks are used to enclose quotations from a book or a reading

Quotation marks are used to pick out an unusual word used in some special way

Remember that question marks or exclamation marks appear inside the quotation marks

### ■ The apostrophe (')

The apostrophe is used to show possession or ownership –singular 's, plural s'.

The apostrophe can also be used to show that a letter or letters have been dropped from a word.

### ■ The hyphen (-)

The hyphen is used when two or more words are joined into a new, compound word

The hyphen may be used to avoid a double consonant or double vowel

The hyphen can be used when coupled to a capital letter



Please complete Activity 3.

#### CLASS ACTIVITY

Punctuate the following passage, inserting capital letters where necessary.

Use such paragraphs as you consider will improve understanding and style.

*your investments are your security they will protect you against the unexpected but how can you protect your investments against inflation investment risks taxation or a sudden temptation to spend if you seriously want to start saving try this way you undertake to save a certain amount each and every month we help you decide what you can afford it may be as little as r10 per month or it may be 10% of your salary we accelerate your money growth by contributing a high dividend the dividends are tax free and are added to your savings each year so whether you want to save for a set of golf clubs a new car or for a rainy day start subscription shares now your minimum commitment is for 36 months and the maximum is for 25 years on maturity at the end of the chosen period you can choose to withdraw your funds continue subscribing or receive dividends on the paid up value*

## 2.4 Sentences and paragraphs

Sentence and paragraph structures should meet the following criteria:

- Sentences should not be overly long
- Sentences used together in a paragraph should all deal with the same topic.
- Paragraphs should have a clearly identifiable topic sentence.
- Paragraphs and sentences should follow each other in a logical way.
- Where support topics are used, it should still be linked to the main topic in a clear and logical manner.

## 2.5 Readability

Readability incorporates all the elements in a text that assists the receiver or reader to understand the text and thus reflects on the degree of successful interpretation of the written message. Refer to unit 2 of this module for the relevant details on readability.



Please complete Activity 4.  
**CLASS ACTIVITY**

Use written text of a passage that you created and evaluate the readability of the document against the provided checklist. Identify where you can improve on the document and then redo the written material to meet the criteria requirements.

| CRITERIA   | YES | ALMOST | NO |
|--|-----|--------|----|
| Is the document well organised, and are messages coherent with effective emphasis on the main and supporting topics? |     |        |    |
| Are sentences and paragraphs linked by the use of appropriate linking words?   |     |        |    |
| Is there good transition between paragraphs?   |     |        |    |
| Is writing in a clear simple style and is the selected vocabulary suitable to the purpose and audience?              |     |        |    |
| Is difficult ideas explained and abstraction avoided?  |     |        |    |
| Are sentences generally short and where longer, is punctuation used to assist the reader?                            |     |        |    |
| Are lists used where appropriate?  |     |        |    |
| Are headings, sub-sections and multiple numbering systems used in longer documents?                                  |     |        |    |
| Is an attractive typeface selected and white space used to enable easy reading?                                      |     |        |    |
| Is the quality of paper used appropriate for the purpose and audience?   |     |        |    |
| Is there a cover with a well set out title page for longer documents?  |     |        |    |
| Are graphics if used integrated well with the document?  |     |        |    |





## Session

# 3 Prepare written communication

*After completing this session, you should be able to:*  
**SO 3: Edit writing for fluency and unity**

**In this session we explore the following concepts:**

- ◆ Reports
- ◆ Letters
- ◆ Proposals
- ◆ Essay or article

Familiarise yourself with the format requirements of the following documentation to enable writing for a wide range of contexts:

## 3.1 Reports

In writing, a report is a document characterized by information or other content reflective of inquiry or investigation, tailored to the context of a given situation and audience. Reports are usually written on instruction and aims to inform, record facts, persuade, assist with decision making and recommend actions.

Reports can be public or private, and often address questions posed by individuals in government, business, education, and science. Reports often take the structure of scientific investigation: Introduction, Methods, Results, Discussion (IMRD).

They may also follow a problem-solution structure based on the audience's questions or concerns. As for format, reports range from a simpler format with headings to indicate topics, to more complex formats including charts, tables, figures, pictures, tables of contents, abstracts, summaries, appendices, footnotes, and references.

Reports are written in a formal, impersonal and objective style.

### Types of Reports

Types of reports include: scientific reports, recommendation reports, white papers, annual reports, auditor's reports, workplace reports, census reports, trip reports, progress reports, investigative reports, budget reports, policy reports, demographic reports, credit reports, appraisal reports, inspection reports, minority report, final report, majority report, environmental report, feasibility

studies, immigration reports, statistical report, police reports, and court reports, among others.

#### Format of a report

- i. Title page
- ii. Acknowledgments
- iii. Terms of reference (the instruction received)
- iv. Summary
- v. Table of contents
- vi. List of illustrations
- vii. Glossary
- viii. Body of the report
  - a. Introduction
  - b. Procedure for gathering of information
  - c. Conclusion
  - d. Recommendations
  - e. Findings
  - f. List of references
  - g. Bibliography
  - h. Appendices

## 3.2 Letters

Letters are an important means of contact between an organisation and its internal and external clients. The following types of letters are commonly used:

- Letters of enquiry
- Responses to enquiries
- Letters of complaint
- Letters of adjustment
- Letters of invitation
- Positive, negative news and neutral letters

Format of a typical formal business letter

- a. Address of the sender
- b. Reference number
- c. Date
- d. Receiver's address
- e. Salutation
- f. Introduction paragraph
- g. Body of the letter
- h. Concluding paragraph
- i. Complimentary close
- j. Name of sender
- k. Position of sender

### **3.3 Proposals**

Proposals are factual documents drafted to encourage action and should thus be well organised and clear.

Format of proposals

- a. Heading stating the proposal or proposed action
- b. Proposal summary providing all key points
- c. Background to the proposal
- d. Detailed proposal
- e. Justification
- f. Reinforcement

### **3.4 Essay or article**

Essays and articles are written as continuous writing after the conclusion of relevant research about a specific topic. Essays and articles are often written in a less formal style and readability in an article can be enhanced through the use of headings whilst essays normally do not contain headings.

Preparation steps include research, organising of material and planning of the document, drafting, editing and lastly the finalisation for use.

Format of essays or articles

- a. Title
- b. Strong opening paragraph to prepare the reader
- c. Good links between paragraphs
- d. Good links between sentences
- e. Effective unity, coherence and emphasis



| Concept (SO 3)  | I understand this concept | Questions that I still would like to ask |
|---|---------------------------|--|
| Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow.                      |                           |  |
| Information is rearranged in ways that promote interest in, and impact of, the text for a defined target audience.  |                           |  |
| Layout, spelling, punctuation and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required. |                           |  |
| The whole, completed text is checked against the purposes for writing to verify that these purposes have been satisfied.  |                           |  |

**My Notes ...**

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# Am I ready for my test?

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

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

| Questions   | 1. I am sure | 2. I am unsure |
|---|--------------|----------------|
| 1. Name the four types of audiences and explain how an audience is defined.   |              |                |
| 2. Explain how the purpose of communication is determined.  |              |                |
| 3. Write an essay explaining the planning process concluded for writing for a wide range of contexts.                                       |              |                |
| 4. Explain the importance of using correct vocabulary in writing.   |              |                |
| 5. Explain what is meant with Style of writing and identify and discuss aspects influencing style   |              |                |
| 6. Explain what is meant with readability and provide the factors impacting on the readability of written text.                             |              |                |
| 7. Define editing and explain how editing takes place in terms of lay-out, spelling, punctuation, sentences and paragraphs and readability. |              |                |
| 8. Select two types of written text and discuss the format and layout requirements of these forms of communication.                         |              |                |

|   |  |  |
|---|--|--|
| <p>9. Draft the following communication:</p> <ol style="list-style-type: none"> <li>i. A business letter to inform colleagues of the criteria to be used to edit all external business communication.</li> <li>ii. A report on one of the following topics:</li> <li>iii. The increasing shift in the agricultural sector towards game farming</li> <li>iv. Land reform in South Africa</li> <li>v. Subsidized cooperative farming projects and possible reasons for their failure.</li> <li>vi. Effective capacity building of new landowners through partnerships with existing farmers.</li> <li>vii. A proposal on the subsidising of agriculture in South Africa.</li> <li>viii. An essay or article on subsistence farming in rural areas in South Africa.</li> </ol> |  |  |
|---|--|--|

### My Notes ...

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# Checklist for practical assessment ...

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

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

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



# Paperwork to be done ...

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

| Learner Information Form              |             |           |                |            |
|---------------------------------------|-------------|-----------|----------------|------------|
| Unit Standard                         | <b>8976</b> |           |                |            |
| Program Date(s)                       |             |           |                |            |
| Assessment Date(s)                    |             |           |                |            |
| Surname                               |             |           |                |            |
| First Name                            |             |           |                |            |
| Learner ID / SETA Registration Number |             |           |                |            |
| Job / Role Title                      |             |           |                |            |
| Home Language                         |             |           |                |            |
| Gender:                               | Male:       |           | Female:        |            |
| Race:                                 | African:    | Coloured: | Indian/Asian:  | White:     |
| Employment:                           | Permanent:  |           | Non-permanent: |            |
| Disabled                              | Yes:        |           | No:            |            |
| Date of Birth                         |             |           |                |            |
| ID Number                             |             |           |                |            |
| Contact Telephone Numbers             |             |           |                |            |
| Email Address                         |             |           |                |            |
| Postal Address                        |             |           |                | Signature: |

## Bibliography

### ■ Books:

1. Fielding, M. (2003) Effective Communication in Organisations, Juta & Co (Pty) Ltd South Africa. ISBN 0-7021 4236 0.
2. Erasmus-Kritzinger, L.E, Bowler, A. and Goliath D (2002) Effective Communication: Getting the message across in business, Afritech South Africa. ISBN 1-874940-45
3. Feldman R.S, (2002) Power Learning: Strategies for Success in College and Life 2<sup>nd</sup> edition, Mc Graw Hill Higher Education, New York. ISBN 0-07-248070-X.
4. Christophersen P, Sandved A.O, (1969) An Advanced English grammar, Macmillan Press London. ISBN 0 333 10643 1.

### ■ World Wide Web:

1. Wikipedia, the free encyclopedia <http://en.wikipedia.org> vir die insetsels oor die ontwikkeling van die ploeg asook die twee foto's.
2. <http://www.africanfarmthemovie.com/schools.htm#afop> vir die gedeelte oor die skool projek – Story of an african farm.

## Terms & Conditions

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## ■ **Authenticator:**

Mr D N Cronje

## ■ **OBE Formatting:**

Ms P Prinsloo

## ■ **Design:**

Didacsa Design SA (Pty) Ltd



## ■ **Layout:**

Ms A. du Plessis

Ms N Matloa



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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### REGISTERED UNIT STANDARD:

#### Write for a wide range of contexts

| SAQA US ID                             | UNIT STANDARD TITLE                       |                       |                      |
|--|---|-----------------------|----------------------|
| 8976                                   | Write for a wide range of contexts        |                       |                      |
| SGB NAME                               | NSB                                       | PROVIDER NAME         |                      |
| SGB GET/FET Language and Communication | NSB 04-Communication Studies and Language |                       |                      |
| FIELD                                  | SUBFIELD                                  |                       |                      |
| Communication Studies and Language     | Language                                  |                       |                      |
| ABET BAND                              | UNIT STANDARD TYPE                        | NQF LEVEL             | CREDITS              |
| Undefined                              | Regular-Fundamental                       | Level 4               | 5                    |
| REGISTRATION STATUS                    | REGISTRATION START DATE                   | REGISTRATION END DATE | SAQA DECISION NUMBER |
| Reregistered                           | 2004-10-13                                | 2007-10-13            | SAQA 0356/04         |

### PURPOSE OF THE UNIT STANDARD

This unit standard will be useful to learners who communicate confidently and fluently in writing in almost any formal and informal situation. Competence at this level will help people to analyse and make mature judgements about complex, human, personal, social and environmental issues.

Learners at this level write expressively and with conviction on topics of interest. They cope well with the exploration of complex themes and issues in a variety of writing styles that stimulate and maintain the interest of their readers. Through a drafting and editing process their writing shows significant improvement.

They carefully scrutinise their own and others' writing in terms of its impact on different audiences and contexts.

Learners credited with this unit standard are able to:

- write effectively and creatively on a range of topics
- choose language structures and features to suit communicative purposes
- edit writing for fluency and unity.

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

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF level 3 unit standard.

US: FET-C/06 Write texts for a range of communicative contexts

### UNIT STANDARD RANGE

Write on/present specialised and complex topics in a wide range of written and visual forms.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Write effectively and creatively on a range of topics

#### **ASSESSMENT CRITERIA**

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

1. Imaginative texts are convincing, and appropriate to the topic and purpose.

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

2. Expository/factual texts are convincing and well developed with respect to clearly articulated purposes, using fully developed paragraphs and resulting in a unified text.

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

3. Writing on personal interests is convincing in terms of issues and concerns addressed.

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

4. Choose the narrative voice appropriate to context, purpose and audience.

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

Passive for scientific writing, adopting a persona for narrative, first person/third person voice selection, authorial comment within narrative voice, subjective or objective options.

### **SPECIFIC OUTCOME 2**

Choose language structures and features to suit communicative purposes

#### **ASSESSMENT CRITERIA**

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

1. Points in argument are logically and deliberately sequenced to build up to a convincing conclusion.

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

2. Devices are employed to create particular rhythmic or tonal effects.

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

Punctuation (ellipsis marks, semi-colons and dashes), rhetorical devices (repetition, questioning, emphasis)

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

3. Stylistic devices that enhance meaning are used effectively.

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

Symbol, imagery, irony, understatement, index and icon, logos, hyperbole, visuals, graphics.

**SPECIFIC OUTCOME 3**

Edit writing for fluency and unity

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

1. Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow.

**ASSESSMENT CRITERION 2**

2. Information is rearranged in ways that promote interest in, and impact of, the text for a defined target audience.

**ASSESSMENT CRITERION 3**

3. Layout, spelling, punctuation and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required.

**ASSESSMENT CRITERION 4**

4. The whole, completed text is checked against the purposes for writing to verify that these purposes have been satisfied.

**UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

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

Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

**UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria:

Learners can understand and explain that languages have certain features and conventions which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.

Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

**Critical Cross-field Outcomes (CCFO):****UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems: using context to decode and make meaning individually and in groups in oral.

reading and written activities.

**UNIT STANDARD CCFO WORKING**

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

**UNIT STANDARD CCFO ORGANIZING**

Organise and manage oneself and one`s activities responsibly and effectively through using language.

**UNIT STANDARD CCFO COLLECTING**

Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.

**UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

**UNIT STANDARD CCFO SCIENCE**

Use science and technology effectively and critically: using technology to access and present texts.

**UNIT STANDARD CCFO DEMONSTRATING**

Understand the world as a set of inter-related parts of a system, through using language to explore and express links, and exploring a global range of contexts and texts.

**UNIT STANDARD CCFO CONTRIBUTING**

Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

**UNIT STANDARD NOTES**

This unit standard will be replaced by unit standard 119459 which is "Write/present/sign for a wide range of contexts", Level 4, 5 credits, as soon as 119459 is registered.

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