



# Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA  
REPUBLIEK VAN SUID-AFRIKA

Vol. 471

Pretoria, 14 September 2004

**No. 26786**



**AIDS HELPLINE 0800-0123-22 Prevention is the cure**

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## GOVERNMENT NOTICE

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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

No. 1076

14 September 2004



### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

#### GET/FET Communication Studies and Language

Registered by NSB 04, Communication Studies and Language, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 13 October 2004***. All correspondence should be marked **Standards Setting – SGB for GET/FET Communication Studies** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. D Mphuthing  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145

or faxed to 012 – 431-5144  
e-mail: [mmphuthing@saga.co.za](mailto:mmphuthing@saga.co.za)

**DUGMORE MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**

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<b>Title:</b>	<b>Maintain and adapt oral communication.</b>
<b>Range statement:</b>	Speaking and listening in defined oral interactions in socio-cultural, learning and workplace situations, in both formal and informal contexts.  Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.
<b>Level:</b>	2
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Language (Listening and Speaking)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

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**Learning Assumptions:**

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

Learners can:

- listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
  - communicate confidently and effectively in spoken language in a wide range of situations.
- 

**Purpose:**

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

Learners credited with this unit standard are able to:

- use a variety of strategies to maintain communication
- adapt speech to accommodate socio-cultural sensitivities without losing own meaning
- use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions
- organise and present information in a focused and coherent manner
- identify and explain how speakers influence audiences.



## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

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

#### **Assessment criteria**

- 1.1. Questions to obtain information and clarify meaning are appropriate to the context, and are used to maintain interaction.  
*Range:*  
Questions must include: who, what, when, where, why and how questions.
- 1.2. Interaction is sustained through exchanges with others to clarify understanding, information, ideas and opinions.
- 1.3. Intonation (tone), volume, pitch, stress, repetition and pacing are used in a manner that supports and conveys meaning.
- 1.4. Sustained interactions reflect an ability to discuss a series of events.
- 1.5. The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion.
- 1.6. Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered.
- 1.7. Own speech is corrected or adapted to promote clarity and understanding during the interaction.

### **Specific Outcome 2:**

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

#### **Assessment Criteria**

- 2.1. The effects of combining the spoken word with visual features and body language are explained and used appropriately with reference to purpose, audience and context.
- 2.2. Intonation is used appropriately to support intentions in spoken texts and its impact is explained.
- 2.3. The impact on interaction of using appropriate or inappropriate forms of politeness in a -specific context is explained.
- 2.4. Own ideas and opinions are expressed in ways that reflect respect for others and sensitivity to socio- cultural differences and ways of constructing meaning.

**Specific Outcome 3:**

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

**Assessment Criteria**

- 3.1. New or borrowed words are identified when listening, idioms, slang, acronyms and technical terms are identified and used appropriately in speaking.
- 3.2. New words are explored and meaning constructed from a range of contextual clues in order to extend vocabulary.  
*Range:*  
Contextual clues include: parts of speech; derivatives; compound words; roots, prefixes, suffixes; compound derivatives; etymology; synonym, antonym, homonym; homophone.
- 3.3. Meaning in speaking is supported by the appropriate use of pause, intonation, pace, stress and a variety of sentence structures

**Specific Outcome 4:**

Organise and present information in a focused and coherent manner.

*Range:*

articulation, pronunciation, volume, tempo, intonation, non-verbal cues, body language, tone, volume, gestures and eye contact in presentation

**Assessment Criteria**

- 4.1. Speech is organised in a way that makes its meaning and purpose accessible to listeners.
- 4.2. Style and register suit purpose and audience.
- 4.3. Information appropriate to purpose, audience and context is identified, located, selected, logically structured and presented.  
*Range:*  
Sources of information include (where available) libraries, manuals, directories, internet, atlases, files, journals, archives, museums, schedules and official documents
- 4.4. Illustrative aids used to promote understanding in the communication process are appropriate to the topic, audience and context.
- 4.5. Own points of view and ideas are presented coherently in prepared and unprepared talks.  
*Range:*  
At least two different techniques of speech delivery, two purposes and two different audiences.
- 4.6. Conclusions are formulated in clear, simple language, summarising the main evidence and stating own point of view.

**Specific Outcome 5:**

Identify and explain how speakers influence audiences.

**Assessment Criteria**

- 5.1. Speaker's choice of words, language usage, symbols, pictures and tone is explored and explained in terms of impact on audience.

**Range:**

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

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

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

**Range:**

(stress, intonation, rhythm, repetition, rhetorical questions, use of first person for inclusion, analogies, use of passive, 'politically correct' language)

**Accreditation Options:**

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

**Moderation Option:**

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

**Notes:****1. Notes to assessors:**

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

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

- All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning. Assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.*

2. Critical Cross Field Outcomes:

This unit standard promotes, in particular, the following critical cross-field outcomes:

- identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- work effectively with others and in teams: using interactive speech in activities, discussion and research projects.
- organise and manage oneself and one's activities responsibly and effectively through using language.
- collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.
- communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.
- 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.
- contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

3. Embedded Knowledge:

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

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

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

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<b>Title:</b>	<b>Access and use information from texts</b>
<b>Range:</b>	Written and visual texts appropriate to the needs and interests of learners.  Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.
<b>Level:</b>	2
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Language (Reading and Viewing)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

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**Learning Assumptions:**

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

Learners can:

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

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**Purpose:**

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

Learners credited with this unit standard are able to:

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

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

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

### **Assessment Criteria:**

- 1.1. Reading and viewing strategies employed in searching for meaning in texts are flexible and appropriate to the particular text and nature of the search.  
*Range:*  
skimming, scanning, pre-reading, re-reading, predicting and sifting.
- 1.2. Questions used are appropriate to the context, the type of information required and/or attempts to clarify meaning.  
*Range:* who, what, when, where, why and how questions.
- 1.3. Information from texts researched is recorded logically and coherently according to the purpose of the task or learning activity.  
*Range:*  
Cause and effect patterns, summaries, notes, annotations, time-lines, tree diagrams, highlighting, paraphrasing, flow charts, pie charts, bar graphs, Venn diagrams.
- 1.4. Instructions and directions are read and interpreted and subsequent explanations are consistent with the intention of the text.  
*Range:*  
Classroom/workplace/laboratory procedures, games, repairing objects, recipes, schedules, forms, maps
- 1.5. The structural features of texts are identified and their use in accessing meaning are explored.  
*Range:*  
Title, sub-title, font, size of font, index page, layout, resumé, summary, use of visuals/ bold/ italics/underlining, captions
- 1.6. Reference materials are used to clarify meanings of words, concepts, language structures and conventions.  
*Range:*  
Dictionaries, instruction manuals, textbooks, thesauruses, encyclopaedias, the internet
- 1.7. The research process is focused, logical and effective.

### **Specific Outcome 2**

Identify the main ideas in different text types

#### *Range:*

textbooks, magazines, newspapers, brochures, policies, questionnaires, notices

### **Assessment Criteria**

- 2.1. The main ideas are identified and distinguished from supporting information.
- 2.2. The author's purpose is identified and the identification are justified by reference to the text.



- 2.3. Information and/or ideas from the text are presented in a form appropriate to a learning task or activity.

Range:

Summary (e.g. mind-map, point-form, sub-headings, paragraph form), paraphrase, illustrations, role-play and simulation

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

Range:

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

### **Specific Outcome 3:**

Read and respond to texts for a variety of purposes.

Range of texts:

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

### **Assessment Criteria**

- 3.1. Different text types are categorised in terms of their intended target audience.
- 3.2. The purpose of the text is identified and the identification is justified by reference to the text.
- 3.3. Different points of view in texts are identified and observations are justified by reference to the text.
- 3.4. Own ideas and/or arguments are supported with a range of reasons and facts relevant to the topic of discussion.
- 3.5. The relevance of texts is evaluated and justified in terms of meaning to self and others in peer, community or work group.
- 3.6. Implicit and explicit messages in texts are identified and explained with reference to the purpose of the text.

### **Specific Outcome 4:**

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

### **Assessment Criteria**

- 4.1. The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported.
- Range:  
bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions. repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar
- 4.2. Sentence structures are identified, analysed and related to purpose, audience, and text.

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

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

**Notes:**

1. Notes to assessors:

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

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

2. Critical Cross Field Outcomes:

This unit standard promotes, in particular, the following critical cross-field outcomes:

- identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- work effectively with others and in teams: using interactive speech in activities, discussion and research projects.
- organise and manage oneself and one's activities responsibly and effectively through using language.
- collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.
- communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.
- use science and technology effectively and critically: using technology to access and present texts.
- 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.
- contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

### 3. Embedded Knowledge:

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

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

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

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<b>Title:</b>	<b>Write for a defined context</b>
<b>Range:</b>	Appropriate language patterns and structures, which take account of aspects of purpose, audience, context and format, are used  Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.
<b>Level:</b>	2
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Language (Writing and Presenting)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

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**Learning Assumed to be in place:**

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

Learners can:

- write different kinds of texts for a wide range of purposes.
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**Purpose:**

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

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

Learners credited with this unit standard are able to:

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

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

Write for a specific audience, purpose and context

#### **Range:**

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

### **Assessment Criteria**

- 1.1. A range of appropriate texts is identified and produced in response to tasks or learning activities.
- 1.2. Format and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task.  
**Range:**  
Format, visual presentation (headings, sub-headings, bullets, numbering, font, etc)

### **Specific Outcome 2:**

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

### **Assessment Criteria:**

- 2.1. Clear, well structured sentences are used.
- 2.2. A variety of sentence structures, lengths and types is employed where appropriate.
- 2.3. Paragraph conventions are constructed showing awareness of topic sentence
- 2.4. Punctuation conventions are used appropriately.
- 2.5. Register is chosen to suit audience and purpose.
- 2.6. Link devices are used correctly to write sustained pieces.
- 2.7. Texts are organised and structured to have a clearly defined beginning, middle and end.

### **Specific Outcome 3:**

Adapt language to suit context.

#### **Range:**

Socio-cultural, inclusivity, human rights, technical/workplace, environmental contexts

### **Assessment Criteria**

- 3.1. Inappropriate language is identified and adapted.  
**Range:**  
excessive use of jargon, insensitive choice of words, (gender; rank; hierarchies in familiar settings or organisations; family; sports; wealth) offensive or incorrect register
- 3.2. Complex wording of ideas is simplified where necessary.

**Specific Outcome 4:**

Draft and edit own writing.

**Assessment Criteria**

- 4.1. Planning, drafting, editing and redrafting improve the suitability of the intended purpose and audience.
- 4.2. Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text.
- 4.3. Major grammatical errors are identified and changes improve structure and readability of text.
- 4.4. Spelling, punctuation, register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content.
- 4.5. Points of view, where expressed, are supported with a simple range of reasons and facts.
- 4.6. Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity.

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

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

**Notes:****1. Notes to assessors:**

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

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to *gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes again and again and again*. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.



- All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent.*

The following particular issues should be taken into consideration when assessing against this unit standard:

- each learner should develop a portfolio of writing that shows their development as writers of the various text forms during then period of learning.

## 2. Critical Cross-Field Outcomes:

This unit standard promotes, in particular, the following critical cross-field outcomes:

- identify and solve problems: using text to decode and make meaning individually and in groups in oral, reading and written activities.
- work effectively with others and in teams: using interactive speech in activities, discussion and research projects.
- organise and manage oneself and one's activities responsibly and effectively through using language.
- collect, analyse, organise and critically evaluate information fundamental to the process of growing language capability across language applications and fields of study.
- communicate effectively using visual, mathematical and/or language skills in formal or non-formal communication.
- use science and technology effectively and critically: using technology to access and present texts.
- 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.
- contribute to the full development of oneself by engaging with texts that stimulate awareness and development of life skills and the learning process.

## 3 Embedded Knowledge:

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

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

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

Title:	Respond to literary texts
<b>Range:</b>	The learner can read for enjoyment, recognise elements of literary genres and respond to characters, and contexts.
	<p><u>Range of texts:</u>            picture books, folklore, traditional stories (written and oral), myths, legends, novels, feature films, short stories, poetry, learners' own speaking and writing, non-fiction (biographies and filmed documentaries), scripted and improvised drama/plays, television serials, video clips, song lyrics, cartoons and comics.</p> <p>Specific range statements are provided in the body of the unit standard where they apply to particular Specific Outcomes or Assessment criteria.</p>
<b>Level:</b>	2
<b>Credits:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Literature (Home Language)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

### Learning Assumptions:

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 1 – GETC Learning Outcomes:

- Learners will listen for information and enjoyment and respond appropriately and critically in a wide range of situations.
- Learners will read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
- Learners will write different kinds of factual and imaginative texts for a wide range of purposes.

### Purpose:

Competence at this level will enable learners to cope with the more challenging demands of the FET reading curriculum, which requires learners to consider increasingly abstract concepts, as well as to use language structures that are more complex and vocabulary that is more specialised than in the GETC band.

The study of literature is central in the language curriculum for schools; it offers learners opportunities to expand their intellectual horizons and to extend and strengthen their literacy skills. Literature involves the use of language and the imagination to represent, recreate, shape and explore human experience

Learners credited with this unit standard are able to:

- identify main ideas in literary texts
- identify and explain how readers/viewers/listeners are influenced in texts
- interpret literary texts.

**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA****Specific Outcome 1:**

Identify main ideas in literary texts.

**Assessment Criteria**

- 1.1. Listening strategies are employed to respond sensitively.
- 1.2. Reading strategies employed in searching for meaning are flexible and appropriate to the particular text and the nature of the search.
- 1.3. Own and peers' reactions to texts are compared and explained.
- 1.4. Implicit and explicit messages in texts are identified.  
Range:  
content details, denotative and connotative meanings of words, selection and/or omission of facts.
- 1.5. Information, ideas, opinions and themes in print, film, and electronic texts are described.
- 1.6. Responses show an understanding of issues under discussion.

**Specific Outcome 2:**

Identify and explain how readers/viewers/listeners are influenced.

**Assessment Criteria**

- 2.1. The influence of own values and perspectives on the way that one responds to selected texts is identified.
- 2.2. The influence of socio-cultural/historical context is identified with reference to values, points of view and perspectives.
- 2.3. The way different backgrounds of readers might influence the way people understand and interpret a literary text is explored and explained.
- 2.4. Figurative expressions in texts are identified and their role in shaping meaning is explained.
- 2.5. Enjoyment or non-enjoyment of a text is explained.

**Specific Outcome 3:**

Interpret literary texts.

**Assessment Criteria**

- 3.1. Sequence of events is summarised.
- 3.2. The use of stylistic devices is described, and specific effects explained.
- 3.3. Elements of the literary genres are recognised and described.

**Range:**

verse forms, rhyme, rhythm, imagery, sound devices in poetry; plot and subplot, narrative mode, characterisation, background, setting, action, conflict, time, theme, point of view, style in novels/short stories

- 3.4 Particular elements of the genre are identified and explained.

**Range:**

distinguish between round and flat characters; describe the plot; identify the message of the text; describe the background and setting (milieu) of the text; describe the atmosphere

- 3.5 The human experiences and values in literary texts are explored and responded to imaginatively.

- 3.6 Understanding of plot/character/setting is demonstrated by responding creatively to the text.

**Range:**

retelling an incident from another point of view, dramatising an incident, writing the dialogue between a character and the reader/the author and the reader; turning a story into a play

- 3.7 Literary texts are used as a point of departure for speaking and writing in different registers and formats.

**Range:**

letters, poems, songs, diary entries, epitaphs, obituaries, posters, flyers,

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

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

**Notes:**

1. **Notes to assessors:**

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

- focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure that assessment is integrated rather than fragmented. The goal is to declare the learner competent in terms of the unit standard title. Where assessment at title level is unmanageable, then focus assessment around each Specific Outcome, or groups of Specific Outcomes.
- make sure evidence is gathered across the range, as expressed under the Assessment criteria. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show that the candidate is able to perform in the real situation.
- do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and that sufficient evidence is gathered around all the Assessment criteria.
- the Assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will be tested through questioning techniques. Where this is required, there will be Assessment criteria to specify the standard required.
- the task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes

in a number of different contexts. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

- o All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning*. Assessment should be *valid, direct, authentic, sufficient, systematic, open and consistent*.

2. Critical Cross-Field Outcomes:

This unit standard promotes the following critical cross-field outcomes:

- identify and solve problems by exploring problem-solving situations in literary texts
- work effectively with others and in teams to discover meaning in literary texts
- organise and manage oneself and one's activities responsibly and effectively through vicarious experiences gained through the study of literature
- collect, analyse, organise and synthesise information in order to critically evaluate literary texts
- communicate effectively about literature and the lessons to be learned from literary texts
- use science and technology effectively and critically by exploring the ethics of science and technology through literary texts about these fields
- understand the world as a set of inter-related parts of a system by exploring the world through literature and learning the common characteristics of the human condition
- contribute to the full development of oneself by discovering in literature ways of dealing with the human condition.

3. Embedded Knowledge:

The essential embedded knowledge will be assessed through assessment of the Specific Outcomes in terms of the stipulated Assessment criteria.

Learners can understand and explain that language, when used figuratively or for storytelling, can be used to create an illusion of reality. Learners apply their knowledge of language and literature features and conventions to an awareness of how fictional texts differ from factual ones. Knowledge of formats, conventions, protocols and contexts is acquired through the activities used to attain this standard.

Learners are unlikely to achieve all the Specific Outcomes, to the standards described in the Assessment criteria, without knowledge of the stated embedded knowledge in the GETC (NQF level 1) outcomes. This means that for the most part, the possession or lack of 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.

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<b>Title:</b>	<b>Respond to selected literary texts</b>
<b>Range:</b>	<p>The learner can read for enjoyment, recognise basic elements of literary genres and respond to characters, events and contexts.</p> <p>Range of texts: picture books, folklore, traditional stories (written and oral), myths, legends, novels, feature films, short stories, poetry, learners' own speaking and writing, non-fiction (biographies and filmed documentaries), scripted and improvised drama/plays, television serials, video clips, song lyrics, cartoons and comics.</p> <p>Specific range statements are provided in the body of the unit standard where they apply to particular Specific Outcomes or Assessment criteria.</p>
<b>Level:</b>	2
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Literature (Additional Language)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

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**Learning Assumptions:**

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 1 – GETC Learning Outcomes:

Learners will listen for information and enjoyment and respond appropriately and critically in a wide range of situations.

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

Learners will write different kinds of factual and imaginative texts for a wide range of purposes.

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**Purpose:**

Competence at this level will enable learners to expand their intellectual horizons and to extend and strengthen their literacy skills. Literature involves the use of language and the imagination to represent, recreate, shape and explore human experience. Reading literary texts in the target language gives perspectives on the culture of the people whose mother tongue it is, as well as an idea of the history of the language.

Learners credited with this unit standard can:

- use a range of strategies to understand selected literary texts
- explore the way listeners/readers/viewers are influenced
- demonstrate understanding of literary texts by responding orally and/or in writing



## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

Use a range of strategies to understand selected literary texts

### **Assessment Criteria**

- 1.1. Listening/reading/viewing strategies are used to discover meaning.  
*Range:*  
asking key questions, skimming, scanning, taking note of layout, design and/or visual features, learning to recognise key features of genre
- 1.2. Information, ideas, opinions and themes are identified.
- 1.3. Responses show an understanding of issues under discussion.
- 1.4. Points of view are supported by reference to the text.
- 1.5. Own and peers' reactions to texts are compared and explained.

### **Specific Outcome 2:**

Explore the way readers/viewers/listeners are influenced in selected texts

### **Assessment Criteria**

- 2.1. The way different backgrounds of readers might influence the way people understand and interpret a text is discussed.
- 2.2. The influence of own values and perspectives on the way that one responds to selected texts is identified.
- 2.3. The influence of socio-cultural/historical context is identified with reference to values, points of view and perspectives.
- 2.4. Figurative expressions in texts are identified and their meaning determined.

### **Specific Outcome 3:**

Demonstrate understanding of literary texts by responding orally and/or in writing.

### **Assessment Criteria**

- 3.1. Elements of genre are discussed in a limited range of written forms.  
*Range:*  
plot is outlined, character described, setting detailed – in paragraphs or short answers
- 3.2. Own response to character is described and justified with reference to the text.
- 3.3. Selected elements of the literary genres are recognised and described.  
*Range:*  
verse forms, rhyme, rhythm, imagery, sound devices in poetry; plot and subplot, characterisation, background, setting, action, conflict, theme, point of view in novels/short stories/folklore

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

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

**Notes:**

1. Notes to assessors:

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

- focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure that assessment is integrated rather than fragmented. The goal is to declare the learner competent in terms of the unit standard title. Where assessment at title level is unmanageable, then focus assessment around each Specific Outcome, or groups of Specific Outcomes.
- make sure evidence is gathered across the range, as expressed under the Assessment criteria. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show that the candidate is able to perform in the real situation.
- do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and that sufficient evidence is gathered around all the Assessment criteria.
- the Assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will be tested through questioning techniques. Where this is required, there will be Assessment criteria to specify the standard required.
- the task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes in a number of different contexts. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning. *Assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.*

2. Critical Cross-Field Outcomes:

This unit standard promotes the following critical cross-field outcomes:

- identify and solve problems by exploring problem-solving situations in literary texts
- work effectively with others and in teams to discover meaning in literary texts
- organise and manage oneself and one's activities responsibly and effectively through vicarious experiences gained through the study of literature
- collect, analyse, organise and synthesise information in order to critically evaluate literary texts
- communicate effectively about literature and the lessons to be learned from literary texts
- use science and technology effectively and critically by exploring the ethics of science and technology through literary texts about these fields
- understand the world as a set of inter-related parts of a system by exploring the world through literature and learning the common characteristics of the human condition
- contribute to the full development of oneself by discovering in literature ways of dealing with the human condition.

### 3. Embedded Knowledge:

The essential embedded knowledge will be assessed through assessment of the Specific Outcomes in terms of the stipulated Assessment criteria.

Learners can understand and explain that language, when used figuratively or for storytelling, can be used to create an illusion of reality. Learners apply their knowledge of language and literature features and conventions to an awareness of how fictional texts differ from factual ones. Knowledge of formats, conventions, protocols and contexts is acquired through the activities used to attain this standard.

Learners are unlikely to achieve all the Specific Outcomes, to the standards described in the Assessment criteria, without knowledge of the stated embedded knowledge in the GETC (NQF level 1) outcomes. This means that for the most part, the possession or lack of 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.

**Title: Use Language and Communication in Occupational Learning Programmes**

**Range:** Learning materials appropriate to the learners in a given context.  
The complexity of the texts in the learning programme are appropriate to the levels of the learning programme, which will in turn influence the application of this unit standard.  
Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria.

**Level:** 2

**Credit:** 5

**Field:** Communication Studies and Language

**Sub-Field:** Communication and Information

**First review date:** August 2004

**Next review date:** August 2007

**Learning Assumptions:**

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 Revised National Curriculum Statements up to and including GETC, or the unit standards at NQF level 1.

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**Purpose:**

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 workplace and occupations to which their learning programme refer.

Learners credited with this standard are able to:

- find and use suitable learning resources
- use learning strategies
- manage occupational learning programme materials
- plan and gather relevant information for use in a given context
- function in a team
- reflect on how characteristics of the workplace and occupational context affect learning

**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA****Specific Outcome1:**

Find and use available learning resources

**Assessment Criteria**

- 1.1 Relevant learning resources are identified.  
*Range:*  
resource centres, dictionaries, general texts, internet, other learners.
- 1.2 Learning resources are used effectively through appropriate selection of information and acknowledgement of sources.

**Specific Outcome 2:**

Use learning strategies

**Assessment Criteria**

- 2.1 Information is summarized and used for learning purposes.
- 2.2 Specific techniques are selected and applied appropriately.  
*Range:*  
mind maps, note taking, memorising, key words, underlining, skimming and scanning
- 2.3 Relevant questions are asked.  
*Range:*  
checking understanding, clarifying meaning, getting information, asking for help
- 2.4 Texts are read for detail.
- 2.5 Spoken input is listened to for detail.
- 2.6 Learning takes place through communicating with others in groups or as individuals.  
*Range:* facilitators, other learners, colleagues

**Specific Outcome 3:**

Manage occupational learning materials

**Assessment Criteria**

- 3.1 Occupational learning materials are organized for efficient use.  
*Range:*  
videos, texts, handouts, textbooks, charts, maps, plans, and diagrams
- 3.2 Layout and presentation of learning materials is understood and used effectively.  
*Range:*  
index, contents page or glossaries are used effectively.
- 3.3 Technical language/ terminology is engaged with, and clarification sought if needed.

**Specific Outcome 4:**

Plan and gather relevant information for a given context and purpose.

**Assessment Criteria**

- 4.1 Information gathering steps are planned and sequenced appropriately.

- 4.2 Information gathering techniques are applied.

Range:

gathering information, reading, interviewing, observing, using appropriate electronic sources

- 4.3 Information is sifted for relevance.

- 4.4 Information is classified, categorized and sorted.

- 4.5 Scope of information gathered is appropriate for given context and purpose.

- 4.6 Conclusions are presented in the appropriate format.

**Specific Outcome 5:**

Function in a team.

**Assessment Criteria**

- 5.1 Active participation happens in group learning situations.

Range:

discussions, activities, workshops

- 5.2 Responsibilities in the team are taken up and group work conventions are applied in learning situations.

Range:

turn taking, rotation of roles: conducting, chairing, recording, and reporting

- 5.3 Negotiating techniques are practised.

- 5.4 Teamwork results in meaningful products or outcomes.

Range:

reaching consensus, completing tasks

**Specific Outcome 6:**

Reflect on how characteristics of the workplace and occupational context affect learning

Range:

environmental features, technological resources, communication resources, communication strategies, and multilingual needs in relation to client or colleague interaction.

**Assessment Criteria**

- 6.1 Sector and organisation type is identified.

Range:

Sector/occupational focus: Services, manufacturing, financial, educational etc  
Organisation type: Government, parastatal, heavy/light industry, large organisation, small business

- 6.2 Features of the occupational environment are described and discussed.

- 6.3 Ways in which these features affect learning processes and/or application of learning are described and discussed.

**Accreditation Options:**

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



**Moderation Option:**

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

**Notes:****1. Notes to Assessors:**

Please note that these outcomes can be assessed in the context of the specific learning programme, or any workplace training.

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

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

**2. Critical Cross-Field Outcomes:**

- identify and solve problems: using learning programme material and learning tasks to solve problems
- work effectively with others and in teams: using interactive speech and roles in activities, discussions and projects
- organise and manage oneself and one's activities responsibly and effectively: through organisation of learning materials and evidence
- collect, analyse, organise and critically evaluate information: through application of information processing skills in study
- communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations
- use science and technology effectively and critically: using electronic media for learning
- reflect on and explore a variety of strategies to learn more effectively
- explore education and career opportunities

### 3. Embedded Knowledge:

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

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.

Learners are unlikely to achieve all the specific outcomes to the standards described in the assessment criteria without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the learner's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard. The following embedded knowledge should be taken into consideration: the ability to interpret maps, take notes, the ability to read texts, appropriate communication skills and the location of learning resources.

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**Title: Accommodate audience and context needs in oral communication.**

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**Range statement:** The learner can engage in oral interactions in a variety of formal and informal contexts in socio-cultural, learning and workplace situations.

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

**Level:** 3

**Credit:** 5

**Field:** Communication Studies and Language

**Sub-Field:** Language (Listening and Speaking)

**First review date:** August 2004

**Next review date:** August 2007

**Learning Assumptions:**

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: the NQF Level 2 unit standard.

US: FET-01 - *Maintain and adapt oral communication.*

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**Purpose:**

Learners at this level are aware of their audiences and purposes for communication. They adapt their style and language register to the requirements of different situations. They are able to listen and speak confidently in both formal and familiar settings. They can articulate their purposes and reasons for the adoption of a particular register and style in any situation. They can usually identify the assumptions and inferences implicit in what people say and how they say it.

Persons credited with this unit standard are able to:

- interact successfully in oral communication
- use strategies that capture and retain the interest of an audience
- identify and respond to manipulative use of language.

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

Interact successfully in oral communication.

#### **Assessment criteria**

- 1.1. Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork.  
Range:  
Contributions include: maintaining good group dynamics, identifying purposes, agendas, procedures and schedules, monitoring developments and retaining focus, drawing conclusions, preparing and delivering feedback and ensuring group ownership of conclusions.
- 1.2. Interviews successfully establish a relationship appropriate to the context, and provide a non-threatening opportunity for participants to share information.  
Range:  
formal and informal; plans, background research; ordering of questions; flexibility in the situation when sequence or focus is disrupted; organisation of data elicited; and conclusions drawn.
- 1.3. Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives.  
Range:  
spectrum of formal meeting procedures
- 1.4. Participation in discussions, debates or negotiations is appropriate to the purpose and topic. Participation is consistent with the formality of procedures and contributes to meaningful interaction between participants.  
Range:  
spectrum of discussion situations, informal and formal debating procedures, and procedures for negotiations and meetings
- 1.5. Responses to the ways others express themselves are sensitive to differing socio-cultural contexts.

### **Specific Outcome 2:**

Use strategies that capture and retain the interest of an audience.

#### **Assessment criteria**

- 2.1. Key words, pace and pause, stress, volume and intonation are used in appropriate ways to reinforce the message.
- 2.2. Body language is appropriate to context and topic, and reinforces main ideas and points of view.
- 2.3. Formal communications are planned in writing, and plans are detailed, complete, and realistic with respect to time allocation and content.
- 2.4. Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding.

**Range:** cue cards, visual aids, handouts, multi-media.

- 2.5. Techniques are used to maintain continuity and interaction.

**Range:** Responding to queries, repetition of information, rewording, asking questions to check understanding, referring to cue cards; timing techniques; responsiveness to audience cues that contact is being lost.

### **Specific Outcome 3:**

Identify and respond to manipulative use of language.

**Range:**

news clips, summaries, political speeches, marketing material, advertisements,

### **Assessment criteria**

- 3.1. Facts and opinions are identified and distinguished.
- 3.2. Omission of necessary information is noted and addressed.
- 3.3. The implications of how the choice of language structures and features, specifically tone, style and point of view affect audience interpretations of spoken texts are explained.
- 3.4. Distortion of a contributor's position on a given issue is explored with specific reference to what has been selected and omitted.

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

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

### **Notes:**

1. **Notes to assessors:**

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

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.

- The task of the assessor is to *gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again*. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
  - All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent*.

2. **Critical Cross Field Outcomes:**

This unit standard promotes, in particular, the following critical cross-field outcomes:

- identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- work effectively with others and in teams: using interactive speech in activities, discussion and research projects.
- organise and manage oneself and one's activities responsibly and effectively through using language.
- collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.
- communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.
- 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.
- contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

3. **Embedded Knowledge:**

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

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

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



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<b>Title:</b>	<b>Interpret and use information from texts.</b>
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<b>Range:</b>	A variety of written and visual texts used in socio-cultural, learning and workplace contexts.  Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.
<b>Level:</b>	3
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Language (Reading and Viewing)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

**Learning Assumptions:**

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: Level 2 unit standards

US: FET-02 Access and use information from texts

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**Purpose:**

Learners at this level read and view a range of texts. People credited with this unit standard are able to read and view a variety of text types with understanding and to justify their views and responses by reference to detailed evidence from texts. They are also able to evaluate the effectiveness of different texts for different audiences and purposes by using a set of criteria for analysis.

Learners credited with this unit standard are able to:

- use a range of reading and viewing strategies to understand the literal meaning of specific texts
- use strategies for extracting implicit messages in texts
- respond to selected texts in a manner appropriate to the context
- explore and explain how language structures and features may influence a reader/viewer.

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

Use a range of reading and viewing strategies to understand the literal meaning of specific texts

#### **Assessment criteria**

- 1.1. Unfamiliar words are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills, and contextual clues.

**Range:**

borrowed words, complex terms, acronyms, neologisms, colloquialisms, slang, jargon, dialect

- 1.2. Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.

- 1.3. Main ideas are separated from supporting evidence and paraphrased or summarised.

- 1.4. The purpose of visual and/or graphic representations in texts are recognised and explained.

- 1.5. Features of visual texts are explained in relation to the way they impact on meaning.

**Range:**

composition, layout, light, foregrounding, backgrounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles

### **Specific Outcome 2:**

Use strategies for extracting implicit messages in texts.

#### **Assessment criteria**

- 2.1. Source of text is identified and discussed in terms of reliability and possible bias.

- 2.2. Attitudes, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly.

- 2.3. Techniques are explored and explained in terms of purpose and audience.

**Range:**

length of sentence, punctuation, diction/choice of words, use of figurative language/jargon/technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms, choice of visuals, choice of camera angle, type of shot, cinematographic techniques

- 2.4. Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials.

**Specific Outcome 3:**

Respond to selected texts in a manner appropriate to the context.

**Assessment criteria:**

- 3.1. Instructions and requests are acted upon.
- 3.2. Text-type, format and register used are on the appropriate level of formality.

**Specific Outcome 4**

Explore and explain how language structures and features may influence a reader.

**Assessment criteria:**

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

**Range:**

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

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

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

**Notes:**

1. **Notes to assessors:**

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

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the range as expressed under the title. Specific range statements under individual outcomes or assessment criteria are illustrations, from which Learning Programme developers can select. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will

have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.

- The task of the assessor is to *gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again*. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
  - All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent*.

2. Critical Cross Field Outcomes:

This unit standard promotes, in particular, the following critical cross-field outcomes:

- identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- work effectively with others and in teams: using interactive speech in activities, discussion and research projects.
- organise and manage oneself and one's activities responsibly and effectively through using language.
- collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.
- communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.
- use science and technology effectively and critically: using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields.
- 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.
- contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

3. Embedded Knowledge:

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

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

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

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<b>Title:</b>	<b>Write texts for a range of communicative contexts</b>
<b>Range:</b>	Controls language patterns and structures and engages with context, purpose and audience.  Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.
<b>Level:</b>	3
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Language (Writing and Presenting)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2004

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**Learning Assumptions:**

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 2 Unit Standard.

**US: FET-03** Write for a defined context.

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**Purpose:**

Learners at this level write texts with complex subject matter and a need for various levels of formality in language and construction. They select text type, subject matter and language to suit specific audiences, purposes and contexts. Writers can use linguistic structures and features to influence readers. They draft, redraft and edit own writing to meet the demands of a range of text-types. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required. They explore presentation techniques as an alternative to writing own texts.

Learners credited with this unit standard are able to:

- write for a specified audience and purpose
- use language structures and features to produce coherent and cohesive texts for a wide range of contexts
- draft own writing and edit to improve clarity and correctness.

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

Write for a specified audience and purpose.

**Range:**

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

### **Assessment criteria**

- 1.1. The purpose for writing, the target audience and the context are clear in relation to the learning task or activity.
- 1.2. The text-type, style, and register selected are appropriate to audience, purpose and context.
- 1.3. Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.
- 1.4. Writing is well-structured and conveys its message clearly.
- 1.5. Critical thinking skills are used as strategies for planning.  
**Range:**  
Brainstorming, mind-mapping, using spider diagrams, highlighting
- 1.6. Writing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise.
- 1.7. Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text.  
**Range:**  
accessing information from different sources, sorting, categorising, classifying, sifting for relevance, validity and reliability, recording, reporting, formulating conclusions

### **Specific Outcome 2:**

Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.

### **Assessment criteria:**

- 2.1. Meaning is clearly expressed through the use of a range of sentence structures, lengths and types.
- 2.2. The use of paragraph conventions and links between paragraphs in texts, promotes coherence and cohesion in writing. Their use is explained with reference to logical progression, cause and effect and/or contrast.
- 2.3. The overall structure of a piece of writing is controlled and the conclusion is clearly formulated.



**Specific Outcome 3:**

Draft own writing and edit to improve clarity and correctness.

**Assessment criteria**

- 3.1. Writing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.
- 3.2 Control of grammar, diction, sentence and paragraph structure is checked and adapted for consistency.
- 3.3. Logical sequencing of ideas and overall unity are achieved through redrafting.
- 3.4. There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.
- 3.5. Inappropriate or potentially offensive language is identified and adapted/removed.  
Range:  
obfuscation, excessive use of jargon, jargon used to exclude, insensitive choice of words, (gender, rank, hierarchies in familiar settings or organisations, family, sports, wealth) offensive or incorrect register
- 3.6. Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task.

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

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

**Notes:****1. Notes to assessors:**

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

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to *gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again*. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

- All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent*

The following particular issues should be taken into consideration when assessing against this unit standard. If it is at all possible, learners should develop multimedia presentations that require the following:

- the combination of text, images, sound and information from multiple sources like TV, videos, Cd-roms, newspapers and magazines, web sites, and digital images;
- the selection of an appropriate medium for each element of the presentation;
- the editing of the presentation in monitoring quality;
- the testing of the audience's response; and
- the undertaking of any revisions that may be necessary to improve it.

## 2. Critical Cross-Field Outcomes:

This unit standard promotes, in particular, the following critical cross-field outcomes:

- identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- work effectively with others and in teams: using interactive speech in activities, discussion and research projects.
- organise and manage oneself and one's activities responsibly and effectively through using language.
- collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.
- communicate effectively using visual, mathematical and/or language skills: in formal and informal communications in writing.
- use science and technology effectively and critically: using technology to access and present texts.
- 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.
- contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

## 3. Embedded Knowledge:

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

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

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

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<b>Title:</b>	<b>Analyse and respond to a variety of literary texts.</b>
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<b>Range:</b>	<p>The learner can read for enjoyment, analyse elements of literary genres and respond to issues, characters and situations presented in literary contexts.</p> <p>A wide variety of written and visual texts: picture books, folklore, traditional stories (written and oral), myths, legends, novels, feature films, short stories, poetry, learners' own speaking and writing, non-fiction (biographies and filmed documentaries), scripted and improvised drama/plays, television serials, video clips, song lyrics, cartoons and comics.</p> <p>Specific range statements are provided in the body of the unit standard where they apply to particular Specific Outcomes or Assessment criteria.</p>
<b>Level:</b>	3
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Literature (Home Language)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

**Learning Assumptions:**

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 2 unit standards.

US: FET-04 Respond to literary texts

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**Purpose:**

Competence at this level will enable learners to use analytical skills to discuss the style and purpose of the text, implied and stated meanings, themes, plot, the author's point of view and the context in which the text arose. They can use literature as a base to study and make judgements about complex human and social issues. They are aware of both the functions of language and of its drama and power.

As a creative representation of life and experience, literature raises important questions about the human condition. Learners' increasing ability to reflect on their experiences and to compare them with those of others is encouraged, enhancing their capacity to deal with a selection of texts that explore moral, psychological and philosophical issues.

Learners credited with this unit standard can:

- analyse and discuss the main ideas in texts
- identify and explain the values, attitudes and assumptions in texts that influence response
- discuss the effects of content, language and style on readers' responses in specific texts
- respond creatively to literary texts.

**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA****Specific Outcome 1:**

Analyse and discuss the main ideas in texts

**Assessment Criteria**

- 1.1. Listening and reading strategies appropriate to the purposes for reading are adopted.  
Range:  
skim, scan, prediction, key questions, knowledge of form of text types and different genres
- 1.2. Organisational features of literary texts are identified. The role of each feature is explained in relation to usefulness in making meaning.  
Range:  
verse/stanza forms, chapters, chapter headings, index, table of contents, résumé (summary) on dust cover, visuals, layout, design, film techniques
- 1.3. Responses to points of view in text are imaginative and an understanding of surface or embedded meaning in the text is reflected in presentations of own viewpoints.
- 1.4. A comprehensive grasp of the significant ideas in the texts is demonstrated.

**Specific Outcome 2:**

Identify and explain the values, attitudes and beliefs in texts that influence response

**Assessment Criteria**

- 2.1. Human experiences and values in texts are explored and discussed.
- 2.2. Narrative voice is discussed.
- 2.3. Clues in the text about experiences and beliefs of the author are found and explained.
- 2.4. Evidence cited from texts in defence of a position is relevant.
- 2.5. A variety of texts are explored and explained in terms of social or personal relevance.
- 2.6. Perceived ambiguities, nuances and complexities within the text are identified and assessed.
- 2.7. Texts are interpreted from a variety of perspectives other than own.  
Range:  
perspectives include age, gender, class, political points of view and spiritual positions

**Specific Outcome 3:**

Discuss the effects of content, language and style on readers' responses in specific texts.

**Assessment Criteria**

- 3.1. Content is outlined and related to theme and character development.
- 3.2. Awareness of the author's use of stylistic devices, and an appreciation of the effects created are demonstrated.

- 3.3. The impact of different writing techniques on reader perspective are identified and explained in terms of the particular effect produced by each.
- 3.4. Enjoyment or non-enjoyment of a text is justified.
- 3.5. The power of language is explored and explained through analysis of specific language structures and features.
- 3.6. Tools used for humour are identified and judged for effectiveness.  
Range:  
 puns, climax, anti-climax, innuendo, hyperbole, and litotes
- 3.7. The effect of selected techniques in visuals is explained.  
Range of visuals:  
 photographs, slides, posters, graphics, videos, films, illustrations and advertisements  
Range of techniques:  
 use of colour/black and white, borders, layout features, cinematographic devices (eg perspective, camera angles, foregrounding, back grounding, overlays, selection and/or omission, scale, size)

#### **Specific Outcome 4:**

Respond creatively to literary texts.

#### **Assessment Criteria**

- 4.1 Awareness of elements of the genre is demonstrated in creative responses to texts.  
Range:  
 retelling an incident from another point of view, dramatising an incident, writing the dialogue between a character and the reader/the author and the reader, turning a story into a play, role-playing
- 4.2 Literature is used as a base for writing/presenting in different formats and registers.  
Range:  
 writing as a character (diary entries, dialogues, letters, songs, poems, obituaries, epitaphs); drawing/sketching/creating a collage/montage/poster to show understanding of character/incident/atmosphere/setting

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

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

#### **Notes:**

##### **1. Notes to assessors:**

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

- focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure that assessment is integrated rather than fragmented. The goal is to declare the learner competent in terms of the unit standard title. Where assessment at title level is unmanageable, then focus assessment around each Specific Outcome, or groups of Specific Outcomes.
- make sure evidence is gathered across the range, as expressed under the Assessment criteria. Assessment activities should be as close to the real performance as possible, and



where simulations or role-plays are used, there should be supporting evidence to show that the candidate is able to perform in the real situation.

- do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and that sufficient evidence is gathered around all the Assessment criteria.
- the Assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will be tested through questioning techniques. Where this is required, there will be Assessment criteria to specify the standard required.
- the task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes in a number of different contexts. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

*All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning.*

*Assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.*

## 2. Critical Cross-Field Outcomes:

This unit standard promotes the following critical cross-field outcomes:

- identify and solve problems by exploring problem-solving situations in literary texts
- work effectively with others and in teams to discover meaning in literary texts
- organise and manage oneself and one's activities responsibly and effectively through vicarious experiences gained through the study of literature
- collect, analyse, organise and synthesise information in order to critically evaluate literary texts
- communicate effectively about literature and the lessons to be learned from literary texts
- use science and technology effectively and critically by exploring the ethics of science and technology through literary texts about these fields
- understand the world as a set of inter-related parts of a system by exploring the world through literature and learning the common characteristics of the human condition
- contribute to the full development of oneself by discovering in literature ways of dealing with the human condition.

## 3. Embedded Knowledge:

The essential embedded knowledge will be assessed through assessment of the Specific Outcomes in terms of the stipulated Assessment criteria.

Learners can understand and explain that language, when used figuratively or for storytelling, can be used to create an illusion of reality. Learners apply their knowledge of language and literature features and conventions to an awareness of how fictional texts differ from factual ones. Knowledge of formats, conventions, protocols and contexts is acquired through the activities used to attain this standard.

Learners are unlikely to achieve all the Specific Outcomes, to the standards described in the Assessment criteria, without knowledge of the stated embedded knowledge in the GETC (NQF level 1) outcomes. This means that for the most part, the possession or lack of 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.



<b>Title:</b>	<b>Interpret a variety of literary texts</b>
<b>Range:</b>	<p>The learner can read for enjoyment, analyse elements of literary genres and respond to issues, characters and situations presented in literary contexts.</p> <p>A variety of written and visual texts: picture books, folklore, traditional stories (written and oral), myths, legends, novels, feature films, short stories, poetry, learners' own speaking and writing, non-fiction (biographies and filmed documentaries), scripted and improvised drama/plays, television serials, video clips, song lyrics, cartoons and comics.</p> <p>Specific range statements are provided in the body of the unit standard where they apply to particular Specific Outcomes or Assessment criteria.</p>
<b>Level:</b>	3
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Literature (Additional Language)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

**Learning Assumptions:**

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 2 unit standards.

US: FET-05 Respond to selected literary texts

**Purpose:**

Competence at this level will enable learners to discuss the style and purpose of the text, implied and stated meanings, themes, plot, the author's point of view and the context in which the text arose. They can use literature as a base to study and make judgements about human and social issues. They are aware of the drama and power of language.

As a creative representation of life and experience, literature raises important questions about the human condition, now and in the past. Learners' increasing ability to reflect on their experiences and to compare them with those of others is encouraged, enhancing their capacity to deal with a selection of texts that explore moral, psychological and philosophical issues.

Learners credited with this unit standard can:

- extract meaning from a variety of literary texts
- identify and explain features that influence response to texts
- produce own texts in response to literary texts.

**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA****Specific Outcome 1:**

Extract meaning from a variety of literary texts.

**Assessment Criteria**

- 1.1. Listening/reading/viewing strategies appropriate to the texts studied are adopted.  
Range:  
skimming, scanning, prediction, questioning, knowledge of form of text types, pre-reading, rereading, using design features/visuals as clues to meaning
- 1.2 Key features of literary texts are identified and the role of each is explained.
- 1.3 Own responses are confirmed and/or adapted after interaction with others when discussing a text.
- 1.4 Evidence cited from texts in defence of a position is relevant.

**Specific Outcome 2:**

Identify and explain features that influence response to texts.

**Assessment Criteria**

- 2.1. The human experiences and values in texts are explored and explained.
- 2.2. Clues in the text about experiences and beliefs of the author are found and explained.
- 2.3. A variety of texts are explored and explained in terms of social or personal relevance.
- 2.4. Responses to points of view in text are imaginative and an understanding of surface or embedded meaning in the text is reflected in presentations of own viewpoints.
- 2.5. The way in which people respond differently to texts is explored and discussed.

**Specific Outcome 3:**

Produce own texts in response to literary texts

**Assessment Criteria**

- 3.1. Content is outlined and related to theme and character development.
- 3.2. A good grasp of the significant ideas of the texts is demonstrated.
- 3.3. Use of certain stylistic devices is identified, and the effects created are described.  
Range:  
similes, metaphors, sound devices, length of sentence, use of visuals, layout
- 3.4. Own understanding of characterisation is justified.
- 3.5. Selected literary texts are used as a basis for writing in different formats and registers.  
Range:

writing as a character (diary entries, dialogues, letters, songs, poems, obituaries, epitaphs); drawing/sketching/creating a collage/poster to show understanding of character, incident, atmosphere, setting; turning a story into a play; role play

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

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

### **Notes:**

#### **1. Notes to assessors:**

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

- focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure that assessment is integrated rather than fragmented. The goal is to declare the learner competent in terms of the unit standard title. Where assessment at title level is unmanageable, then focus assessment around each Specific Outcome, or groups of Specific Outcomes.
- make sure evidence is gathered across the range, as expressed under the Assessment criteria. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show that the candidate is able to perform in the real situation.
- do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and that sufficient evidence is gathered around all the Assessment criteria.
- the Assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will be tested through questioning techniques. Where this is required, there will be Assessment criteria to specify the standard required.
- the task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes in a number of different contexts. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

*All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning. Assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.*

#### **2. Critical Cross-Field Outcomes:**

This unit standard promotes the following critical cross-field outcomes:

- identify and solve problems by exploring problem-solving situations in literary texts
- work effectively with others and in teams to discover meaning in literary texts
- organise and manage oneself and one's activities responsibly and effectively through vicarious experiences gained through the study of literature
- collect, analyse, organise and synthesise information in order to critically evaluate literary texts
- communicate effectively about literature and the lessons to be learned from literary texts
- use science and technology effectively and critically by exploring the ethics of science and technology through literary texts about these fields
- understand the world as a set of inter-related parts of a system by exploring the world through literature and learning the common characteristics of the human condition.
- contribute to the full development of oneself by discovering in literature ways of dealing with the human condition.

3. Embedded Knowledge:

The essential embedded knowledge will be assessed through assessment of the Specific Outcomes in terms of the stipulated Assessment criteria.

Learners can understand and explain that language, when used figuratively or for storytelling, can be used to create an illusion of reality. Learners apply their knowledge of language and literature features and conventions to an awareness of how fictional texts differ from factual ones. Knowledge of formats, conventions, protocols and contexts is acquired through the activities used to attain this standard.

Learners are unlikely to achieve all the Specific Outcomes, to the standards described in the Assessment criteria, without knowledge of the stated embedded knowledge in the GETC (NQF level 1) outcomes. This means that for the most part, the possession or lack of 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.

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

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**Range:** Learning materials appropriate to the learners in a given context.  
The complexity of the texts in the learning programme are appropriate to the levels of the learning programme, which will in turn influence the application of this unit standard.  
Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria.

**Level:** 3

**Credit:** 5

**Field:** Communication Studies and Language

**Sub-Field:** Communication and Information

**First review date:** August 2004

**Next review date:** August 2004

**Learning Assumptions:**

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 Revised National Curriculum Statements and unit standards up to NQF level 2.

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**Purpose:**

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 workplace and occupations to which their learning programme refer.

- Access and use suitable learning resources
- Use learning strategies
- Manage occupational learning programme materials
- Conduct basic research, analyse and present findings
- Function in a team
- Reflect on how characteristics of the workplace and occupational context affect learning

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1**

Access and use available learning resources

#### **Assessment Criteria**

- 1.1 Relevant learning resources are identified.

**Range:**

resource centres, general texts, printed and visual media, internet, other people.

- 1.2 Learning resources are used effectively through appropriate selection of information and acknowledgement of sources.

### **Specific Outcome 2**

Use learning strategies

#### **Assessment Criteria**

- 2.1 Information is summarised and used for learning purposes.

- 2.2 Specific techniques are selected and applied appropriately.

**Range:**

group activities such as brainstorming, group analysis, peer and self-assessment mind maps, note taking, memorising, key words, underlining, skimming and scanning

- 2.3 Relevant questions are asked.

**Range:**

checking understanding, clarifying meaning, getting information, confirming accuracy of information

- 2.4 Texts are read for detail, interpreted and analysed for a given context.

- 2.5 Spoken input is listened to for detail, interpreted and analysed for a given context.

- 2.6 Learning takes place through communicating with others in groups or as individuals.

**Range:**

facilitators, other learners, colleagues.

### **Specific Outcome 3**

Manage occupational learning materials

#### **Assessment Criteria**

- 3.1 Occupational learning materials are organized for efficient use.

**Range:**

videos, internet, texts, handouts, text books, charts, maps, plans, diagrams

- 3.2 Layout and presentation of learning materials are understood and used effectively.

**Range:**

index, contents page, glossaries, electronic texts



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**

4.1 Appropriate or relevant topic and scope is identified and defined.

4.2 Research steps are planned and sequenced appropriately.

4.3 Research techniques are applied.

**Range:**

gathering information, reading, interviewing, observing, using appropriate electronic sources

4.4 Information is evaluated for relevance.

4.5 Information is classified, categorized and sorted.

4.6 Research findings are analysed and presented in the appropriate format.

#### **Specific Outcome 5**

Function in a team.

#### **Assessment Criteria**

5.1 Active participation takes place in group learning situations

**Range:**

meetings, site/field visits, excursions, discussions, activities, workshops

5.2 Responsibilities in the team are taken up and group work conventions are applied in learning situations.

**Range:**

turn taking, rotation of roles: conducting, chairing, recording, reporting

5.3 Conflict management and negotiating techniques are practised in a defined context.

5.4 Team work results in meaningful product or outcomes.

**Range:**

reaching consensus, completed tasks

#### **Specific Outcome 6 :**

Reflect on how characteristics of the workplace and occupational context affect learning

**Range:**

environmental features, technological resources, communication resources, communication strategies, and multilingual needs in relation to client or colleague interaction

### **Assessment Criteria**

6.1 Sector and organisation type is identified.

**Range:**

Sector/occupational focus: Services, manufacturing, financial, educational, etc.

Organisation type: Government, parastatal, heavy/light industry, large organisation, small business

6.2 Features of the occupational environment are described and discussed.

6.3 Ways in which these features affect learning processes and/or application of learning are described and discussed.

**Accreditation Options:** Providers of learning towards this unit standard will need to meet the accreditation requirements of the relevant ETQA

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

### **Notes:**

1. **Notes to Assessors:**

Please note that these outcomes can be assessed in the context of the specific learning programme, or any workplace training.

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

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

2. **Critical Cross-Field Outcomes:**

- identify and solve problems: using learning programme material and learning tasks to solve problems
- work effectively with others and in teams: using interactive speech and roles in activities, discussions and projects

- organise and manage oneself and one's activities responsibly and effectively: through organisation of learning materials and evidence
- collect, analyse, organise and critically evaluate information: through application of information processing skills in study
- communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations
- use science and technology effectively and critically: using electronic media for learning
- reflect on and explore a variety of strategies to learn more effectively
- explore education and career opportunities.

### 3. Embedded Knowledge:

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

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.

Learners are unlikely to achieve all the specific outcomes to the standards described in the assessment criteria without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the learner's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard. The following embedded knowledge should be taken into consideration: the ability to interpret maps, take notes, the ability to read texts, appropriate communication skills and the location of learning resources.

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**Title: Engage in sustained oral communication and evaluate spoken texts**

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**Range statement:** The learner can engage in extended oral interactions in a wide range of socio-cultural, learning and/or workplace contexts.

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

**Level:** 4

**Credit:** 5

**Field:** Communication Studies and Language

**Sub-Field:** Language (Listening and Speaking)

**First review date:** August 2004

**Next review Date:** August 2007

**Learning Assumptions:**

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-07** Accommodate audience and context needs in oral communication.

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**Purpose:**

Competence at this level will enable learners to participate effectively in oral communication in most situations.

Learners at this level are aware of their audiences and purposes for communication. They listen effectively and critically. They are able to identify or adopt the style and language register required in different situations. They can usually identify the assumptions and inferences in what people say. They speak fluently and confidently in both formal and familiar settings and can articulate their purpose and meaning clearly. They can use language to convey detailed information, and to express their ideas and feelings. They control complex sentence structures and language conventions in their spoken communications.

People credited with this unit standard are able to:

- respond critically yet sensitively as a listener
- analyse own responses to spoken texts and adjust as required
- use strategies to be an effective speaker in sustained oral interactions
- evaluate spoken discourse

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

Respond critically yet sensitively as a listener

#### **Assessment Criteria**

- 1.1. Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. Own understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding.
- 1.2. Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction.  
*Range:*  
disagreements in groups, personality clashes, conflict management, resolving deadlocks, positively summarising conclusions
- 1.3. Characteristics of a speaker's style and tone that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.
- 1.4 The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.

### **Specific Outcome 2:**

Analyse own responses to spoken texts and adjust as required

#### **Assessment Criteria**

- 2.1. Own responses to spoken texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly.
- 2.2. When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction.
- 2.3. Tone, approach or style is appropriate to context, and is adapted to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.

### **Specific Outcome 3:**

Use strategies to be an effective speaker in sustained oral interactions

#### **Assessment Criteria**

- 3.1. Planning of content and presentation techniques is evident in formal communications.
- 3.2. The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately.

- 3.3 The influence of rhetorical devices is analysed and used for effect on an audience.

Range:

pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/ exclusive pronouns, stress, intonation, volume

**Specific Outcome 4:**

Evaluate spoken discourse.

Range:

formal and informal texts

**Assessment Criteria:**

- 4.1. Points of view in spoken texts are identified and meaning described in relation to context and purpose of the interaction.
- 4.2. Values, attitudes and assumptions in discourse are identified and their influence on the interaction described.
- 4.3. Techniques used by speakers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight.
- 4.4. The impact (eg clarity of purpose, speaker's capability) is described, explained and judged.

**Accreditation Options:** Providers of learning towards this unit standard will need to meet the accreditation requirements of GENFETQA or the relevant ETQA.

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

**Notes:**

1. Notes to assessors:

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

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the range as expressed under the title. Specific range statements under individual outcomes or assessment criteria are illustrations, from which Learning Programme developers can select. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to *gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again*



and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

- All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent*

2. **Critical Cross Field Outcomes:**

This unit standard promotes, in particular, the following critical cross-field outcomes:

- identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- work effectively with others and in teams: using interactive speech in activities, discussion and research projects.
- organise and manage oneself and one's activities responsibly and effectively through using language.
- collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.
- communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.
- 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.
- contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

3. **Embedded Knowledge:**

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

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

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

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<b>Title:</b>	<b>Read, analyse and respond to a variety of texts</b>
<b>Range:</b>	A wide variety of complex and extended written and visual texts from socio-cultural, learning and workplace contexts.  Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.
<b>Level:</b>	4
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Language (Reading and Viewing)
<b>First review date:</b>	August 2004
<b>Next review Date:</b>	August 2007

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**Learning Assumptions:**

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-05** Interpret and use information from texts.

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**Purpose:**

Competence at this level will enable learners to use analytical skills to make sophisticated judgements about complex human and social issues. They are aware of both the functions of language and of its drama and power.

Learners are critical, reflective and responsive readers and viewers of written and visual texts. They are able to draw comparisons between texts, and to compare and contrast themes and issues in texts with those in the contexts in which they live and work. They identify and analyse style and tone and account for their effectiveness in different texts. They are willing to challenge the assumptions and values expressed in texts. They are especially critical readers of both the written and visual mass media. They can access, process and use information from a wide variety of texts.

Learners credited with this unit standard are:

- critically analyse texts produced for a range of purposes, audiences and contexts
- identify and explain the values, attitudes and assumptions in texts
- evaluate the effects of content, language and style on readers' responses in specific texts.

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

Critically analyse texts produced for a range of purposes, audiences and contexts.

### **Assessment Criteria**

- 1.1 Reading and viewing strategies appropriate to the purposes for reading/viewing are adopted.

**Range:**

skim, scan, prediction, knowledge of form and features of text types and different genre.

- 1.2 Organisational features of texts are identified. The role of each of the features is explained in relation to usefulness in making meaning of readings and viewing.

**Range:**

role of titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, content lists glossary, hyper-links, layout, icons, tables, graphics, font size and/or type, photographs, captions, visuals, cinematographic techniques

- 1.3 Synthesis of information from texts, and generalisation of patterns and trends, result in appropriate conclusions about purpose, audience and context.

### **Specific Outcome 2:**

Identify and explain the values, attitudes and assumptions in texts

**Range:**

socio-cultural, learning and/or workplace contexts

### **Assessment Criteria**

- 2.1 An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints.
- 2.2 Values and views in selected texts are identified and explained in terms of the impact on meaning and target audience.
- 2.3 Evidence cited from texts in defence of a position is relevant.

**Specific Outcome 3:**

Evaluate the effects of content, language and style on readers' responses in specific texts.

**Assessment Criteria**

3.1 Content is outlined and its possible effects on different readers are explored.

3.2 The impact of different writing techniques on reader perspective are identified and explained in terms of the particular effect produced by each.

**Range:**

length of sentence, punctuation, diction/choice of words, use of figurative language jargon/

technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms

3.3 The influence of specific language structures and features is analysed.

**Range:**

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

3.4 The effect of selected production techniques in visuals is explained.

**Range of visuals:**

Photographs, transparencies, slides, posters, graphics, videos, films

**Range of techniques:**

composition, layout, light, foregrounding, backgrounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles, borders, overlays, selection and/or omission, scale, size

**Accreditation Options:**

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

**Moderation Option:**

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

**Notes:****1. Notes to assessors:**

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

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible,

and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.

- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to *gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again*. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
  - All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent*

## 2. Critical Cross-Field Outcomes:

This unit standard promotes, in particular, the following critical cross-field outcomes:

- identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- work effectively with others and in teams: using interactive speech in activities, discussion and research projects.
- organise and manage oneself and one's activities responsibly and effectively through using language.
- collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.
- communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.
- use science and technology effectively and critically: using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields..
- 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.
- contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

3. *Embedded Knowledge:*

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

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

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



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<b>Title:</b>	<b>Write for a wide range of contexts.</b>
<b>Range:</b>	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.
<b>Level:</b>	4
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Language (Writing and Presenting)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

**Learning Assumptions:**

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-09 Write texts for a range of communicative contexts.

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**Purpose:**

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 learners to analyse and make mature judgements about complex, human, personal, social and environmental issues and to express and motivate own opinions.

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. They are also able where possible to use multi-media technologies to present rather than write own texts

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.

**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA****Specific Outcome 1:**

Write effectively and creatively on a range of topics.

**Assessment Criteria**

- 1.1. Imaginative texts are convincing, and appropriate to the topic and purpose.
- 1.2. Expository/factual texts are convincing and well developed with respect to clearly articulated transactional purposes, using fully developed paragraphs and resulting in a unified text.
- 1.3. Writing on personal interests is convincing in terms of issues and concerns addressed.
- 1.4. The narrative voice chosen is appropriate to context, purpose and audience.

**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**

- 2.1. Points in argument are logically and deliberately sequenced to build up to a convincing conclusion.
- 2.2. Devices are employed to create particular rhythmic or tonal effects.  
**Range:**  
Punctuation (ellipsis marks, semi-colons and dashes), rhetorical devices (repetition, questioning, emphasis)
- 2.3. Stylistic devices that enhance meaning are used effectively.  
**Range:**  
symbol, imagery, irony, understatement, index and icon, logos, hyperbole, visuals, graphics

**Specific Outcome 3**

Edit writing for fluency and unity.

**Assessment Criteria:**

- 3.1. Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow.
- 3.2. Information is rearranged in ways that promote interest in, and impact of, the text for a defined purpose, target audience and context.
- 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.
- 3.4. The completed text is checked against the purposes for writing/presenting to verify that these purposes have been satisfied.

**Accreditation Options:** Providers of learning towards this unit standard will need to meet the accreditation requirements of the accredited ETQA.

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

**Notes:**

1. **Notes to assessors:**

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

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where

this is required, there will be assessment criteria to specify the standard required.

- The task of the assessor is to *gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again*. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
  - All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent*.

## 2. Critical Cross-Field Outcomes:

This unit standard promotes, in particular, the following critical cross-field outcomes:

- identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- work effectively with others and in teams: using interactive speech in activities, discussion and research projects.
- organise and manage oneself and one's activities responsibly and effectively through using language.
- collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.
- communicate effectively using visual, mathematical and/or language skills: in formal and informal communications in writing.
- use science and technology effectively and critically: using technology to access and present texts.
- 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.
- contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

## 3. Embedded Knowledge:

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

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

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

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<b>Title:</b>	<b>Evaluate literary texts</b>
<b>Range:</b>	<p>The learner can read for enjoyment, analyse elements of literary genres and evaluate texts from wide range of contexts</p> <p>A wide variety of written and visual texts: picture books, folklore, traditional stories (written and oral), myths, legends, novels, feature films, short stories, poetry, learners' own speaking and writing, non-fiction (biographies and filmed documentaries), scripted and improvised drama/plays, television serials, video clips, cartoons and comics, song lyrics.</p> <p>Specific range statements are provided in the body of the unit standard where they apply to particular Specific Outcomes or Assessment criteria.</p>
<b>Level:</b>	4
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Literature (Home Language)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007
<b>Learning Assumptions:</b>	<p>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.</p> <p>US: FET-10 Analyse and respond to a variety of literary texts</p>

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**Purpose:**

Competence at this level will enable learners to respond to issues, characters and situations presented in literary contexts. They will use their increasing ability to analyse elements of genres to reflect on why some texts endure and to consider the socio-cultural

values inherent in texts, how these values may have changed since the text was written and/or how texts are likely to be interpreted by different groups.

As learners increase their knowledge of accomplished writers and literary works, and as they vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human

experience. They will explore their own interpretations to a wide range of literary texts and compare these with those of others in order to make mature judgements on moral, psychological and philosophical issues

Learners credited with this unit standard can:

- use effective strategies to decode literary texts
- analyse influences on responses
- explore and evaluate genre differences
- use analysis of literary texts in a wide variety of ways.

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

Use effective strategies to decode literary texts.

### **Assessment Criteria**

- 1.1. Use a variety of listening/reading/viewing strategies effectively.  
*Range:*  
preview vocabulary; create key questions about the text; self-question to monitor comprehension; relate prior knowledge and experiences to the ideas and information in texts; visualise places, people and events in a text; reread key passages to clarify meaning; write a series of questions or a letter to the author and then seek to answer it oneself; locate specific information in a text – identify key details in a story; use knowledge of format, layout, design and visual techniques to discover meaning
- 1.2 Responses to, and interpretations of texts clearly derive from personal perspectives and insights, and are supported by strong personal points of view.
- 1.3 Own arguments are supported with a simple range of reasons and facts relevant to the discussion.

### **Specific Outcome 2:**

Analyse influences on responses.

### **Assessment Criteria**

- 2.1. Analyse how listeners'/readers'/viewers' different backgrounds might influence the way they understand, interpret and evaluate a text.
- 2.2 Critical thinking skills are demonstrated by identifying the differences between explicit and implicit messages in texts.



- 2.3 Authors' use of stylistic devices, diction, phrasing and design features to help communicate ideas and to achieve particular effects are analysed and evaluated.  
Range:  
 simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, symbol, different fonts and typefaces, cinematographic techniques, headlines, photographs, captions, visuals
- 2.4 Perceived ambiguities, nuances and complexities within the text are interpreted.
- 2.5 Values, attitudes and beliefs embedded in texts are analysed.

### **Specific Outcome 3:**

Explore and evaluate genre differences

### **Assessment Criteria**

- 3.1. Knowledge of elements of the short story/folklore/short essays is used to understand, interpret and evaluate examples of the genre.  
Range:  
 plot, characterisation, setting, conflict, theme, mood, time, point of view, introductions, topic sentences, supporting details, conclusions, twists
- 3.2. Knowledge of the elements of the elements of the novel are used to understand, interpret and evaluate examples of the genre  
Range:  
 plot, subplot, characterisation, setting, background, conflict, theme, point of view, narrative voice, cultural/historical contexts
- 3.3. Knowledge of the elements of poetry is used to understand, interpret and evaluate examples of the genre.  
Range:  
 verse and stanza forms, rhyme, rhythm, punctuation, patterned/free verse forms, imagery, and sound devices
- 3.4. Knowledge of elements of drama is used to understand interpret and evaluate examples of the genre  
Range:  
 plot, subplot, character portrayal, conflict, dramatic, structure, dramatic purpose, dramatic irony, dialogue, stage directions
- 3.5 Knowledge of elements of the film and/or TV feature/serial/soap opera is used to understand, interpret and evaluate examples of the genre  
Range:  
 use of colour/black and white, icon and index, mise-en-scène, dialogue, music, lighting, editing, framing, styles of shot, camera techniques, foregrounding, back grounding, selection and/or omission, scale, size

**Specific Outcome 4:**

Use analysis of literary texts in a wide variety of ways.

**Assessment Criteria:**

- 4.1. An understanding of the elements of a wide variety of literary texts is demonstrated through various writing options.  
Range:  
compare and contrast; summarise; sketch character; review whole; analyse character development; outline theme; give personal interpretation; explore and explain narrative voice; explore and analyse shape of the novel/short story/film (chronological, convergent, circular, use of flashbacks,/flash forwards)
- 4.2. A judgement is advanced demonstrating a comprehensive grasp of the significant ideas of works or passages.
- 4.3. Literature is interpreted in imaginative ways, responding creatively to texts in a variety of written and non-written forms and personal response is justified.  
Range:  
rewriting an incident in a text from the point of view of another character, responding in poetic form, writing as if one were a character, making visual or musical or dramatic responses to a text, writing a new ending/epilogue/ introduction/ prologue
- 4.4. Own writing is edited to improve grammar, style and content.
- 4.5. Sufficient significant evidence from a text to support opinions and judgements is presented.
- 4.6. Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity.

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

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

**Notes:****1. Notes to assessors:**

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

- focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure that assessment is integrated rather than fragmented. The goal is to declare the learner competent in terms of the unit standard title. Where assessment at title level is unmanageable, then focus assessment around each Specific Outcome, or groups of Specific Outcomes.

- make sure evidence is gathered across the range, as expressed under the Assessment criteria. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show that the candidate is able to perform in the real situation.
- do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and that sufficient evidence is gathered around all the Assessment criteria.
- the Assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will be tested through questioning techniques. Where this is required, there will be Assessment criteria to specify the standard required.
- the task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes in a number of different contexts. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
  - o All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning. Assessment should be *valid, direct, authentic, sufficient, systematic, open and consistent*.

## 2. Critical Cross-Field Outcomes:

This unit standard promotes the following critical cross-field outcomes:

- identify and solve problems by exploring problem-solving situations in literary texts
- work effectively with others and in teams to discover meaning in literary texts
- organise and manage oneself and one's activities responsibly and effectively through vicarious experiences gained through the study of literature
- collect, analyse, organise and synthesise information in order to critically evaluate literary texts
- communicate effectively about literature and the lessons to be learned from literary texts
- use science and technology effectively and critically by exploring the ethics of science and technology through literary texts about these fields
- understand the world as a set of inter-related parts of a system by exploring the world through literature and learning the common characteristics of the human condition
- contribute to the full development of oneself by discovering in literature ways of dealing with the human condition.

## 3. Embedded Knowledge:

The essential embedded knowledge will be assessed through assessment of the Specific Outcomes in terms of the stipulated Assessment criteria.

Learners can understand and explain that language, when used figuratively or for storytelling, can be used to create an illusion of reality. Learners apply their knowledge of language and literature features and conventions to an awareness of how fictional texts differ from factual ones. Knowledge of formats, conventions, protocols and contexts is acquired through the activities used to attain this standard.

Learners are unlikely to achieve all the Specific Outcomes, to the standards described in the Assessment criteria, without knowledge of the stated embedded knowledge in the GETC (NQF level 1) outcomes. This means that for the most part, the possession or lack of 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.

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<b>Title:</b>	<b>Make and motivate judgements on selected literary texts.</b>
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<b>Range:</b>	<p>The learner can read for enjoyment, analyse elements of literary genres and engage with texts from a range of contexts</p> <p>A variety of written and visual texts: picture books, folklore, traditional stories (written and oral), myths, legends, novels, feature films, short stories, poetry, learners' own speaking and writing, non-fiction (biographies and filmed documentaries), scripted and improvised drama/plays, television serials, video clips, song lyrics, cartoons and comics.</p> <p>Specific range statements are provided in the body of the unit standard where they apply to particular Specific Outcomes or Assessment criteria.</p>
<b>Level:</b>	4
<b>Credit:</b>	5
<b>Field:</b>	Communication Studies and Language
<b>Sub-Field:</b>	Literature (Additional Language)
<b>First review date:</b>	August 2004
<b>Next review date:</b>	August 2007

**Learning Assumptions:**

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-11 Interpret a variety of literary texts

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**Purpose:**

Competence at this level will enable learners to respond to issues, characters and Situations presented in literary contexts. They will use their increasing ability to recognise and explain elements of genres to reflect on the socio-cultural values inherent in texts, how these values may have changed since the text was written and/or how texts are likely to be interpreted by different groups.

As learners increase their knowledge of writers and literary works, and as they experience, through literature, times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and

human experience. They will explore their own interpretations to a range of literary texts and compare these with those of others.

Learners credited with this unit standard are able to:

- engage successfully with selected literary texts to discover meaning
- explore and explain how certain features influence responses to literary texts
- produce own texts in response to issues and ideas in literary texts.

## **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

### **Specific Outcome 1:**

Engage successfully with selected literary texts to discover meaning

#### **Assessment Criteria**

- 1.1. A variety of listening/reading/viewing strategies are used to extract meaning from texts.  
*Range:*  
skimming, scanning, prediction, questioning, knowledge of form of text types, pre-reading, rereading, using design features/visuals as clues to meaning
- 1.2. Interpretations of texts and insights are supported with a range of reasons and facts relevant to the discussion.
- 1.3. Peer opinions are considered and own response confirmed or adapted as necessary.

### **Specific Outcome 2:**

Explore and explain how certain features influence responses to literary texts

#### **Assessment Criteria**

- 2.1. Find clues in texts that reveal values, attitudes or beliefs of authors.
- 2.2. Analyse how readers' different backgrounds might influence the way they understand a text.
- 2.3. Knowledge of elements of drama is used to understand and interpret examples of the genre.  
*Range:*  
plot, subplot, character portrayal, conflict, dramatic structure, dialogue, stage directions
- 2.4. Knowledge of elements of the short story/folklore/short essays is used to understand and interpret examples of the genre.



**Range:**

plot, characterisation, setting, conflict, theme, point of view, introduction

- 2.5 Knowledge of the elements of the novel are used to understand and interpret examples of the genre

**Range:**

plot, subplot, characterisation, setting, background, conflict, theme, point of view, narrative voice, cultural/historical contexts

- 2.6 Knowledge of the elements of poetry is used to understand and interpret examples of the genre.

**Range:**

rhyme, punctuation, patterned/free verse forms, imagery, sound devices

- 2.7 Authors' techniques to help communicate ideas and to achieve particular effects are analysed.

**Range:**

simile, metaphor, personification, imagery, onomatopoeia, alliteration, different fonts and typefaces, cinematographic techniques (camera angles, lighting, sound effects, dialogue) headlines, photographs, captions, visuals

**Specific Outcome 3:**

Produce own texts in response to issues and ideas in literary texts

**Assessment Criteria:**

- 3.1. The way characters are revealed is analysed.

**Range:**

what they say, what they do, what others say to them/about them, what others do to them

- 3.2. The plot is outlined and related to the theme.

- 3.3. Setting and background are described.

- 3.4. Personal interpretation of selected passages is given.

- 3.5. Relevant evidence from a text to support opinions and judgements is presented.

- 3.6. Literature is interpreted in imaginative ways, responding creatively to texts in a variety of written and non-written forms.

**Range:**

rewriting an incident in a text from the point of view of another character, responding in poetic form, writing as if one were a character, making visual or musical or dramatic responses to a text, writing a new ending/epilogue/introduction/ prologue

- 3.7. Own writing is edited to improve grammar, style and content.

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

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

**Notes:**

1. Notes to assessors:

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

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

2. Critical Cross-Field Outcomes:

This unit standard promotes the following critical cross-field outcomes:

- identify and solve problems by exploring problem-solving situations in literary texts
- work effectively with others and in teams to discover meaning in literary texts
- organise and manage oneself and one's activities responsibly and effectively through vicarious experiences gained through the study of literature

- collect, analyse, organise and synthesise information in order to critically evaluate literary texts
- communicate effectively about literature and the lessons to be learned from literary texts
- use science and technology effectively and critically by exploring the ethics of science and technology through literary texts about these fields
- understand the world as a set of inter-related parts of a system by exploring the world through literature and learning the common characteristics of the human condition
- contribute to the full development of oneself by discovering in literature ways of dealing with the human condition.

### 3 Embedded Knowledge:

The essential embedded knowledge will be assessed through assessment of the Specific Outcomes in terms of the stipulated Assessment criteria.

Learners can understand and explain that language, when used figuratively or for storytelling, can be used to create an illusion of reality. Learners apply their knowledge of language and literature features and conventions to an awareness of how fictional texts differ from factual ones. Knowledge of formats, conventions, protocols and contexts is acquired through the activities used to attain this standard.

Learners are unlikely to achieve all the Specific Outcomes, to the standards described in the Assessment criteria, without knowledge of the stated embedded knowledge in the GETC (NQF level 1) outcomes. This means that for the most part, the possession or lack of 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.

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

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**Range:** Learning materials appropriate to the learners in a given context. The complexity of the texts in the learning programme are appropriate to the levels of the learning programme, which will in turn influence the application of this unit standard. Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria.

**Level:** 4

**Credit:** 5

**Field:** Communication Studies and Language

**Sub-Field:** Communication and Information

**First review date:** August 2004

**Next review date:** August 2007

**Learning Assumptions:**

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 revised National Curriculum Statements or unit standards up to NQF level 3.

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**Purpose:**

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 workplace and occupations to which their learning programme 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 research, analyse and present findings
- lead and function in a team
- reflect on how characteristics of the workplace and occupational context affect learning.

**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA****Specific Outcome 1:**

Access, use and manage suitable learning resources.

**Assessment Criteria**

- 1.1 Relevant learning resources are identified.  
Range:  
resource centres, a wide range of media, internet, other people.
- 1.2 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**

- 2.1 Learning strategies are formulated by selection of specific tried techniques.  
Range:  
group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning
- 2.2 Information is summarized and used in the learning process.
- 2.3 Answers pertaining to relevant questions are synthesised and contextualised.  
Range:  
checking understanding, clarifying meaning, getting information, confirming accuracy of information, using appropriate information
- 2.4 Texts are read for detail, interpreted, analysed and synthesised for a given context.
- 2.5 Verbal interaction is interpreted, analysed and synthesised for a given context.
- 2.6 Learning takes place through communicating with others in groups or as individuals.  
Range:  
facilitators, other learners, colleagues

**Specific Outcome 3:**

Manage occupational learning materials.

**Assessment Criteria**

- 3.1 Occupational learning materials are organized and used for optimum learning.  
Range:  
videos, internet, texts, handouts, text books, charts, maps, plans, diagrams, electronic texts (menus, screens, links, etc)
- 3.2 Layout, presentation and organisational features of learning materials are understood and used effectively.
- 3.3 Technical language/ terminology is engaged with and clarification sought if needed.

**Specific Outcome 4:**

Conduct research and analyse and present findings.

**Assessment Criteria**

- 4.1 Appropriate or relevant topic and scope is identified and defined.
- 4.2 Research steps are planned and sequenced appropriately.
- 4.3 Research techniques are applied.  
Range:  
gathering information, reading, interviewing, observing, using appropriate electronic sources
- 4.4 Information is sifted for relevance.
- 4.5 Information is classified, categorised and sorted.
- 4.6 Research findings are analysed and presented in the appropriate format.
- 4.7 Conclusions and recommendations are made in the appropriate format.  
Range:  
reports, research papers, presentations

**Specific Outcome 5:**

Lead and function in a team

**Assessment Criteria**

- 5.1 Active leading and participation takes place in group learning situations.



**Range:**

meetings, site/field visits, excursions, discussions, activities, workshops

- 5.2 Responsibilities in the team are taken up and group work conventions are applied in learning situations.

**Range:**

turn taking, supervision, mentoring, and rotation of roles: conducting, chairing, recording, and reporting

- 5.3 Conflict management and negotiating techniques are practised in diverse contexts.

- 5.4 Team work results in meaningful products, outcomes or goals.

**Range:**

reaching consensus, completed tasks, knowledge transfer

**Specific Outcome 6 :**

Reflect on how characteristics of the workplace and occupational context affect learning.

**Range:**

environmental features, technological resources, communication resources, communication strategies, and multilingual needs in relation to client or colleague interaction

**Assessment Criteria**

- 6.1 Sector and organisation type is identified.

**Range:**

Sector/occupational focus: services, manufacturing, financial, educational, etc  
Organisation type: Government, parastatal, heavy/light industry, large organisation, small business

- 6.2 Features of the occupational environment are described and discussed.

- 6.3 Ways in which these features affect learning processes and/or application of learning are described and discussed.

**Accreditation Options:**

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

**Moderation Option:**

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

**Notes:****1. Notes to Assessors:**

Please note that these outcomes can be assessed in the context of the specific learning programme,  
or any workplace training. Assessors should keep the following general principles in mind when

designing and conducting assessments against this unit standard:

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

**2. Critical Cross-Field Outcomes:**

- identify and solve problems: using learning programme material and learning tasks to solve problems
- work effectively with others and in teams: using interactive speech and roles in activities, discussions and projects
- organise and manage oneself and one's activities responsibly and effectively: through organisation of learning materials and evidence
- collect, analyse, organise and critically evaluate information: through application of information processing skills in study
- communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations
- use science and technology effectively and critically: using electronic media for learning
- reflect on and explore a variety of strategies to learn more effectively

- explore education and career opportunities

### 3. Embedded Knowledge:

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

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.

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

The following embedded knowledge should be taken into consideration: learners have appropriate computer skills, supervisory and mentoring skills as well as research skills.

**GLOSSARY****acronym**

a pronounceable word formed from the first letter or letters in a phrase or name e.g. SADTU for South African Democratic Teachers Union

**additive multilingualism**

a form of bilingual education in which the language of instruction is not the mother tongue or home language of the children, and is not intended to replace it. In an additive bilingual education programme the first language is maintained and supported, but the language of learning and teaching is taught alongside it. When the language of instruction is likely to replace the children's first language, this is called **subtractive bilingualism**

**audience**

the intended reader, listeners, or viewers of a particular text - in planning a piece of writing learners (speakers/writers) must take into consideration the purpose and audience in choosing an appropriate form of writing

**coherence**

the underlying logical relationship, which links ideas together. Coherence is to do with ideas and meanings. A paragraph is coherent if all its sentences are connected logically so that they are easy to follow. An essay is coherent if its paragraphs are logically connected and the ideas have a unity, forming a logical whole.

**cohesion**

linking ideas by means of language ( e.g. the grammar or syntax of a sentence or paragraph) - using logical connectors or linking words such as conjunctions, pronouns to hold a paragraph together and give it a linguistic unity

**collage**

a form of art in which a variety of materials, such as photographs, fabric, objects, hand-drawn pieces, and printed text, are attached to a surface. Learners can demonstrate their understanding of many themes and issues through the choice of materials and design elements of a collage

**colloquialism**

a word or expression used in everyday conversation but not in formal language

**context**

- that which precedes or follows a word or text and is essential to its meaning
- the broader literal, social or cultural environment to which a text (or part of a text) is related and which affects its readers' understanding

**controlling idea**

an important or central concept, theme, or argument that is used to unify a written, oral, or media text

**conventions**

accepted practices or rules in the use of language. Some conventions help convey meaning (e.g. the rules of grammar of a language, punctuation typefaces, capital letters); others assist in the presentation of content (e.g. table of contents, headings, footnotes, charts, captions, lists, pictures, index)

**creative thinking**

the process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner. Learners think creatively in all subject areas when they imagine, invent, alter, or improve a concept or product

**critical thinking**

the process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do

**discourse**

connected speech or writing which is longer than a conventional sentence; a formal term for a talk, a conversation, or the written treatment of a subject

**diction**

the choice of words or phrases in speech or writing; the particular words chosen to express an idea

**editing**

the process of correcting grammatical, usage, punctuation, and spelling errors to ensure that the writing is clear and correct. The editing process also includes checking writing for coherence of ideas and cohesion of structure. In media, editing involves the selection and juxtaposition of sounds and images.

**essay**

a prose composition that discusses a subject or makes an argument. This type of writing often presents the writer's own ideas on a topic.

**etymology**

the origin and history of the form and meaning of a word

**figurative language**

words or phrases used in a non-literal way to create a desired effect (e.g. simile, personification, metaphor)

**fluency**

the word comes from the flow of a river and suggests a coherence and cohesion that gives language use the quality of being natural easy to use and easy to interpret.

**foreshadowing**

a device in literature in which an author provides an indication of future events in a plot

**forms of writing**

any particular type of text, having specific and distinctive characteristics arising from its purpose, function, and audience.

- ◆ **written forms** include narratives (folklore/short stories/novels/dramas), dialogues, sets of instructions, advertisements, editorials, brochures, manuals, agendas and minutes, diary entries, journals, lists, charts, plays, reports, journals, essays, poems and letters
- ◆ **oral forms** include conversations, debates, seminars, panel discussions, interviews, role play, monologues, prayers, lectures, negotiations, and speeches
- ◆ **visual genres** include photographs, documentaries, travelogues, feature films, soap operas, and cartoons. These can be analysed into more specific genres, for example, feature films could be grouped as westerns, thrillers, dramas, romances, musicals and comedies

**free verse**

poetry written without a regular metrical pattern, but based on natural rhythms of speech and free expression rather than on a predetermined form. Free verse may be rhymed or unrhymed

**genre**

the types or categories into which literary works are grouped (e.g. novel, short story, essay, poetry, drama, or film)

**grammar**

a description of the structure of a language, particularly the way words and phrases are formed and combined to produce sentences. It takes into account the meanings, functions and organisation of these sentences in the system of the language

**graphic organiser**

a visual representation such as a chart, table, timeline, flowchart, or diagram used to record, analyse, synthesise, and assess information and ideas

**hyperbole**

a literary device in which exaggeration is used deliberately for effect or emphasis (eg a flood of tears)

**idiom**

a group of words that, through usage, has taken on a special meaning different from the literal meaning (e.g. "keep your shirt on! Or "It's raining cats and dogs")

**implicit meaning**

ideas and concepts that are present but stated indirectly

**inference**

a conclusion drawn from evidence

**information processing**

a general term for the process by which information is identified, understood, stored, organised, retrieved, combined and communicated to form new knowledge



**irony**

a statement or situation that has underlying meaning different from its literal or surface meaning

**jargon**

speech or writing used by a group of people who belong to a particular trade, profession, or any other group bound together by mutual interest, e.g. the jargon of law, medical jargon. Jargon is useful when used within a trade or profession, but when it is used to exclude listeners/readers from an interaction, it is potentially hurtful or even harmful

**key questions**

there are five common questions that help discover the essential facts: who, what, where, when, and why? In newspaper reports, it is important to cover these questions at the beginning.

**literary (stylistic) device**

a particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect (e.g. rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, simile, metaphor, personification, pun, oxymoron, symbol)

**mind-map**

the preparation of a graphic representation of key words

**multimedia presentation**

a work that uses a combination of media to present information and ideas (e.g. a presentation using slides, computer graphics, posters, and video clips).

**non verbal language/communication**

communication without the use of words, which could be done by gestures or signs or could refer to total body language

**obfuscation**

the deliberate use of words/phrases/jargon/idioms that will not be understood by the listener/reader. It is a clouding of the issue to avoid taking responsibility for an action or to confuse the listener into accepting something that should not be lightly accepted

**onomatopoeia**

the use of a word having a sound that echoes its sense (e.g. buzz, hum, bang)

**oxymoron**

a combination of words with contradictory meanings, used deliberately for effect. It is usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret).

**paraphrase**

a restatement of an idea or text in one's own words

**point of view**

in fiction, the position of the narrator in relation to the story and audience (e.g. limited/ omniscient/ third-person/first-person narrator or multiple narrators)

**power relations**

when a particular group dominates other groups. This dominance could be related to gender, race, nationality or language groups. In this document, the focus is on how the use of language (the choice of words) indicates a relationship that is neutral, empowered or disempowered.

**reading strategies**

skills and approaches used before, during and after reading to determine the meaning and increase understanding of a text. Examples are:

◆ *scanning*

a type of reading used to locate **a particular piece of information** without necessarily attending to other parts of a text

◆ *skimming*

a type of reading used to **identify only the main idea or ideas** or to pick out any words in capitals/ in italics/underlined, as well as any visuals or font indicators that would help a reader to understand a passage.

◆ *sifting*

selecting the most important ideas, words, facts or finding only those details relevant to a task or purpose

**register**

speech variety used by a particular group of people, usually sharing the same occupation or the same interests. A speaker/writer/presenter must choose words/images that are easily understood by the listener/reader/viewer - the pitch must suit the purpose

**research**

involves a systematic investigation involving the study of materials and sources in order to establish facts and seek out truth. The following stages are involved: selecting a topics, narrowing the focus, locating appropriate resources, gathering information, analysing material and forming conclusions, presenting the information in written and/or oral form, and documenting the sources of information and ideas

**rhetorical question**

a question not asked for information but for dramatic effect. The question is usually either one that does not need an answer, as the issue is self-evident, or one that the speaker/writer proceeds to answer immediately

**role play**

a dramatic technique in which participants act the part of another character, usually in order to explore the character's thoughts, feelings, and values

**slang**

casual, very informal speech, using expressive but informal words and expressions. Slang is usually related to age or social group rather than to trade or profession (jargon). It is used to stress an identity for those in the know and to exclude those who do not know the terms, for example, words to describe money, grown-ups, police, and activities

**stylistic devices**

a particular pattern of words, a figure of speech or technique used in literature to produce a specific effect, e.g. rhyme, parallel structures, short or one word sentences, analogies, comparisons, contrasts, irony, foreshadowing, similes, metaphors

**symbol**

something that stands for or represents an abstract idea

**syntax**

the way in which words are arranged to form larger grammatical structures (e.g. phrases, clauses, and sentences)

**technical language**

the terminology used in a field or understood by a trade, profession or group of people e.g. in metal -working, the term "pig" means a mould for casting metal. It differs from jargon in being more generally understood and used, for example, by many people rather than a few and it does not have the negative connotations that the word "jargon" carries

**text**

texts refer to spoken, written, or visual communications, including sign language that communicates meaning to an audience or reader. A text may be considered from the point of view of its structure, context and function.

◆ *spoken texts*

include conversations, speeches, prayers, and songs,

*written texts*

include poetry, drama, novels, letters, magazine and newspaper articles, paragraphs, essays, and scripts

◆ *visual texts*

include photographs, posters, cartoons, advertisements, environmental prints (road signs), maps, diagrams, charts, and films

**tone**

the quality and timbre (distinctive character) of the voice used in speaking; the height of pitch and change of pitch which is associated with the pronunciation of syllables or words and which affects the meaning of the word

**topic sentence**

the sentence that expresses the central idea in a paragraph

**voice**

in writing: a work's distinctive style of expression, personal or impersonal, conveyed through the author's use of vocabulary, sentence structure, and imagery. In oral communication: the quality of sound produced by a speaker. In grammar: a property of verbs (e.g. active and passive voice)

**writing process**

the process involved in producing a polished piece of writing. It comprises several stages. The main stages are:

- generating ideas

- choosing a form of writing to suit the topic, purpose and audience
- developing a plan for writing
- organising ideas
- writing and revising drafts
- editing
- proofreading
- producing and publishing

**venn diagram**

graphs that use circles to present connections and intersections

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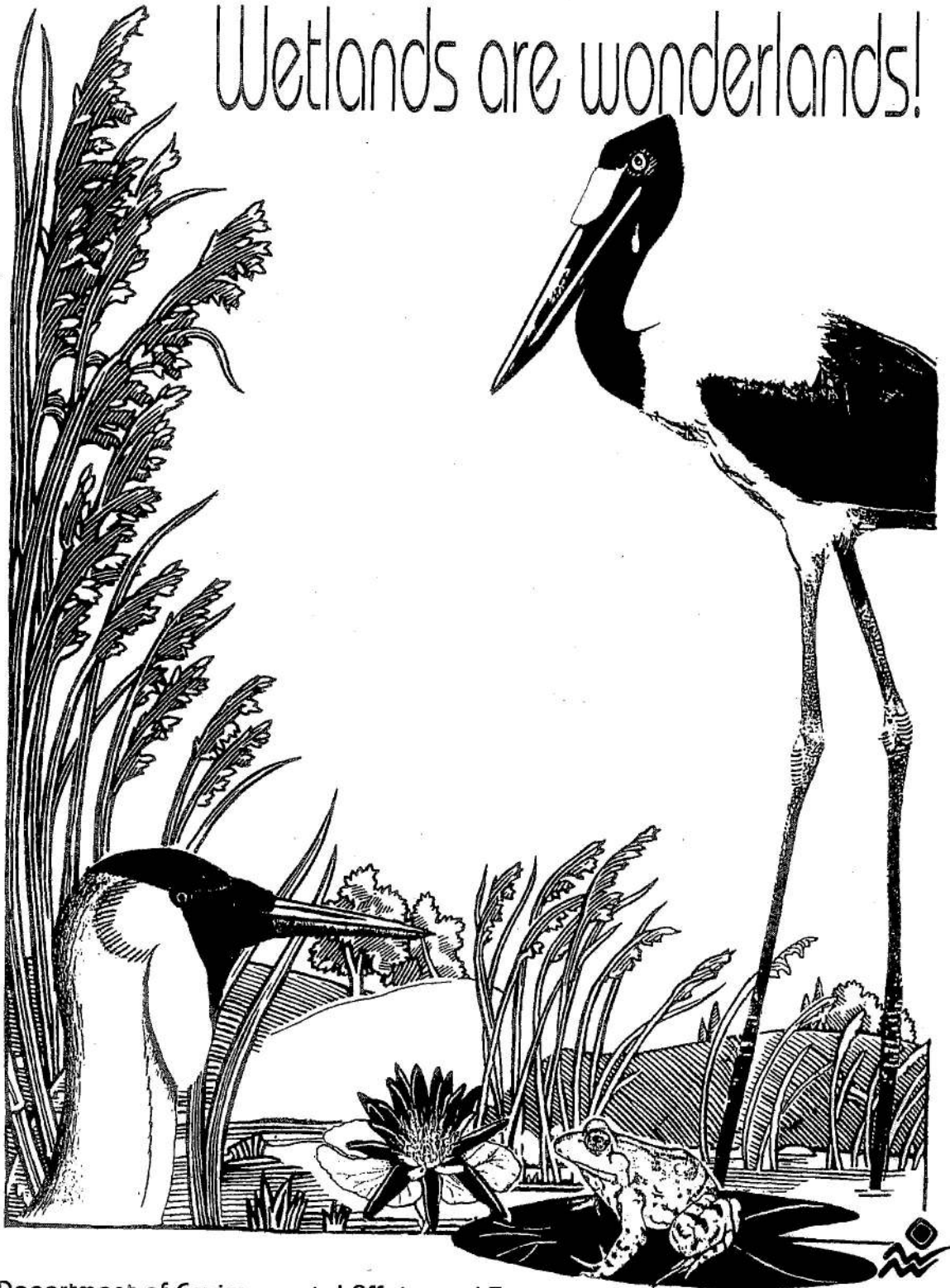
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Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001  
Publications: Tel: (012) 334-4508, 334-4509, 334-4510  
Advertisements: Tel: (012) 334-4673, 334-4674, 334-4504  
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Gedruk deur en verkrygbaar by die Staatsdrukker, Bosmanstraat, Privaatsak X85, Pretoria, 0001  
Publikasies: Tel: (012) 334-4508, 334-4509, 334-4510  
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