

Module code: **ITRW315** Method of delivery: **Full-Time** Date: **XX.06.2018**

Type of assessment: **Exam 1st opportunity** Exam paper number: **1** Session: **XX:XX** Duration: **3 hours**

Module description: **Communication Skills** Room: **XX-XXX**

Duplication method: **Both sides**

(1) Combined Afrikaans/English exam paper		(2) Exam paper for a specific language		
Number of students:	123		Afrikaans	English
		Number of students:	0	0
				0

Necessities for the exam paper		Number per student	Necessities for the exam paper		Number per student
Answer scripts	X	2	Multi-choice cards (A5 – 40 questions)		
Attendance slips (Fill-in paper)			Multi-choice cards (A4 – 115 questions)		
Scrap paper			Graph paper		

Is there an appendix?	No	If Yes give a short description:	
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NB: Exam Section does not check content or page numbers of appendices.

Calculators: **No**

Other resources e.g. dictionaries, study guides, etc.:	
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Submission of answer scripts:	Ordinary
If Per lecturer, list Surnames:	

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Submitted by:

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Verwysingsnommer: 7.1.9.3.

Benodigdhede vir hierdie vraestel/Requirements for this paper:

Antwoordskrifte/ Answer scripts:	<input checked="" type="checkbox"/>	Multikeusekaarte (A5)/ Multi-choice cards (A5):	<input type="checkbox"/>
Presensiestrokies (Involvraestel)/ Attendance slips (Fill-in paper):	<input type="checkbox"/>	Multikeusekaarte (A4)/ Multi-choice cards (A4):	<input type="checkbox"/>
Rofwerkpapier/ Scrap paper:	<input type="checkbox"/>	Grafiekpapier/ Graph paper:	<input type="checkbox"/>

Sakrekenaars/Calculators: ☐ **Nee/No**
Ander hulpmiddels/Other resources:
**Tipe Assessering/
Type of Assessment:**
**Eksamen 1e geleentheid
Exam 1st opportunity
Vraestel/Paper 1**
**Kwalifikasie/ BSc in IT
Qualification:**
**Modulekode/
Module code:**
ITRW 315
**Tydsduur/
Duration:** **3 uur / hours**
**Module beskrywing/
Module description:**
**Kommunikasievaardighede /
Communication Skills**
**Maks/
Max:** **100**
**Eksaminator(e)/
Examiner(s):**
Mnr / Mr L Bunt
**Datum/
Date:** **XX.06.2018**
**Interne/Internal
Moderator(s):**
Prof E Taylor
**Tyd/
Time:** **XX:XX**
Inhandiging van antwoordskrifte/Submission of answer scripts: **Gewoon/Ordinary**
Vanne/Surnames: Rudie Serfontein
Besonderhede van student / Details of student:

Titel/ Title:	Voorletters/ Initials:	Van/ Surname:
Universiteitsnommer/ University number:	<input type="text"/>	Kontaknommer/ Contact number:
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Eksamenvoorskrifte / Examination instructions

- | | |
|--|---|
| 1. Studente mag in die eerste halfuur van 'n sessie tot die lokaal toegelaat word, maar geen ekstra tyd word toegestaan nie. | 1. Students are allowed into the venue in the first half hour of a session, but no extra time is granted. |
| 2. Geen student word toegelaat om die lokaal te verlaat binne die eerste halfuur van 'n eksamensessie nie. | 2. No student is allowed to leave the venue before half an hour of the examination session has elapsed. |
| 3. Studente bring sakke na lokaal op eie risiko , en moet dit voor in die lokaal neersit. | 3. Students bring bags to the venue at own risk , and must put them in front of the room. |
| 4. Studente mag nie selfone/elektroniese toestelle by hulle hê en/of hanteer nie. | 4. Students may not have cell phones/electronic devices with them and/or handle them. |
| 5. Geen verversings word in 'n eksamenlokaal toegelaat nie. | 5. No refreshments are allowed in the examination venue. |
| 6. Studente mag nie die lokaal verlaat om te gaan rook nie. | 6. Students may not leave the room for a smoke break. |
| 7. Skryf op beide kante van die bladsye. | 7. Write on both sides of each page. |
| 8. Skryf slegs in swart of blou ink. | 8. Write in black or blue ink only. |
| 9. Geen bladsye mag uit die antwoordskrif verwyder word nie. | 9. No pages may be removed from the answer scripts. |
| 10. Studente mag nie ontoelaatbare materiaal by hulle hê tydens 'n sessie nie, bv. notas en/of objekte wat notas bevat nie. | 10. Students may not have unauthorised material with them during a session, e.g. notes and/or objects that contain notes. |
| 11. Geen items mag tydens die sessie geleen word nie. | 11. No items may be borrowed during the session. |
| 12. Studente mag nie 'n ander student probeer help of probeer om hulp te kry nie. | 12. Students may not attempt to assist another student, or attempt to obtain assistance. |
| 13. Studente moet hul antwoordskrifte aan toesighouers oorhandig voordat hulle die lokaal verlaat. | 13. Students must hand in their answer scripts to invigilators before they leave the venue. |
| 14. Die presensiestrokies op die agterblad, wat ook as onderneming geld, moet voltooi en ingegee word. | 14. The attendance slip on the back cover that also serves as an undertaking, must be completed and handed in. |

AFDELING A: Persoonlike en interpersoonlike doeltreffendheid / SECTION A: Personal and interpersonal effectiveness

Hierdie vrae berus op Steven Covey se werk. / These questions are based on the work of Steven Covey.

VRAAG 1 / QUESTION 1

**[70]
[18]**

- 1.1 Noem en bespreek een ding wat jy in die ITRW 315-module geleer en bemeester het om persoonlike oorwinning te behaal. / *Name and discuss one thing you have learnt and mastered in the ITRW 315 module to achieve personal victory.* (2)

***A:** Own answer.

The student could name any ONE (1) of the seven habits of highly effective people for ONE MARK: i) Be proactive; ii) Begin with the end in mind; iii) Put first things first; iv) Think win/win; v) Seek first to understand, then to be understood; vi) Synergise; and vii) Sharpen the saw. (1)

They must then show HOW / WHEN / WHERE / WHY they are implementing this new habit/skill to move up the maturity continuum from a state of dependence to independence, or from independence to interdependence (1) for one mark. This could involve using proactive behaviours to improve their study methods for the ITRW 315 course, for example. This real-world example should be seated in reality and must be logical for the student to be awarded the full mark for the explanation.

- 1.2 Lees die onderstaande gevallestudie en verduidelik hoe jy Covey se eerste, tweede en derde gewoontes sal gebruik om Thabelo te motiveer en hom te help om sy prestasie in die werkplek te verbeter. / *Read the following case study, and explain how you will use Covey's first, second and third habits to motivate Thabelo and help him improve his performance in the workplace.* (11)

Thabelo is 'n 41-jarige beroepspersoon wat ek in my nuwe span van vyf mense "oorgeërf" het. Hy is die afgelope tien jaar in dieselfde pos. Thabelo is 'n aangename persoon wat net-net hard genoeg werk om ernstige klagtes vermy. Hy presteer baie goed wanneer hy wil, maar dit gebeur nie dikwels nie. Sy werk is gewoonlik onvoldoende. Ondermeer volg hy nie met klante op nie, maak berekeningsfoute, tree ongeskik teenoor ander mense op, en loop spertye mis. Toe ek hom oor sy werk vra, beklemtoon hy sy prestasies en noem die komplemente wat hy al ontvang het. Ek let op dat hy goed is om verantwoordelikheid te vermy wanneer ek hom aanspreek oor die feit dat sy werk nie van 'n aanvaarbare gehalte is nie. Ek besluit om uit te vind hoe Thabelo se werksprestasie verbeter kan word.

/

Thabelo is a 41-year-old professional who I "inherited" in my new team of five people. He has been in the same position for about 10 years. Although Thabelo is a nice guy, he puts only enough effort into his work to get by, and to avoid serious complaints. Is, is capable of performing very well if he wants to, but he rarely makes this effort. His work is generally insufficient: he does not follow up with customers, he makes computational errors, he is rude, and misses deadlines. When I asked how he is doing, he emphasised his accomplishments, and the compliments he has received. He skillfully avoided responsibility when I addressed the issue of his substandard quality of work. I decided to determine how Thabelo's performance could be improved.

***A:** Own answer.

Habit 1: Describe and discuss determinism (genetic; psychic; and environmental); Define and describe behaviour driven by proactive behaviour (conscious choices based on values, and conditions based on feeling); Clearly distinguish between reactive and proactive behaviour; Discuss basic nature (act, not be acted upon); Illustrate the circle of influence or circle of concern and how Thabelo should adopt a proactive focus to lessen negative energy in his immediate or distant environments. (3)

Habit 2: Discuss what Thabelo could do to become a leader / first creator by visualizing uncreated worlds of potential lying within him (imagination) and coming in contact with universal laws/principles (conscience) – describe the two human endowments that enable Thabelo to exercise personal leadership in his life; He could begin at the very center of his circle of influence (philosophy/creed) and focus on what he wants to be (character) and do (contributions/achievements); Put forward that the center of Thabelo's circle of influence is his source of a) security, b) guidance, c) wisdom, and d) power and that he had been focusing on alternate life centers (money, etc.), leading to his subpar output; Suggest that Thabelo write a comprehensive mission statement to guide his life and efforts. (3)

Habit 3: Propose that Thabelo might be spending time on the incorrect tasks (i.e. saving the more difficult tasks for later or neglecting to give significant things enough attention) and how he should do important things before the less important; Remind Thabelo that he has free will, enabling him to self-manage and make decisions/choices and act in accordance with them (can act instead of being acted upon); Offer Thabelo that his personal integrity is intrinsically linked to the notion of independent will, and that this value we place on ourselves enables us to make and keep commitments to ourselves ("walk the talk"); Illustrate the time management matrix for Thabelo and put forth ways in which he can become a second quadrant, proactive manager of time; Clearly differentiate between intrinsic and extrinsic motivation as reasons for Thabelo behaving in such a manner and how he could become motivated to become more motivated to produce better results; List ways Thabelo could prioritise work and delegate tasks effectively. (3)

1.3 Vergelyk kortliks proaktiewe met reaktiewe gedrag. Verwys na beide die belangesfeer en die invloedsefer in jou antwoord. / Briefly compare proactive behaviour with reactive behaviour. In your answer, refer to both the circle of influence and the circle of concern. (5)

***A:** One (1) mark for definition of each type of behaviour (1x2).

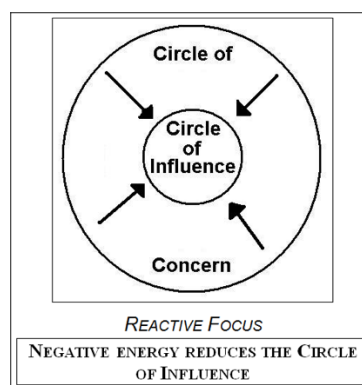
If you want to be successful, you should never blame circumstances, conditions or conditioning for your behaviour.

Proactive people can recognise that their behaviour is a product of their own conscious choices (based on values) (1)...

...rather than a product of their conditions (based on feeling) > reactive (1).

***One (1) mark for explanation of each type of behaviour (1x2).**

We may be proactive by nature, yet we often allow people or things to control us. Reactive people are essentially like characters in a movie, playing out the script. They often resemble powerless victims, having their lives run by external factors. They have little control over their emotions. Instead, their emotions are dictated by someone or something else; by circumstance and the outside environment. You'll often hear phrases like: "If only they treated me a bit better, I could be happy". "I have to do this because...". "I wish I had more time for that, but...". We are all guilty of being reactive from time to time, often without even knowing. For most people it's the default program. (1)



VRAAG 2 / QUESTION 2

[8]

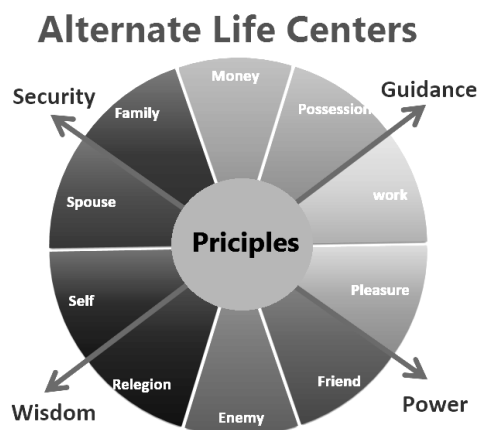
Met verwysing na Covey se tweede gewoonte ("Begin met die einddoel in gedagte"), bespreek die alternatiewe lewenskerns wat aan ons beskikbaar is wanneer ons poog om 'n beginselgerigte lewe te lei. Maak seker om werklike voorbeelde uit jou lewe te gebruik om jou stellings te staaf. / *With reference to Covey's second habit – to "begin with the end in mind" – discuss the alternate life centers available to us when we strive to live a principle-centered life. Be sure to provide real-world examples from your life to corroborate your statements.*

***A:** We essentially need to strive for a principle-centered life as a source for security (unchanging principles); guidance and wisdom (correct maps); and power (self-awareness and knowledge from being proactive and living according to correct principles) (1).

To begin with the end in mind may seem like a tough way of living your life, but the result is that you will become more independent and freethinking (1).

We need to be able to start with the mental creation, considering our: previous experience; self-awareness; personal mission; imagination and conscience whilst doing so (1). We can then move to the second creation—the physical—to meet our goals and roles. Drawing up a personal mission statement can assist us to do this. First think of your character as you ask: "What do I want to be like?" Then consider your contributions and achievements as you ask: "What do I want to do?" Finally, reflect on your foundation and your actions as you enact your core principles and values. We could be money-centered, possession-centered, work-centered, pleasure-centered, friend-centered, enemy-centered, religion-centered, self-centered, spouse-centered, or family-centered.

Name and briefly discuss possible alternate life centers (money, possession, work, pleasure, friend, enemy, religion, self, spouse or family). (5)



VRAAG 3 / QUESTION 3

[9]

3.1 Volgens Covey word alle dinge twee keer geskep. Verduidelik die onderlinge verwantskappe tussen hierdie twee skeppings, sowel as hul onderlinge verwantskappe met die begrippe van leierskap en bestuur. / *According to Covey, all things are created twice. Explain the interrelations between the two creations, as well as their interrelations with leadership and management.* (5)

***A:** One (1) mark per fact.

Habit 2 is based on principles of personal leadership, making leadership the first creation (1). Leadership deals with the top line: What are the things I want to accomplish? Leadership is not management. Management is the second creation, and deals with the bottom line: How can I best accomplish certain things? Imagination (visualise uncreated worlds of potential lying within us) and conscience (come in contact with universal laws/principles) are two unique human endowments that enable us to exercise personal leadership in our lives (1). We can then move to the second creation—the physical—to meet our goals and roles. Drawing up a personal mission statement can assist us to do this (1). First think of your character as you ask: "What do I want to be like?" Then consider your contributions and achievements as you ask: "What do I want to do?" (1). Finally, reflect on your foundation and your actions as you enact your core principles and values (1).

3.2 Tref onderskeid tussen intrinsieke en ekstrasieke motivering deur voorbeelde van elk te ondersoek en duidelik aan te dui wat dit gelyksoortig/ongelyksoortig maak. / *Differentiate between intrinsic and extrinsic motivation by examining examples of each and clearly stating what makes them similar/dissimilar.* (4)

*A: ONE mark awarded for definition of both forms of motivation (intrinsic and extrinsic) (2), and ONE mark awarded for appropriate example(s) of each (2).

Lebo is intrinsically motivated to run. Intrinsic motivation is when you do something because you enjoy it or find it interesting. (1) Put differently, this form of motivation involves engaging in behaviour because it is personally rewarding—essentially, performing an activity for its own sake rather than the desire for an external reward. Thato's reason for running involves extrinsic motivation, or doing something for external rewards or to avoid negative consequences. (1) So, we are extrinsically motivated when we engage in activities to earn a reward or avoid punishment.

VRAAG 4 / QUESTION 4

[11]

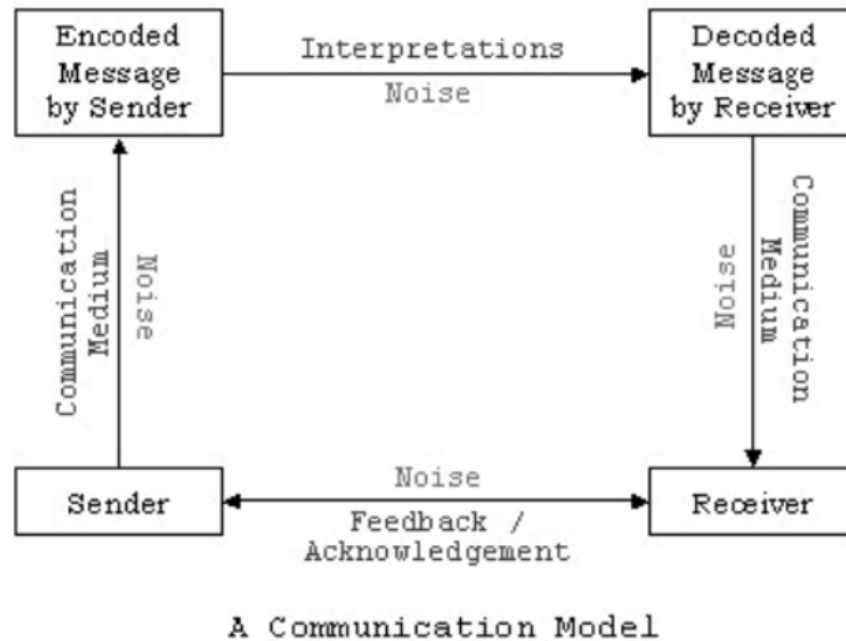
Demonstreer aan die hand van 'n breedvoerige kommunikasie-model wat plaasvind wanneer ons boodskappe na mekaar oordra (teken 'n diagram en gebruik die regte byskrifte). Jy kan voorbeelde vanuit jou eie lewe gebruik, of na moontlike situasies verwys om jou antwoord te staaf. / *Illustrate, by means of a detailed model of communication, what happens when we transfer messages to one another (draw a diagram and label it correctly). You may use examples from your own life, or present potential situations to substantiate your answer.*

*A: We cannot endeavor to listen correctly if we do not understand what happens when we communicate with one another. A basic communication model consists of [at least] five components: sender and receiver; the medium that carries the message; contextual factors; the message itself; and the feedback. To target your message effectively, you need to consider the variables that can affect each of the components in the model.

Sender (1) > Encoded message (1) > Interpretation (1) > Decoded message (1) > Receiver (1) > Feedback / Acknowledgement (1).

Correct heading (1)

Logical example(s) and explanation of scenario (4), e.g. A speech by a political figure at a community center. The speaker (sender) addresses a large audience on matters of housing, highlighting the importance of community engagement in tackling these issues. The audience (receivers) become consistently more irritable throughout the speech. A building site down the road is a loud disturbance to proceedings (noise). Due to the sound of drills, hammers and pickaxes, the intended message is ultimately distorted and is subject to erroneous decoding by the receivers. The audience's feedback at the end of the session reiterates what happened during the talk.



VRAAG 5 / QUESTION 5

[12]

Jy het 'n vriendin wat se verhouding met haar ouers gespanne is. Hulle baklei aanhoudend oor geringe kwessies en jy kan die spanning op jou vriendin se gesig gedurende klasse sien. Pas wat jy in die ITRW 315-module geleer het toe en, deur na die ses hoofdeposito's te verwys wat in die emosionele bankrekening gemaak kan word, formuleer aanbevelings oor hoe jou vriendin en haar ouers hulle verhouding kan verbeter en vertroue kan bou. Maak seker dat jy duidelik stel hoe jou vriendin hierdie noodsaaklike deposito's kan maak en hoe hierdie deposito's moontlik vertroue tussen haar en haar ouers kan aanmoedig. / *You have a friend who is experiencing strain in her relationship with her parents. They constantly fight over small things and you can see the stress on your friend's face during class. Apply what you have learnt in the ITRW 315 module and, by referring to the six major deposits that can be made into the emotional bank account, formulate recommendations as to how your friend and her parents could improve their relationship and build trust. Be sure to clearly state how your friend can make these essential deposits and how they might foster trust between her and her parents.*

***A:**

1. Work on understanding the other person (1)

"Try listening to your parents for understanding and not just in order to respond. This will foster an atmosphere of 'true understanding'." What is important to the other person must be as important to you as the other person is to you. (1)

2. Attend to the little things (1)

"Little kindnesses as well as little to no discourtesies are important." Offer to wash the dishes, take out the trash, vacuum the carpet or clean your room. In relationships, the little things are the big things. (1)

3. Keeping commitments (1)

Keeping a commitment or a promise is a major deposit; breaking one is a major withdrawal. Be sure to follow through on promises you make to your parents and they will most likely do the same. Being unwilling to make any commitments is as much a withdrawal as making them and not keeping them. (1)

4. Clarifying expectations (1)

The cause of almost all relationship difficulties is rooted in conflicting or ambiguous expectations around roles and goals. You make deposits when you make expectations clear and explicit in the beginning. Ask your parents to clarify what they expect of you and ensure to fulfill this identified role as best you can. (1)

5. Showing personal integrity (1)

Integrity includes but goes beyond honesty. Honesty is telling the truth — in other words, conforming our words to reality.

Integrity is conforming reality to our words — in other words, keeping promises and fulfilling expectations. (1)

6. Apologising sincerely when you make a withdrawal (1)

Sincere apologies make deposits, but repeated apologies interpreted as insincere make withdrawals. (1)

VRAAG 6 / QUESTION 6

[12]

6.1 Lys en gee 'n kort beskrywing van ses aktiwiteite wat mens kan uitvoer “om die saag te slyp” ten opsigte van die fisiese dimensie. / List and briefly describe six activities one could perform “to sharpen the saw” in terms of the physical dimension. (6)

***A:** Any six (6) of the following:

1. Eat Healthy Meals. Eating a healthy diet is one of the best ways to keep your saw sharp. (1)
2. Drink Lots of Water. It's vital to drink lots of water throughout the day. I know that when I'm really busy working on a blog post or on one of my eBooks, I'm tempted to ignore signs of thirst. However, when I'm not sufficiently hydrated I get tired and sleepy. Therefore, I now keep a water bottle with me at all times and take frequent drinks from it all day long. (1)
3. Do Cardio. Cardiovascular activity is any activity that gets your heart rate to about 50 – 75% of your maximum heart rate. This includes walking, jogging, bike riding, taking an aerobics class, and so on. (1)
4. Lift Weights. I wrote about the benefits of lifting weights in my post, 8 Ways Lifting Weights Will Transform Your Life. Weight lifting will improve your health, your brain function, and your mood. It will even help you live longer. (1)
5. Stretch. Stretching helps improve flexibility and increases your range of motion. It also helps you to prevent injury. Find a flexibility class—such as yoga or pilates—near your home, or do your own flexibility work for 45-60 minutes, at least once a week. (1)
6. Get Enough Sleep. Most adults need about 7 hours of sleep to function optimally. You may be tempted to scrimp on sleep to get more work done, but don't. Numerous studies have found a link between insufficient sleep and serious health problems, such as heart disease, diabetes, and obesity. Making yourself sick for the sake of increased output—whether it's business reports, blog posts, legal briefs, and so on—is not a smart strategy. (1)
7. Take Breaks. You need to stop thinking that you're too busy to take breaks. After all, the brain wasn't made for extended focus. If you try to focus past your productivity zone you're likely to start feeling anxious, unfocused, and even irritable. (1)
8. Breathe Deeply. Yoga philosophy claims that we are each allotted a certain number of breaths in our lifetime. Therefore, the deeper you breathe, the longer each breath will last, and the longer you'll live. At the very least, deep breathing relieves stress, thereby reducing the negative effects of stress on your body. (1)
9. Take a Nap. Dr. Sara Mednick, a psychologist at the University of California, Riverside and author of Take a Nap! Change Your Life, explains that a 20-minute nap can improve brain functions ranging from memory to focus and creativity. (1)
10. Go To a Spa. Every once in a while give yourself—and your body—a treat by spending the day at a spa. Nothing says pampering like getting a facial and an hour-long massage. If going to a spa sounds too self-indulgent, at the very least fill the tub at home with warm water, add scented bath salts, light a candle, and turn on some slow-tempo music. (1)

6.2 Om goed te voel gebeur nie vanself nie. Om 'n gebalanseerde lewe te lei, beteken dat mens die nodige tyd gebruik om jou te vernuwe. Dit is in jou hande. Jy het die opdrag ontvang om 'n raadgevende dokument saam te stel wat lesers leiding gee oor hoe om persoonlike ontwikkeling te bevorder en hulle lewens te verander. Jou aanbevelings moet na die volgende drie areas van 'n persoon se lewe verwys:

a) verstandelik, b) sosiaal/emosioneel en c) geestelik. Maak 'n aanbeveling per fokusarea en verduidelik waarom dit die behoud of versterking van die self tot gevolg sal hê. / *Feeling good does not just happen. Living a life balanced life means taking the necessary time to renew yourself. It's all up to you. You have been tasked with compiling an advisory document that guides readers on how to nurture growth and change in their lives. Your suggestions should refer to the following three areas of a person's life: a) mental, b) social/emotional, and c) spiritual. Make a suggestion per area of focus and explain why it would lead to preserving or enhancing the self.* (6)

*A: One (1) mark per suggestion and one (1) mark for the explanation of the suggestion:

A) Mental: Reading, visualising, planning or writing;

B) Spiritual: Value clarification and commencement, study or meditation; and

C) Social/emotional: Service, empathy, synergy or intrinsic security.

AFDELING B: Tegniese kommunikasie / SECTION B: Technical communication

Hierdie vrae berus op McMurrey se werk. / *These questions are based on the work of McMurrey.*

**[30]
[9]**

VRAAG 1 / QUESTION 1

1.1 Waarom is dit noodsaaklik vir derdejaarstudente van Inligtingstegnologie om die vaardigheid van tegniese kommunikasie te leer? / *Why is it necessary for a third-year Information Technology student to learn the skill of technical communication?* (2)

*A: Industry, Academia, NGO's, and government demands, vital tools for any professional, can be used in other courses and disciplines, assist with research in science and technology.

1.2 Noem drie deskundige areas van tegniese skrywers (dinge wat tegniese skrywers as deskundiges doen). / *Name three areas of expertise of technical writers (things that technical writers do as experts).* (3)

*A: Communication, document design, usability, audience analysis, presentation skills, research.

1.3 Watter begrippe word gebruik om tegniese kommunikasie te definieer? / *Which terms are used when defining technical communication?* (4)

*A: Communication, technical, information, specific purpose, specific audience, needs, specific situation, and tools.

VRAAG 2 / QUESTION 2

[10]

Wat is die algemene probleemareas waaraan jy aandag moet gee wanneer jy 'n mondelikse verslag lewer? Bespreek elkeen van hierdie probleemareas. / *What are the common problem areas one should focus on when giving an oral report? Discuss each of these problem areas.*

*A:

- **Timing**—Make sure you keep within the 7-minute time limit. Anything under 6 minutes is also a problem. Do some rehearsal, write a script, or find some other way to get the timing just right. (2)
- **Volume**—Obviously, you must be sure to speak loud enough so that all of your audience can hear you. You might find some way to practice speaking a little louder in the days before the oral presentation. (2)
- **Pacing, speed**—Sometimes, oral presentators who are a bit nervous talk too fast. All that adrenaline causes them to speed through their talk. That makes it hard for the audience to follow. In general, it helps listeners to understand you better if you speak a bit more slowly and deliberately than you do in normal conversation. Slow down, take it easy, be clear. (2)
- **Gestures and posture**—Watch out for nervous hands flying all over the place. This too can be distracting— and a bit comical. At the same time, don't turn yourself into a mannikin. Plan to keep your hands clasped together or holding onto the podium and only occasionally making some gesture. As for posture, avoid slouching at the podium and leaning against the wall. (2)

- **Verbal crutches**—Watch out for too much "uh," "you know," "okay" and other kinds of nervous verbal habits. Instead of saying "uh" or "you know" every three seconds, just don't say anything at all. In the days before your oral presentation, practice speaking without these verbal crutches. The silence that replaces them is not a bad thing—it gives listeners time to process what you are saying. (2)

VRAAG 3 / QUESTION 3

[11]

3.1 Stel die korrekte gebruik van die volgende soorte lyste in een of twee sinne voor: / *Propose the correct use of following type of lists in one or two sentences:* (4)

3.1.1 Kolpuntlyste / *Bulleated lists*

3.1.2 Nommerlyste / *Numbered lists*

3.1.3 Lyste met byskrifte / *Labelled lists*

3.1.4 Eenvoudige lyste / *Simple lists*

***A:**

Bulleated – use bullets for items listed in no specific or required order. (1)

Numbered – use for items that are numbered to indicate a required order or need to be referenced according to a number. (1)

Labeled – add a label (normal, italic or bold) in the beginning of a long or complex item to make it easier for the reader to identify/understand the item. (1)

Simple – list without numbers, labels, bullets. (1)

3.2 Jy moet 'n aanbevelingsverslag vir die bestuur van die Noordwes-Universiteit saamstel om 'n vervoerstelsel te implementeer. Hierdie stelsel sal klein elektriese voertuie gebruik om studente tussen geboue te vervoer sodat hulle betyds vir hulle klasse is. Identifiseer en bespreek die algemene/generiese stappe in die samestelling van hierdie verslag. Punte sal nie toegeken word as daar nie 'n logiese volgorde vir hierdie stappe is nie. / *You have to compile a recommendation report for the management of the North-West University to implement a transportation system where small electric vehicles will transport students between buildings to arrive on time for classes. Identify and discuss the general/generic steps necessary to compile this report. Marks will not be allocated if there is no logical order of steps.* (7)

***A:** Page 93-100 & 101-103, McMurrey.

A recommendation report compares two or more options against requirements and then recommends one option, several options or none.

1) Define the audience and purpose: show in-depth understanding of situation, keeping in mind the needs, interests and knowledge levels of readers. Study the problem or opportunity (electric vehicles>students arrive on time for classes) and consider what it would take to enable readers to understand. Readers in this instance will want to know how the technology works; if there are sufficient vehicles; sufficient charging stations, etc. (1)

2) Describe the problem or opportunity: Improve class attendance and reduce tardiness/bunking. A novel solution (transport) has been offered in the form of electric vehicles which would transport students to and from buildings around campus. (1)

3) Define the requirements: Tools? Investments? Infrastructure? Costs? Funding? Maintenance? Feasibility? Yes/No requirements? Numeric requirements (distance travelled, etc.)? Ratings? (1)

4) List and describe options that may solve the problem: Explain possible solutions and why they meet the requirements, and be sure to explain why certain options were excluded in the end. (1)

5) Plan and write point-by-point comparisons: Determine best choice by providing a systematic presentation of the strengths and weaknesses of the options being compared. (1)

6) Create a summary and write conclusions: Primary, secondary and final conclusions stated. (1)

7) Create a summary table and write recommendation section: Use readily identifiable heading to open report. Summarise the most important conclusions and consider writing a conditional recommendation (if this, then that). (1)

TOTAAL/TOTAL: 100

Verwysingsnommer: 8.1.7.2.2