



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

QUALIFICATION: ALL	
QUALIFICATION CODE: VARIOUS	MODE: DISTANCE ONLY
COURSE CODE: PWR611S	COURSE NAME: PROFESSIONAL WRITING
SESSION: NOVEMBER 2025	PAPER: 1
DURATION: 3 HOURS	MARKS: 100

1ST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER:	DR. T. FRANS
MODERATOR:	MS.K. DU PLESSIS

INSTRUCTIONS	
<ol style="list-style-type: none">1. Answer ALL the questions2. Read all questions carefully before answering.3. Number answers according to the numbering structure provided in the question paper.4. WRITE CLEARLY AND NEATLY	

THIS QUESTION PAPER CONSISTS OF 5 PAGES (Including this front page)

SECTION A: BUSINESS LETTER WRITING**(30)****QUESTION 1**

You recently attended a music show at the showgrounds. Things did not go as you expected. There were long queues at the entrance; the venue was overcrowded; the sound system was of poor quality. As if that was not enough, the main musician failed to attend; only the lesser-known musicians performed. Write a letter of complaint to the organisers of the event. Suggest what they have to do in view of the above scenario. Invent the addresses and any other necessary information, 250-300 words.

SECTION B: REPORT WRITING**[30]****QUESTION 2**

The Ministry of Education Minister in Namibia is keen to digitize education in Namibian schools. In particular, she would like to find out the type of digital tools and technology programmes that would be suitable for implementation in schools. Furthermore, she seeks information on the advantages and disadvantages of eLearning programmes. On 25 November 2024 the Minister instructed you as the Education Officer in the ministry to carry out an investigation and prepare a short formal report. The report with recommendations should reach her office on or before 15 January 2026.

Now read the article below to get some information that can help you to write the report.

UNESCO AND GRN PARTNER TO DIGITISE EDUCATION**Niël Terblanché****August 2024****The Namibian**

The Ministry of Education, in partnership with UNESCO Namibia, has officially launched the ICT Transforming Education in Africa – Phase III initiative, an ambitious project aimed at

integrating digital technology into the education system. The initiative forms part of the UNESCO-Korean Funds-in-Trust (KFIT) programme, a multinational effort to harness information and communication technology (ICT) for educational development across Sub-Saharan Africa. Education Minister Ester Anna Nghipondoka described the project as an essential step in modernising the education system to meet the demands of a rapidly evolving digital landscape.

“Technology is no longer a luxury; it is a necessity. If we are to fully harness the potential of ICT for enhanced teaching and learning, we must build upon our achievements and address the existing gaps,” she said. According to the minister, the project will be implemented through the National Institute for Educational Development (NIED) and is structured around four core objectives: the creation of a national digital platform with curriculum-aligned content, digital skills training for teachers and learners, and the development of a comprehensive ICT policy for the education sector. She said a needs assessment conducted between June and August 2024 identified several areas requiring intervention, including the accessibility of digital learning materials, the digital competency of educators, and the broader policy framework governing ICT use in schools. “This initiative responds directly to those findings,” she explained while adding that the programme aims to ensure every Namibian child has equal access to digital learning opportunities.

UNESCO’s Head of Office in Namibia, Eunice Smith, reiterated the transformative potential of digital education, highlighting the role of artificial intelligence, machine learning, and immersive technologies in reshaping learning environments. “Education must prepare students for a rapidly evolving, technology-driven world,” she said. Smith also said that Namibia joins Uganda and Tanzania in Phase III of the ICT Transforming Education in Africa initiative, which has previously been implemented in six other African countries. “Since its inception in 2016, the initiative has been guided by key principles, including country ownership, sustainability, and cross-country learning,” she said.

The initiative aligns with national and global educational policies, including Vision 2030, the Sustainable Development Goals (SDGs), and UNESCO’s 42 C/5 Output 8. ED8, which promotes inclusive digital learning. It also complements Objective 4 of the National Conference on

Education (2022) Project Charter, which focuses on universal digital learning access. Both Nghipondoka and Smith stressed the importance of collective responsibility in ensuring the project's success. The Government of Korea, through UNESCO, has provided funding for the initiative, a contribution both officials acknowledged as critical in addressing resource constraints. Smith urged all stakeholders to support the initiative. "By working together, we can create an education system that is innovative, inclusive, and responsive to the needs of all learners," she said.

INSTRUCTIONS: WRITE ONLY THE FOLLOWING SECTIONS

- | | |
|-------------------------|------|
| 1. Title Page | (5) |
| 2. Five Findings | (10) |
| 3. Five Conclusions | (5) |
| 4. Five Recommendations | (10) |

SECTION C: (20)

QUESTION 3: MEMORANDUM WRITING

Read the following scenario and write the memorandum.

You are the General Manager of a business organisation. You have noticed a steady rise in the electricity bill over the past few months. Write a properly laid out MEMO to all staff members in which you draw attention to the problem of wasteful use of electricity. Suggest some measures they must take to save electricity at the workplace. Invent all the information needed to write the MEMORANDUM of 250 words.

SECTION D: (20)

QUESTION 4: BUSINESS PROPOSAL GENERAL QUESTIONS

- 4.1 Explain the difference between solicited and unsolicited business proposals. (2)
- 4.2 What information does one present under the following sections of a proposal?

- a. Introduction (3)
- b. Background (3)
- c. Proposal (3)
- d. Budget (3)
- e. Staffing (3)
- f. Authorisation (3)

END OF THE QUESTION PAPER