



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE; HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

QUALIFICATION: VARIOUS QUALIFICATIONS	
QUALIFICATION CODE: VARIOUS	LEVEL: 5
COURSE CODE: PWR611S	COURSE NAME: PROFESSIONAL WRITING
SESSION: JANUARY 2023	PAPER: PAPER 2
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION – QUESTION PAPER	
EXAMINER(S)	DR. T. FRANS MR. C. GWASIRA DR. K. IPINGE MS. A. SMITH
MODERATOR:	MRS. K. DU PLESSIS

INSTRUCTIONS
<ol style="list-style-type: none">1. Read the instructions carefully before answering the questions2. Answer ALL the questions.3. Write clearly and neatly.4. Indicate whether you are FM, OM or a DI student on the cover of your answer booklet.

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

SECTION A: BUSINESS LETTER WRITING

[30 Marks]

Residents in a block of flats owned by a company called Wanheda Real Estate are not happy with the poor condition of the block of apartment. The lifts in the apartment block were vandalised and are not working anymore. The bins outside the flats are overflowing with rubbish. The fence around the flats is in a poor state and thieves and stray dogs enter the premises anytime. The parking area is overgrown with grass and cars are not safe anymore.

The Chairperson of the Residents Association has written a letter of complaint to you, The Manager and owner of the flats, pointing out the current situation.

Write a reply letter of either positive or negative adjustment. Your letter must be about 300 words in length. Mind your grammar, spelling and sentence construction. Invent all necessary details such as addresses and names.

SECTION B: MEMORANDUM WRITING

[20 Marks]

Your Business Organisation is planning to hold an end of year party during which three employees who have served the company for more than twenty years will be recognised and rewarded. Furthermore, the occasion will also be used to bid farewell to two employees who are leaving on retirement. Write a memorandum to all the employees in which you inform them about the planned party. Give details of the date, time, venue and any other relevant information.

Your Memo must be 200 to 250 words.

SECTION C: REPORT WRITING

[30 Marks]

The Director of Education Programme Development in the Ministry of Education Arts and Culture is keen on expanding e-learning programmes to Namibian schools in remote rural areas. She needs to be well informed on the benefits of introducing e-learning programmes for primary and secondary schools in selected areas. The Director, on 3 October 2022, instructed you as Education Officer to carry out an investigation and prepare a Short Formal Report of 250 to 300 words. The report with recommendations should reach her office on or before 30 October 2022. Read the newspaper article below to obtain information about the issue and then follow the instructions for presenting the report.

Can Laptops For Schools Project Deliver Greater Learning Efficiency?

Following a protracted wait for the implementation of the promised laptop project for schools, the government finally announced that the exercise would kick off in February 2019. The pilot phase of the digital literacy program is to kick off in selected primary schools. Technology integration to support education in classrooms is a phenomenon that continues to trend in Africa. Countries such as South Africa and Zimbabwe have in recent times been testing technology integration concept to support learning in schools. Citizens will be eager to know if indeed this concept has the likelihood to transform our education system for the better.

Since the introduction of free primary education, there has been a steady increasing demand in training and education. In principle, this means that traditional teaching and learning methods will not suffice to take the country from Universal Primary Education (UPE) into the Education For All (EFA) agenda as stipulated in the Millennium Development Goals (MDGs). This clearly calls for a business re-engineering process, a paradigm shift, and the adoption of alternative methodologies that will encourage continuous improvement of instruction, and personalized learning in schools. Therefore as the government readies to launch the digital literacy programme, it is of utmost importance to endeavour to look beyond the general hype behind ICT enabled learning in the quest to answer the question – can laptops deliver greater learning efficiency?

In recent years, a number of studies have been carried out by experts to evaluate the impact of ICT enabled learning. These studies have concluded that this mode of instruction can aid and yield immense positive outcomes to learners and educators alike, but only if supported by holistic approaches such as appropriate policies, infrastructure, professional development, and curricula. For instance, from a learner's perspective, a Centre for Youth Empowerment and Leadership study indicates that technology enhanced learning can aid students to increase motivation and performance; on average, a learner who does not use ICT enabled learning is rated at 50th percentile statistically, while one that uses ICT enabled learning ranks at about 70th percentile.

Another empirical research study has it that if blended with Open Educational Resources (OERs), laptops can provide equalized access to collective knowledge and provide many more learners with access to quality education through the use of books and curricula widely available on the Internet. Studies have concluded that this mode of instruction can aid and yield immense positive outcomes to learners and educators alike, but only if supported by holistic approaches.

Additionally, laptops can empower learners with real life learning opportunities. These practical and real life experiences allow learners gain soft skills, such as time and work management, a course that permits for the enhancement of language and ICT skills, which can be acknowledged as being essential in this era. In general, laptops can deliver greater learning efficiency to learners, as well as promote continuous improvement of instruction and personalized learning.

From teachers' perspective, laptops can be more effective tools capable of instilling educators with a more positive attitude towards their work in terms of increasing lesson planning, preparation and productivity. This in turn aids educators to provide more personalized learning to their learners. These viewpoints definitely are clear indicators that effective learning can emanate from using ICT to broaden educational opportunity and help students develop 21st century skills.

Despite the numerous advantages of ICT enhanced learning among learners and educators, there is a flip side to these devices. Case in point, in order to enable teachers to properly integrate devices in the classroom, there is a profound need for adequate investment in technology access and curriculum resources for them to apply what they learn in professional development activities. To this effect, it may be difficult to transform teaching and learning in an ICT enabled classroom environment without the sufficient technology skills required.

Another factor is that of the distracting nature of the devices to the learners; by design, technology enabled learning should by all means adhere to the principles of ergonomics. Ideally, a difficult gadget to navigate may adversely hamper learners' engagement - a key requisite for learning. From a technical angle, considering both educators and learners' lack of professional technical expertise in the event of device malfunction, it puts them at a disadvantage to handle such eventualities. In as much as it may be a non-issue, it is essential especially for the educator, to have basic technical troubleshooting skills.

A Commonwealth of Learning review argues that though not tested statistically, laptops are more effective as learning tools when used with a student-centred approach, rather than within teacher-controlled environments. Correspondingly, some findings indicate that "there are no longitudinal, randomized trials conclusively linking ICT enhanced learning with positive learner outcomes."

Nevertheless, there is need for the government to launch the digital literacy project to provide not just formal education, but all forms of learning if the country is to achieve the UN Sustainable Development Goals (SDGs). If implemented in a pensive and calculated manner, Kenya is bound to attain economic progress and become competitive globally as a result from developing a better educated workforce through ICT enabled learning.

You may use relevant information from the article above but do not copy whole sentences from the article. Feel free to include your own ideas.

Invent any details required.

Write only the following sections of the report:

Title (2)

Identification section (4)

Terms of reference (4)

Findings: (4)

Two e-learning programmes suitable for implementation

Two advantages of e-learning programmes

Recommendations (at least 2) (2)

Signature and completion date (2)

Format (2)

Language (10)

NB: Do not write the procedures and conclusions sections. Note the required number of words for the whole report.

SECTION D: SHORT QUESTIONS (20)

1. Give three examples of netiquette rules (6)

2. What does the acronym AIDA stand for in Persuasive letter writing? (4)

3. True or False

3.1 The direct plan is used for good neutral news. (2)

3.2 Indented letter format has all lines starting on left hand margin. (2)

3.3 Letter appendix must be included in the first paragraph. (2)

3.4 When one writes in response to an advert, the letter is solicited. (2)

3.5 A persuasive letter attempts to change the reader's attitude and behaviour. (2)

***** END *****