



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

COURSE CODE: PWR611S	COURSE NAME: PROFESSIONAL WRITING
DATE: NOVEMBER 2024	MODE: FM, PM & DI
DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY QUESTION PAPER	
EXAMINER:	DR T H N FRANS
MODERATOR:	MS K DU PLESSIS

INSTRUCTIONS
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers clearly.
THIS QUESTION PAPER CONSISTS OF 6 PAGES INCLUDING THE COVER PAGE.

**PERMISSIBLE MATERIALS**

1. Examination paper
2. Examination script

GENERAL QUESTIONS

1.1 Choose the correct answer

- A. Which one is the main purpose of business correspondence?
  - a. entertain    b. promotes    c. instruct
- B. Sometimes the material in the writing process can be arranged according to:
  - a. topical relationship    b. introduction    c. supporting ideas
- C. The plan-of-action conclusion means:
  - a. summarise the most important points of communication
  - b. express thanks or appreciation
  - c. give an instruction or a call to action
- D. The definition of tone in writing is:
  - a. The way the authors express their attitude and emotion through their writing
  - b. The manner of expressing thought in language characteristic of an individual
  - c. A set of instructions for subordinates
- E. What is the general purpose of the introductory paragraph of a business letter?
  - a. It gives the reader an overview of the topic
  - b. A remark about the topic to provide some context for the reader
  - c. It strives to create a good impression of the document
- F. In which letter format do all lines start on the left-hand margin?
  - a. indented
  - b. semi-blocked
  - c. fully blocked
- G. What is a letterhead?
  - a. stationery with a printed heading
  - b. a company's trading name
  - c. corporate design
- H. Which of the following is formal salutation in letter writing?
  - a. Dear Jordan
  - b. Dear Ms Jordan
  - c. Hi Jordan
- I. What sequence of the date do we use in Namibia?
  - a. September 3, 2024

b. 3 September 2024

c. 2024, 3 September

J. How would you indicate an enclosure and a copy?

a. Enc.: CV

b. Enc.: CV

c. Enc: CV

## **SECTION B**

### **QUESTION 2:**

**[40]**

#### **NEGATIVE ADJUSTMENT LETTER**

**Read the Complaint Letter content from you customer below and write a negative adjustment letter. Invent all the necessary information needed for this letter. Your letter should be 250 – 300 words long.**

On 15 September 2024, I bought a Samsung television set with serial or model number at Windhoek Nictus Branch.

Unfortunately, two weeks after the purchase your product has not performed well, it switches itself off. I am disappointed because when I want to watch soccer games, it continues switching itself on and off. It seems I was billed with an old TV. I am not happy about this.

To resolve the problem, I would appreciate your company to fully refund me or give me a brand new TV.

I look forward to your prompt reply and a resolution to my problem. I will wait until 27 September 2024 before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me by phone at 0853427563.

Regards

## **SECTION C**

**[40]**

### **QUESTION 3: FORMAL REPORT**

**Read the following article and write the following sections of the Formal Report below it.**

## **EDUCATIONAL CHALLENGES IN NAMIBIA**

**Written by Kim Lothaller**

**EDITED BY: DR T FRANS**

Namibia, known to be the driest country in Sub-Saharan Africa, is a geographically large nation. This country, which borders South Africa, Angola, Botswana, and Zambia, also has a 1,500-kilometre south Atlantic coastline. Although Namibia is quite vast, only approximately 3 million people live here. Sound economic management and political stability have reduced poverty levels and, in turn, has allowed Namibia to be recognised as an upper-middle-income country. Nonetheless, socioeconomic inequalities, heightened by the past apartheid government systems, remain quite high.

Currently, the education system in Namibia is structured into four different levels, including pre-primary (kindergarten), primary (Grades 1 to 7), secondary (Grades 8 to 12), and tertiary education. Education is compulsory for all children between the ages of 6 and 16 years old respectively. With roughly two million citizens, approximately 1500 schools exist in this country, with around 100 of these being privately owned. Since 2016, primary and secondary education in government-owned schools have been free. As school is only mandatory till the age of 16 (or Grade 10), once students successfully complete this grade, they receive a Junior Secondary School Certificate.

As stated and seen in the Constitution:

*Children shall not be allowed to leave school until they have completed their primary education cycle or have attained the age of sixteen (16) years, whichever is the sooner, save in so far as this may be authorised by Act of Parliament on grounds of health or other considerations pertaining to the public interest (Constitution of the Republic of Namibia Article 20).*

Additionally, should learners choose to continue their education, they will receive a Namibia Senior Secondary Education Certificate once Grade 12 has been successfully completed.

Despite primary school being compulsory and free, enrolment rates in Namibian school are only around 80%, with existing gender and regional differences. Additionally, the drop-out rate ranges between 1% and 10%, with these being particularly high in Grades 1, 5, and 10. In a country bigger than Belgium and France put together, with great areas of desert, the proper authorities are struggling to provide quality education to hard-to-reach communities and, furthermore, ensure that children remain in the system. It has been found that there is a repetition rate of over 20% in Grade 5 and close to 50% of students in Grade 10 fail their exams.

### **Main Educational Problems in Namibia**

#### **Access to Education:**



Although primary school attendance rates have increased over the past years, getting an education in rural and outlying locations continues to be difficult. Many schools in these regions lack basic amenities like electricity and water, and students frequently have to travel great distances to get to school. Learners from these vulnerable communities often see high repetition rates (especially in Grades 1, 5, and 8) and soaring drop-out rates (particularly after Grade 10, after school is not compulsory anymore). Additionally, on average, only 1 out of 100 learners living in rural Namibia graduates from Grade 12.

### **Education Quality:**

Although the government has made investments to raise education standards in Namibia, this issue still exists. Several schools lack sufficient skilled instructors, instructional supplies, and fundamental infrastructure, which, as a result, has a severe effect on the standard of education that students receive. As a result, in all 13 defined educational regions, the majority of the learners are not able to reach the minimum standards in the English reading level. For example, at the overall national level, only 16.6% of the learners were able to reach the minimum level (learners who will barely survive the next year of schooling) in reading literacy, while only a 6.7% managed to reach the desirable level (learners who will definitely succeed the following academic year).

Additionally, data continues to show that a lack of sufficient and adequate teaching and learning materials, sanitation, physical facilities, and other necessary conditions exist to allow a good teaching and learning environment. This disparity is even more obvious in former disadvantaged areas and regions. This data, however, seems to severely contradict the Namibian constitution and policy documents, specifically the 'Towards Education for All' document, which requires that:

*To provide education for all, we must expand access to our education system. For that, we need not just have more schools but schools and other education programmes where learning is truly accessible to all Namibians (MEC, 1993:34,103).*

### **Inequality and High drop-out rates:**

In Namibia, education disparity is a serious problem. Challenges remain in the access for pastoralists and nomadic groups, HIV/AIDS pandemic, and natural disasters. As a result, many kids, who often face financial difficulties, a lack of access to basic amenities as well as subpar academic results, often decide to leave school prematurely. When compared to their peers from more fortunate circumstances, learners from underprivileged backgrounds frequently have less access to high-quality education. Additionally, 'school under the tree' is still very common in this country. This image truly symbolises the unequal distribution of facilities and resources amongst the urban and rural schools. For example, more than 47 000 primary school children are still taught under trees or in 'traditional' classrooms, with a large portion of these not having any basic services such as clean water, toilets, and electricity.

Quality and equity are important components and are well embodied in education policy documents and official reports. These documents and reports highlight the access expansions, access to high quality of education, and facilitation of economic growth and

competitiveness. The 'Towards Education for All' policy document in Namibia emphasises that a major hurdle for quality and equity in this country's education system is the obvious inequitable distribution of resources amongst the different regions, which is linked to the history of Namibia. Additionally, this policy emphasises that:

*Education for all does not simply mean more schools or more children in school. Nor does it mean that they simply start literacy classes or increase the number of places in programmes for out of school youth. Education for all requires that the government develop its system of education and training and how it organises it (MEC, 1993).*

UNICEF. (2018, April 9). *Improving school participation in Namibia*. UNICEF Office of Innovation. Retrieved April 12, 2023, from <https://www.unicef.org/innovation/stories/digital-learning-platform-namibia>

#### QUESTION

On the 20 October 2023, Mr Samuel Kweku Ocran a UNICEF representative to Namibia instructed you, the Minister of Basic Education and Culture, to write a report on the educational challenges in Namibia. There have been unfavourable reports on the disparities of education in the country, especially in rural areas and outlying locations. The representative wants you to write a report on the educational challenges in rural and outlying areas. There will be a conference on educational challenges in Africa which will take place in Geneva in 2025. Mr Ocran wants to have this information to address the conference and develops interventions for the situation. He is also asking you to recommend solutions. The report should reach his office on the 10 December 2024.

Write only the following sections:

- |                         |      |
|-------------------------|------|
| 1. TERMS OF REFERENCE   | (5)  |
| 2. FIVE FINDINGS        | (10) |
| 3. FIVE CONCLUSIONS     | (10) |
| 4. FIVE RECOMMENDATIONS | (10) |

NOTE: LANGUAGE AND STYLE (5)

**SECTION D [10]**

#### QUESTION 4: BUSINESS PROPOSAL

ANSWER THE FOLLOWING QUESTIONS BASED ON THE BUSINESS PROPOSAL

- |   |     |
|---|-----|
| 4.1 What is the Solicited proposal            | (2) |
| 4.2 What is the Unsolicited proposal          | (1) |
| 4.3 List six sections of an informal proposal | (6) |
| 4.4 What is a schedule in business proposal?  | (1) |