

<b>Domain Title:</b>	<b>FOUNDATION COMMUNICATION SKILLS Apply basic reading skills in English in different contexts</b>	<b>Unit ID: 333</b>
<b>Level: 1</b>		<b>Credits: 6</b>

### Purpose

This unit standard specifies the competencies required to read basic English texts related to the social contexts in which people function in Namibia. These are in family and social life, workplace and institutional settings, education and training contexts and community and civic life. This unit standard is intended for people requiring basic reading skills in order to engage in paid employment, other forms of work and/or vocational education and training.

### Special Notes

1. Glossary:  
'Text' refers to any document written in English.
2. This unit standard focuses on the ability to apply reading skills in the following contexts: family and social settings, workplace and institutional settings, education and training contexts and community settings.

### Quality Assurance Requirements

This unit standard and others within this Subfield may be awarded by institutions, which meet the accreditation requirements set by the Namibia Qualifications Authority and the Namibia Training Authority and which comply with the national assessment and moderation requirements. Details of specific accreditation requirements and the national assessment arrangements are available from the Namibia Qualifications Authority and the Namibia Training Authority on [www.nta.com.na](http://www.nta.com.na)

## Elements and Performance Criteria

### Element 1: Read basic texts used in workplace and institutional settings

#### Range

Texts may include short simple work instructions, notices, bullet point lists and procedures for completing workplace tasks that are at least one paragraph in length or cover two to three pieces of information in point form.

#### Performance Criteria

- 1.1 Purpose of the text is identified and correctly interpreted.
- 1.2 Main ideas and/or key procedures contained in the text are identified and correctly interpreted.

- 1.3 The meaning of keywords and phrases in the text are correctly identified and interpreted.
- 1.4 Opinions on the text or on its subject matter are expressed in a clear and simple manner.

## **Element 2: Read basic texts used in education and training contexts**

### **Range**

Texts may include short lists, notes, reports, bullet point lists and explanatory texts that are at least one paragraph or cover two to three pieces of information in point form.

### **Performance Criteria**

- 2.1 Purpose of the text is correctly identified and interpreted.
- 2.2 Main ideas and/or key procedures in the text are correctly identified and interpreted.
- 2.3 The meaning of keywords and phrases in the text are accurately identified and interpreted.
- 2.4 Opinions on the text or on its subject matter are expressed in a clear and simple manner.

## **Element 3: Read basic texts used in personal, family and social contexts**

### **Range**

Basic texts may include short personal notes, bullet point lists, diary entries and personal letters that are at least one paragraph or cover two to three pieces of information in point form.

### **Performance Criteria**

- 3.1 Purpose of the text is correctly identified and interpreted.
- 3.2 Main ideas and/or keywords or phrases contained in the text are correctly identified and interpreted.
- 3.3 The meaning of keywords and phrases in the text are accurately identified and interpreted.
- 3.4 Opinions on the text or on its subject matter are expressed in a clear and simple manner.

## **Element 4: Read basic texts used in community and civic life**

### **Range**

Basic texts refer to simple written documents that focus on matters of public concern and the forms of argument, reason and criticism used in the public arena.

Basic texts may include posters, pamphlets, brochures, printed advertisements, letters, notices and other simple written documents that are at least one paragraph or cover two to three pieces of information in point form.

Persuasive devices may include emotive language, references to higher authority, pictures, graphic material, historic references and the use of statistics.

### **Performance Criteria**

- 4.1 Explicit and/or underlying purpose of the text is correctly identified and interpreted.
- 4.2 Main ideas and/or and key information and arguments in the text are correctly identified and interpreted.
- 4.3 The meaning of keywords and phrases in the text are accurately identified and interpreted.
- 4.4 Texts on similar subjects or subjects covered by different forms of text are correctly compared for clarity in which information is given.
- 4.5 Persuasive devices used in each text are correctly identified.
- 4.6 Opinions on the text or on its subject matter are expressed in a clear and simple manner.

### **Registration Data**

<b>Subfield:</b>	Communication skills
<b>Date first registered:</b>	19 July 2007
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