



ASSIGNMENT MEMORANDUM

SUBJECT : ACADEMIC LITERACY 1 (AL101)

ASSIGNMENT : 2ND SEMESTER 2011

Answer ALL the questions

QUESTION 1 [20]

- 1.1 d
- 1.2 d
- 1.3 b
- 1.4 d
- 1.5 a
- 1.6 a
- 1.7 b
- 1.8 c
- 1.9 a
- 1.10 b
- 1.11 False
- 1.12 True
- 1.13 False
- 1.14 False
- 1.15 True
- 1.16 True
- 1.17 True
- 1.18 True
- 1.19 False
- 1.20 True

QUESTION 2 [15]

- 2.1
 - a. Instruction word: Discuss (1)
 - b. Focus: Academic reading and writing (1)
 - c. Special condition: 1000 words (1)

d. Context: Tertiary education **(1)**

2.2 Note to marker: The learner can only receive a maximum of 8 marks if he/she didn't provide relevant examples and appropriate techniques.

Creative thinking:

- Mainly a right side brain skill
- Generation of many new ideas
- Imaginative, inspired, inventive, original and visionary
- Look at things and issues from all angles
- Brainstorming, mind mapping, visualisation and association can be used.
- Creative thinking is applicable to the following:
 - Problem solving: Brainstorming can be used to generate different solutions to the problem
 - Study skills: Brainstorming can be used to generate a list of ideas, mind mapping can be used to generate ideas for essays, visualisation can be used as memory skills
 - Creative writing: Techniques such as imagination, inspiration, originality and inventiveness can be used.

Critical thinking:

- Left side brain skill
- Weigh up negative and positive points or alternative of arguments
- Higher-order thinking skill needed to break down complicated issues and matters into smaller steps
- Critical thinking is applicable to the following:
 - Problem solving: Systematic analysis of a problem
 - Academic reading and writing: Analysis of words into the root word, prefixes and suffixes build vocabulary.

Logical thinking:

- Left side brain skills
- Systematic thinking
- Logical reasoning and step-by-step thinking
- Logical thinking is applicable to the following:
 - Problem solving: Work systematically through all the stages of the problem solving process, which are:
 - Identification of the problem
 - Analysing the problem
 - Brainstorming solution
 - Deciding on a solution
 - Drawing up an action plan
 - Implementing the plan
 - Evaluating the outcomes of the solution
 - Study skills: Use formulae to do mathematical calculations
 - Research: Investigating an issue or problem is part of all academic study programmes. **(11)**

QUESTION 3**[15]**

Note to marker: The learner has to paraphrase the article without changing its meaning. Use the following suggested steps to assess the answer:

Steps to paraphrase

- Skim the text in order to get an overview of the content.
- Then, actively read the sentence or paragraph and make sure that you have understood its content. Focus on the main idea and major supporting details.
- Next, without looking at the original text, rewrite each main point and major supporting details in your own words.
- As you work through the text, change the structure of the original text by taking any of the following steps as appropriate:
 - Break up long sentences into shorter, more manageable chunks, and then rephrase each part to form a new sentence.
 - Combine short sentences into one where possible, and use a simpler structure in your new sentence.
 - Change active voice to passive, and direct to indirect speech.
 - Change the order in which ideas are presented in a paragraph, but, in doing so, avoid changing the original meaning of the text.
- Finally, read through your paraphrase and compare it with the original text in order to ensure that you have not inadvertently plagiarised the author's language or altered the meaning.

3.1 Identify the main idea of the article (1)

The strength of the rand/value of the rand

3.2 Identify the major supporting details (6)

The major supporting details are the following:

(Mark allocation = allocate at least 6 marks for 6 major supporting ideas)

- * Strong rand = low inflation, low interest rates, bad for economic growth, negative impact on exports
- * Weak rand = increased inflation, increased interest rates, good for economic growth, positive impact on exports
- * Possible new debt crisis in Europe during 2011 – will have impact on SA because Europe is our biggest trading partner
- * During 2010 interest rates were cut to help economy recover and to ease burden on debt-trapped consumers – inflation lowest since 1974
- * Cosatu welcomes interest rate cuts but wants Reserve Bank not only to focus on inflation, but also on job creation
- * Strength of rand had its positives, but some stakeholders want government to do something about the strong rand – in other words make it weak
- * Huge capital flows around the world, have an impact on the currencies of developing countries like SA

- * Measures to handle capital inflows had to be found locally.

3.3 Rewrite the main idea in your own words (2)

The main idea, namely the 'Strength of the rand' needs to be rewritten in the student's own words. A few examples can be (discretion to be used in allocation of marks):

- Economist are discussing whether the rand is strong or weak
- A strong rand has positive as well as negative impact on the country's economy
- A strong rand is bad for economic growth
- A weak rand would increase inflation and interest rates, but will be good for exports.

3.4 Rewrite the major supporting details in your own words (6)

The major supporting ideas (see point 3.2) should be rewritten in the student's own words. If the student copied mostly from the article, he/she will receive zero (0) marks.

QUESTION 4 [20]

4.1 Steps to summarise (10)

- * Begin by identifying the topic of the text. What is it all about? You can only find the answer to this question by browsing through the text to gain an overview of its content.
- * Read through the introduction and conclusion fast in order to locate the main points that the writer makes.
- * Identify the major sections into which the text is divided; this will provide you with more manageable chunks of text to work with. You will probably find that each section focuses on a particular main point.
- * Now read the text actively, annotating as you go along.
- * Make a note on each paragraph, or, if the paragraphs are short or do not make complete sense on their own, combine them in such a way that the point being made is clear to you as the reader.
- * Then combine the notes you have made into a paragraph or paragraphs (this will depend on the length of the original text and whether the sections into which it is divided are sub-topics in themselves).
- * Do not include minor details or examples.
- * Do not change the meaning of the original text.
- * If you are summarising for the purpose of including the information in an assignment, do not forget to cite the source of the information. The citation is normally placed at the beginning of a long summary.
- * If you must quote directly from the text within your summary, be careful not to mix the author's words with yours (could be seen as plagiarism). Mark all quotations by means of quotation marks, and then cite the page number in order for a reader to locate the quoted part quickly.

4.2 Summarise passage on pp. 62-64 in no more than 300 words. (10)

Marks allocation:

0-4: Poor summary

5-7: Average summary

8-10: Excellent summary

QUESTION 5 [20]

The learner needs to discuss the PROCESS APPROACH to academic essay writing. See pp. 80-90 in Beekman et al. (2011). The following key concepts need to be discussed in the essay:

- Analysing an essay question
- Brainstorming and pre-writing
- Investigating a topic
- Planning and writing the first draft
- Writing an introduction
- Writing a conclusion
- Revising the first draft
- Editing the assignment
- How to cite sources.

Mark allocation:

Poor essay: 0-9 marks

Average essay: 10-15 marks

Good essay: 16-20 marks

PRESENTATION [10]