



DEPARTMENT OF EDUCATION

GRADE 10 ENGLISH

UNIT 2



THE WORLD OF WORK



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# **GRADE 10**

## **ENGLISH**

### **UNIT 2**

#### **THE WORLD OF WORK**

- |                 |   |
|-----------------|---|
| <b>TOPIC 1:</b> | <b>RESEARCH SKILLS: FINDING INFORMATION</b> |
| <b>TOPIC 2:</b> | <b>RESEARCH SKILLS: USING INFORMATION</b>   |
| <b>TOPIC 3:</b> | <b>JOB APPLICATIONS</b>                     |
| <b>TOPIC 4:</b> | <b>DOCUMENTS IN THE WORKPLACE</b>           |

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**DIANA TEIT AKIS**  
PRINCIPAL

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**SECRETARY'S MESSAGE**

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

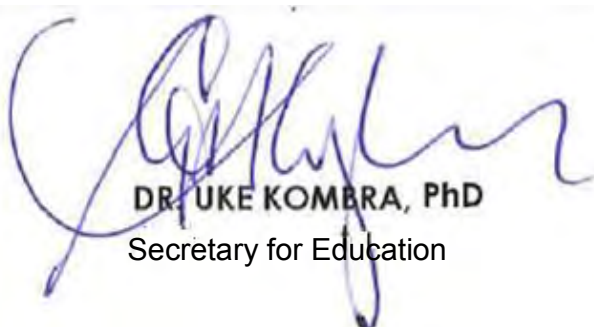
Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



**DR. UKE KOMBRA, PhD**  
Secretary for Education

## INTRODUCTION TO UNIT 2

Welcome to the Unit 2 of Grade 10 English Language Course. This Unit is about the World of Work.

This course will help you to learn about all the skills necessary to find and use information. You will also learn how to apply for different jobs and about the different documents there are in the work place.

We hope you will find this Course Book helpful and rewarding.

This unit has (4) topics and there are 20 lessons in this course book.

Topic 1: Research Skills: Finding Information	-	7 Lessons
Topic 2: Research Skills: Using Information	-	5 Lessons
Topic 3: Job Application	-	4 Lessons
Topic 4: Documents in the Workplace	-	4 Lessons

Each Lesson has a Practice Exercise after the Summary. The answers to the Practice Exercises are found at the end of each Topic. Mark your own answers to each Practice Exercise whenever you see these instructions:

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

**Be honest with yourself** when you are doing your practice exercises and when marking your answers against ours.









Cheating and copying answers will **not** help you. Study hard and you will have no regrets when the examination time comes.

This Unit has a separate assignment booklet for you to use. The information at the end of the last lesson in every Topic will let you know what to do with the assignment exercises.

Whenever you need help and advice, contact your tutor or your Provincial Coordinator for assistance.

If you are in the NCD or Central Province, we are available on Mondays to Fridays. You can call in anytime between 8 a.m. and 4 p.m. The telephone numbers are listed at the back cover of the books. We would be glad to help you.

The following icons are used in each Lesson in this Unit. Icons are the symbols used in this book to indicate the parts of your lessons. The following are the meanings of these icons.

	-	Lesson Introduction		-	All other Activities
	-	Lesson Objectives		-	Vocabulary Activities
	-	Reading Activities		-	Listening Activities
	-	Speaking Activities		-	Summary

## STUDY GUIDE

---

Below are steps to guide you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through a lesson once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide found at the end of each lesson and mark your own written answers against those listed under the Answers to Activities. Do each activity and mark your answers before moving on to the next part of the lesson.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says **CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.** Turn to the marking guide at the end of the Topic and mark your own written answers against those listed under the Answers to Practice Exercises.
- Step 5: When you have completed a practice exercise and marked your answers, go back to the lesson and correct any mistakes you may have made before moving on to the next lesson.
- Step 6: Study all the lessons following Steps 1, 2, 3, 4 and 5.

Here is a sample Study Timetable for you to use as a guide. Refer to it as a reminder of your study times.

TIME	MON	TUE	WED	THU	FRI
8:00-10:00	F O D E S T U D Y				
10:00-11:00					
1:00-2:00					
2:00-4:00					
6:00-7:00					
7:00-9:00	Listen to or watch current affairs programmes. Write your diary, read a book.				

A timetable will help you to remember when you should be doing your FODE studies each day.



## **TOPIC 1**

### **THE WORLD OF WORK**

**In this Topic, you will learn about:**

- **Types of research.**
- **How to do research.**
- **Taking and making notes.**
- **Summarizing.**
- **How to conduct survey.**
- **Conducting a community survey.**
- **Report writing.**

## TOPIC 1: RESEARCH SKILLS: FINDING INFORMATION

---

Welcome to the first Topic of Unit 2. In this topic there are seven lessons.

In **Lesson 1**, you will learn about Types of Research.

In **Lesson 2** you will learn about How to Do Research.

**Lesson 3**, is about Taking and Making Notes and

**Lesson 4** is about Summarising.

In **Lesson 5** you will learn about How to Conduct Survey.

In **Lessons 6** is about Conducting a Community Survey and in

In **Lesson 7** you will learn about Report Writing.

Make sure to complete all your lessons and practice exercises in order to really understand your lessons and to work well. Keep notes that you can refer to and to study.

We hope you enjoy the lessons in this topic.

Now you may begin with the first lesson.

All the best!

## Lesson 1: Types of Research

---



Welcome to **Lesson 1** of **Unit 2**. In this lesson, you will learn about types of research and the skills researchers use in doing research. First take a look at the aims for this lesson



### Your Aims:

- define research
  - explain the two types of research
  - identify the research skills used by researchers
  - complete a table on types of research skills
- 

### What is research?

Research is any form of collecting of data, information and facts for the advancement of knowledge. It is a process of steps used to collect and analyse information to increase our knowledge and understanding of a topic or an issue.

Research consists of three steps and they are:

1. design a question
2. collect data to answer the question
3. present an answer to the question

When research is analysed it is presented as written form or in graphs and tables. The advantage of using graphs and tables in analysing research data is that it is easy to read and understand. More information is compressed and displayed on the graph or in tables.

The second advantage of using graphs and tables is that it reveals trends in data in a more precise and obvious way than written texts. However, written information must be used together with graphs and tables for comments and explanations about the topic or an issue presented in the graph or the table so that it is in the context of the report. It is not enough to present graphs and tables and to let your reader draw their own conclusions.

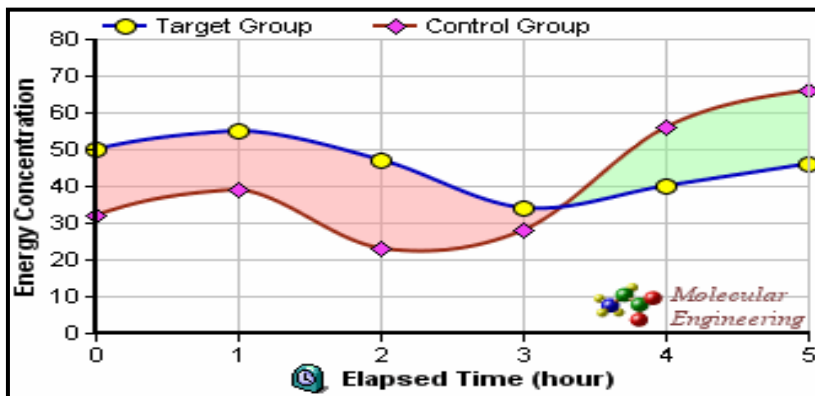
Now that you know what research is and the importance of using graphs and tables in your report, do **Activity 1** to check your understanding.



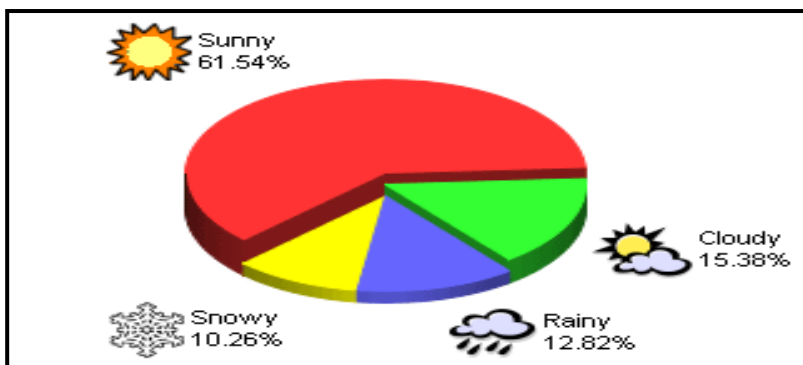
**Activity 1** Review and refresh your knowledge about graphs and tables on the next page, by labelling the diagrams with their correct names. Use the word list to help you. Write your answers in the space beside each diagram.

Word list: column graph, pie graph, pyramid, line graph, scatter graph

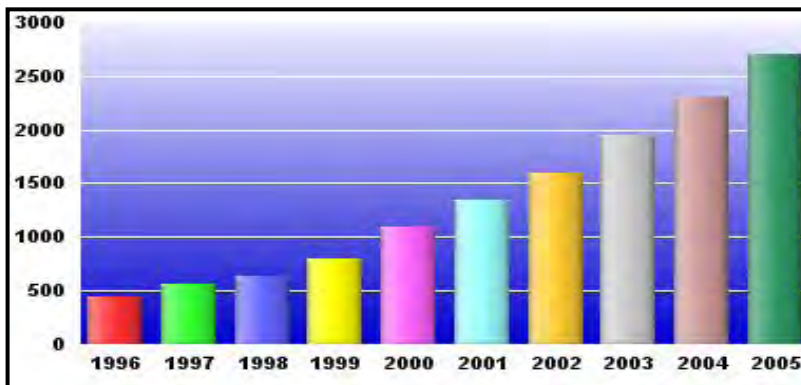
1. \_\_\_\_\_



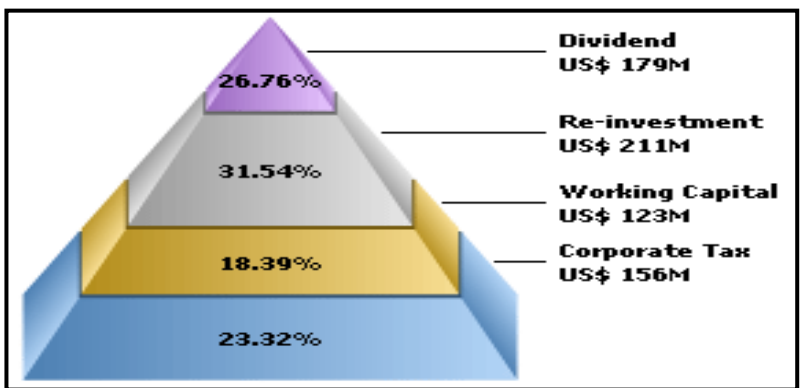
2. \_\_\_\_\_



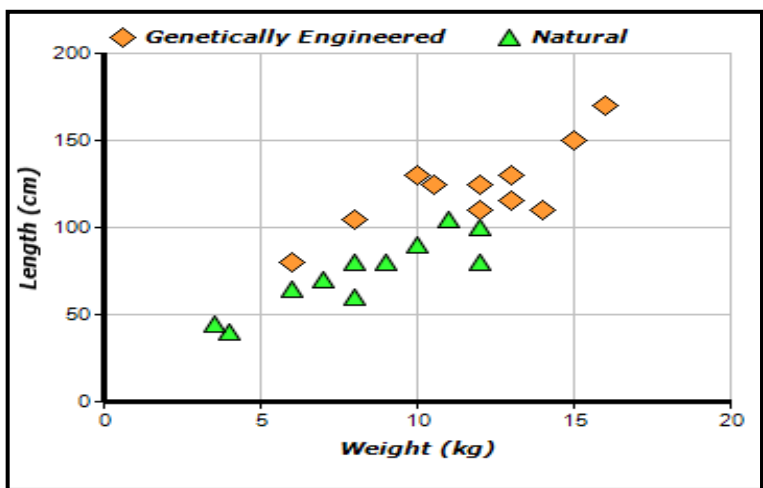
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

### Types of Research

Information collected for research is called data. **Data** refers to the facts and figures that are collected, analysed and summarised for interpretation and presentation. Notes and survey questionnaires provide data that must be analysed to be useful. There are two types or methods of research used to collect data. They are the following:

1. **Quantitative research** is the collecting of numerical data. This type of research includes surveys, comparisons, and measure how much or how many of something. They are usually expressed as a number such as age in years.

Features are classified and counted, and statistical models such as graphs and tables are constructed to analyse and explain the information that has been gathered.

The tools that are used for this type of research include:

- a. questionnaires which are given to the **sample population**.
- b. equipment that is used to measure something.
- c. data-bases that contain existing information about the research topic.

The purpose of quantitative research is to compile statistical evidence. That is why the questions in the questionnaires are designed to get a specific yes and no response from the sample population.

2. **Qualitative research**, unlike quantitative, is very subjective. That means that the research is focused on a specific topic or issue. It does not deal with numbers. Qualitative data provides information with the use of words and open ended questions; it provides labels, names, for categories like items as gender (male/female).

Interviews and observations fall into this category of research and the behaviour of the sample population, or experiments is used for analysis and processing. Researchers use a lot of case studies in this form of research.

### Research skills

Research skills are the methods and techniques used by people who do research, to collect and analyse data. There are many ways and categories of research. Research in different fields can be called different types of research, such as **scientific research, social research, medical research, environmental research, business research, educational research**.

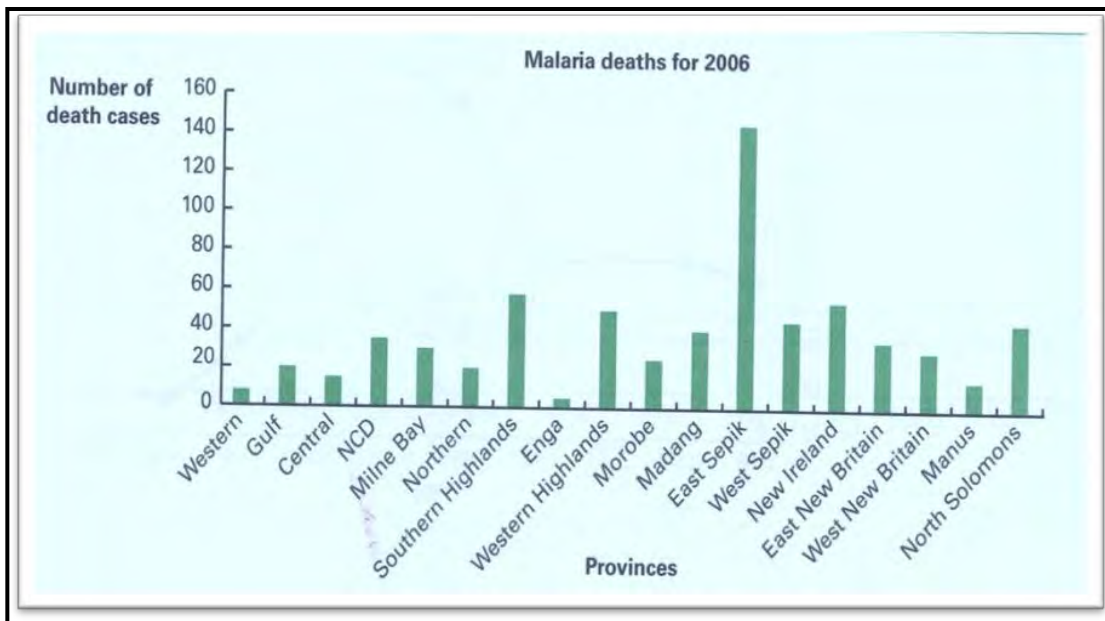
The methods and skills used in these different fields of research depend on whether the nature of the research is **quantitative** or **qualitative**. Some of the skills and techniques used by researchers to collect and analyse data are shown in the table below.

Research Skills	Description
Surveys	The use of questionnaires to collect data.
Comparative analysis	Graphs and tables are used to compare quantities of two variables and to explain their relationship.
Interviews	Researchers interview people to collect data.
Observations on Focus Groups	Researchers observe the behaviour of their subject of interest or the sample population. This is very common in scientific research, where research scientists observe different species of plants and animals.

Now that you know and understand about the two common types of research methods, skills and techniques used by researchers to collect and analyse data, work on **Activity 2** to check your understanding.



**Activity 2 Study the column graph below and answer the questions that follow.**



1. What is the data along the vertical axis showing?  
\_\_\_\_\_
2. What is the data along the horizontal axis showing?  
\_\_\_\_\_
3. What information is presented in this graph?  
\_\_\_\_\_
4. Which province had the highest number of deaths in 2006?  
\_\_\_\_\_
5. Which province had the least number of deaths in 2006?  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



**Summary**

You have come to the end of Lesson 1. In this lesson, you have learned about research and the two main types of research. You have also learned about the research skills and methods used by researchers in different fields of research. Review your aims to make sure that you have achieved all of them.

**NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.**

**Practice Exercise: 1**

---

The article below discusses research on learning to read in various languages. Read the article and answer the questions that follow.

**Learning to read is hardest in English****By Nigel Hawkes**

Learning to read in English is harder than in any other European language, a study in 15 countries has shown. Only Danish comes close.

The study found it took a group of Dundee Primary School children – all good readers – between two and three times as long to learn the basic skills as it did children learning in almost all other European languages.

The complex spelling and the syllabic structure of English are to blame, Professor Philip Seymour of Dundee University told the British Association Science Festival.

“It means the children are being asked to learn two things at once,” he said. “Not only do they have to learn letters and sounds and how to decode unfamiliar words, but they also have to learn a large number of words that do not fit the pattern.”

The research project studied the literacy skills of children in Scotland and in 14 other countries – Finland, Greece, Italy, Spain, Portugal, France, Belgium, Germany, Austria, Norway,

Iceland, Sweden, the Netherlands and Denmark.

Researchers measured how long it took the children to reach a “foundation” level of reading – defined as the knowledge of the letters and sounds and the ability to work out new words from their individual syllables.

In almost all the countries studied, 90 percent of the children had reached this level after one year. But among the English-speaking children, only 30 percent had.

At the end of the second year, 70 percent had. This means that it is taking between two and three years for English-speaking children to reach the same literacy level as other children reach in a year.

Professor Seymour said that after English the most difficult languages to learn were Danish, French and Portuguese. Finnish was the simplest. But professor Seymour had doubts about simplifying English spelling to make it easier to read.

*the Weekend Australian,  
8-9 September 2001, p.13*



1. Identify and write down two comparative adjectives used in the article?

---

2. What is the name of the researcher who carried out this research?

---

3. What type of research method did he use in his research?

---

---

4. What research skill did he apply to collect and analyse his data?

---

5. What was the sample population in this research?

---

6. What was the research about?

---

---

---

7. What conclusion was drawn from this research?

---

---

**NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 1.**

### Answers to Activities

#### Activity 1

1. Line graph
2. Pie graph
3. Column graph
4. Pyramid
5. Scatter graph

#### Activity 2

1. Number of death cases recorded in 2006
2. Name of provinces in Papua New Guinea
3. Deaths caused by malaria for Papua New Guineans in 2006
4. East Sepik Province
5. Enga Province

## Lesson 2: How to Do Research

---



Welcome to Lesson 2 of Unit 2. In the last lesson you learned about types of research and the research skills and methods researchers use to do research.

In this lesson, you will learn about how to do research. First, take a look at the aims for this lesson.



### Your Aims:

- identify the steps in conducting research
  - collect and record information accurately
  - conduct a research
- 

### Steps to follow when doing research

Research as you already know is the process of collecting information for a story, a topic or a thesis you want to write. Planning and preparation is very important. Just like in other types of formal or academic writing, essays. You are to follow the writing process to ensure the quantity and quality of your writing. You must do the same when doing a research. The first thing you do is you plan and formulate your research question before the actual research. Here are some steps you can do just that:

1. **Planning the research** – ways to plan your research.
  - a. Choose a title for your story.
    - The title should tell both the topic of the story and your purpose in writing it.
    - Refer to your title as you do your research. It will help you stay focused.
  - b. Make a list of specific questions you want to answer in your report. Questions such as:
    - What do I want to find out?
    - Where can I find the information I need?
    - What information do I really need?
    - How can I best use this information?
    - How does my audience affect the way I present the information?
  - c. Identify sources you can use to get your questions answered. Basic sources include:
    - The library is the place to find information using reference materials such as encyclopaedias, dictionaries, almanacs, atlases, government publications, historical documents, books on many topics, newspapers, magazines.
    - Internet - where you can use different search engines to surf the web to find information about almost anything.
    - People – through face to face interview or by telephone or letter.

- Observation – based on your own knowledge and experience, and evidence around you.
2. **Doing the research** – once you have done the planning and preparation you can now embark on the actual research. These are the steps you can use to conduct your research:
- a. Search the library
  - b. Read and take notes
  - c. Keep references of your information
  - d. Prepare for interviews by:
    - Preparing questions in advance
    - Listening and taking notes
    - Following-up with interviewees if necessary
    - Reviewing information you collected before you begin to write your research report.



**Activity 1** These are questions that have been prepared for a questionnaire to be used in a survey. Classify each question by identifying the data to be collected as quantitative or qualitative? Write your answer on the space provided.

1. What is your age?  
\_\_\_\_\_
2. How many years did you spend at school?  
\_\_\_\_\_
3. What is your highest level of education? Tick a box.  
\_\_\_\_\_
4. How many hours do you work each day?  
\_\_\_\_\_
5. How many people are fully dependent on your wage? Fill a space.  
\_\_\_\_\_
6. In what way do other people in your household contribute to the household income? Tick a box.  
\_\_\_\_\_
7. What other means of support do you have? Tick a box.  
\_\_\_\_\_
8. Are you happy with your job? Fill one space.  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

### Collecting and recording information

It is time consuming and costly to collect data using a very large population. That is why people who do research use what is known as a sample population to provide data. The data from the sample population is then used to develop estimates of the characteristics of the larger population.

The types of questionnaires and survey questions that are used to collect information must be valid and reliable for you to accurately analyse and interpret data. It is important that you use the correct choice of words that express quantity.

The group of words in English that are commonly used in this regard are:

- comparative adjectives and adverbs
- singular and plural nouns
- comparatives and superlatives

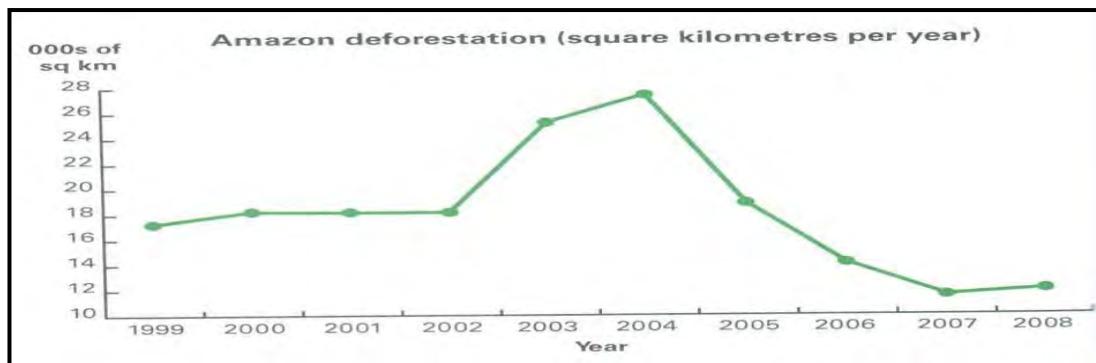
The most common tools that are used to collect and record research data are graphs and tables. A graph is a diagram showing the relationship between two variable quantities. Most graphs use two axes. The horizontal axis often represents independent variables and the vertical axis represents dependent variables. The information can be presented in a line or a bar graph.

A bar graph is used to show how numerical quantities relate to one another. Line graphs are similar to bar graphs, unlike bar graphs, they show changes over time in the variables that are being compared.

Now that you know something about the importance of collecting and recording accurate data it is time for you to do Activity 2.



#### Activity 2 Study the line graph below and answer the questions.



1. What is the data along the vertical axis showing?

---

2. What is the data along the horizontal axis showing?

---

3. What information is presented in this graph?

---

4. How can you explain the trend in deforestation in the Amazon between 1999 and 2008?

---

---

5. Could predictions about the trend in deforestation beyond 2008 be made from this graph?

---

---

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



### Summary

You have come to the end of Lesson 2. In this lesson you have learned about the steps to follow when doing research. You have also learned about the importance of collecting and recording information for accuracy and precision.

---

**NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.**

## Practice Exercise: 2

The questions you identified as quantitative or qualitative in Activity 1 have been used to prepare the questionnaire below. Carefully study the conversion from the questions to the questionnaire.

1. Prepare your own questions about the topic, "Papua New Guinea is a Christian country." You should have about five questions.
2. Design a questionnaire using the questions you have formulated. Write your answers in the spaces provided.

1 What is your age? Tick one box.*	18–20 1	21–25 7	26–30 5	31–35 4	36–40 2	41–45 3	46–50 2	Over 50 1
2 How many years did you spend at school?*	0: 1–4: 5–8: 9–10:	5 7 10 3						
3 Which of the following levels of education did you reach? Tick one box.*	Elementary (3 years) Lower Primary (to Grade 6) Upper Primary (to Grade 8) Lower Secondary (Grades 9 and 10) Grade 12 Other	<input type="checkbox"/> 5 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 0						
4 How many hours do you work each day?*	1 hour: 1 4 hours: 2 7 hours: 4	2 hours: 2 5 hours: 7 10 hours: 3	3 hours: 4 6 hours: 1 other: 1					
5 How many people do you fully support with your wage? Fill in one space.*	Self only 3	2 1	3 4	4 7	5 5	6 2	7 0	8+ 3
6 In what way do other people in your household contribute to the household income? Tick one box.*	Sell betel nuts at house Sell food items at market Sell second-hand clothes Sell cigarettes and lollies Do repairs Street: selling purchased items (DVDs etc.) Other	<input type="checkbox"/> 9 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 0						
7 What other means of support do you have? Tick one box.*	Pension Grow own crops Keep chickens or ducks Wantoks give money Other None	<input type="checkbox"/> 1 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 10						
8 Are you satisfied with your job? Fill in one space.*	Yes No Not sure	<input type="checkbox"/> 12 <input type="checkbox"/> 10 <input type="checkbox"/> 3						

\*Note: respondents wrote their own numbers/ticks, which were then grouped for analysis.



## Answers to Activities

### Activity 1

1. Quantitative
2. Quantitative
3. Quantitative
4. Quantitative
5. Quantitative
6. Qualitative
7. Qualitative
8. Qualitative

### Activity 2

1. Thousands of square kilometres of forests
2. Number of years
3. The rate of deforestation in the Amazon from 1999 to 2008
4. It was steady from 1999 to 2002, dramatic increase from 2002 to 2004, decreased from 2004 to 2008.
5. Yes, according to the information and the trend shown in the graph, there should be a steady and constant rate of deforestation from 2008 and beyond.



## Lesson 3: Taking and Making Notes

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Welcome to **Lesson 3** of **Unit 2**. In the previous lesson, you learned about how to do research and collect information accurately. It is a process where notes are taken and making notes using the main points as seen in Grade 9.

In this lesson, you will learn about taking and making notes.



### Your Aims:

- identify audience and purpose in note making
  - follow steps in conducting research
  - take and make notes using the main points
  - identify language features
  - give the source of information as a reference
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### Taking Notes

Taking notes is important as it will make you to recall or remember things. Hearing something once is not enough to really learn it and that is why note taking is so important. Clearly written, accurate notes help to capture information for later study and review. Taking notes also helps you to focus and learn during class time.

For example:

### Steps in Taking Notes in Class

1. Sit close to the front of the class to minimize distractions.
2. Be prepared to keep your notes neat and organized. Use a separate spiral-bound notebook for each subject, or use dividers in your loose-leaf notebook to make separate sections for each subject.
3. Begin each note taking session at the top of a fresh page. Start by writing down the date.
4. Do not try to write down everything the teacher says, but do try to record as many factors and ideas as you can. Mark important facts or main ideas with an asterisk or star or underline them.
5. Use short sentences and phrases and easily remembered abbreviations and symbols. Some commonly used abbreviations and symbols are;

a. cf (compare)	d. w/o (without)	g. w/ (with)
b. ie (that is)	e. &, + (and)	
c. e.g. (for example)	f. = (equals, is)	
6. Write clearly and leave lots of blank space in the left margin or between ideas in case you need to add information later.
7. Read over your notes as soon as you can after class. If there is anything you don't understand, ask the teacher at the next class.

These steps in taking notes is very helpful for you when you are in the classroom with the subject teacher, or in a lecture room with the lecturer or tutor presenting a topic verbally. It can be in a conference centre where speeches on issues are given by invited guest speakers.

Another example for taking notes is when you do research from other written materials especially from textbooks for research on given assignments.

For Example:

### Steps in Taking Notes from Textbooks

1. Organise your paper the same as for class notes.
  - a. Put the date at the top of the page.
  - b. Write down the name of the book and the chapter or section you will be taking notes from.
  - c. Leave space in the left margin or between ideas for your own comments or questions.
2. Keep textbook books separate from class notes. Use a separate notebook or a separate section in your loose-leaf notebook.
3. Get a general idea of what the reading is about.
  - a. Read the introduction, headings and subheadings, and any paragraphs that summarise the content.
  - b. Look at any illustrations or graphs and charts and read the captions.
4. Go back and read the chapter or section carefully and look for the main ideas.
5. Try not to copy information directly from the textbook into your notes. Instead, summarise the information in your own words. This will help you to concentrate and learn.
6. If you do copy directly from the textbook, use quotation marks to indicate that is a direct quotation. Take care to copy the quotation exactly.
7. Summarise the main ideas at the end of your notes and circle them.



**Activity 1** Read the passage below and using the steps given for taking notes for a textbook, take down the notes and summarise.

All the living things must be able to respond to the external environment in order to survive. The nervous system is the process that allows living things to inform them of their environment and to respond to it. The nervous system is like a complex mission control centre that receives and relays messages very quickly.

Human beings respond to their environment by means of the five sense organs. They are the ears, eyes, nose, skin and tongue. The sense organs are constantly receiving information from the environment and sending it to the brain.

The ear is a complicated mechanism. It can distinguish between various pitches and qualities of sound. The ear is sensitive to vibrations within the 20 to 20,000 movements per second range. The ear is divided into three parts: the outer ear, the middle ear, and the inner ear. The bones in these sections of the ear transmit the sound vibrations from the eardrum to the membrane-window covering the inner ear.

It is important that humans have two ears instead of one. Because of this we can tell the directions from which sound comes. A sound actually enters one ear a split second sooner than the other ear. The brain picks up this split second difference and from it tells us the direction the sound is coming from.

In addition to detecting sound, the ear also helps us to keep our balance. This balance function is attributed to the semi-circular canals of the ear.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers with mine. Make sure you do the necessary corrections before moving on to the next part of this lesson.

### Developing a Personal Shorthand

When you are taking notes in a lecture, an audio-visual presentation, or at a meeting, writing speed can be an important factor. Using abbreviations and symbols in place of words can make your note-taking more efficient and accurate.

Until you become comfortable with your shorthand, review your notes shortly after you take them. Use the suggestions in the chart below to help you develop your personal shorthand.

<b>Developing a Personal Shorthand</b>	
<b>Suggestions</b>	<b>Examples</b>
1. Use only one abbreviation for each word	Decide whether lk means like or look
2. Use capital letters to stand for some words and small letters for others	P (paragraph), p (page), Q (question), w (with)
3. Use only the first two or three letters of a word	Ch (chapter), ex (example), ea (each), dif (different)
4. Use only the first and last letters of a word	Rt (right), wd (word), hr (hour), vs (versus)
5. Use slashes, letters, and symbols for certain words	w/o (without), b/4 (before), b/c (because)
6. Use standard symbols to stand for words	Number (number), = (equals)



**Activity 2** Using the chart above for shorthand notes, create your own table or chart or personal shorthand notes using the suggestions given above.

<b>Developing a Personal Shorthand</b>	
<b>Suggestions</b>	<b>Examples</b>
1. Use only one abbreviation for each word	
2. Use capital letters to stand for some words and small letters for others	
3. Use only the first two or three letters of a word	
4. Use only the first and last letters of a word	
5. Use slashes, letters, and symbols for certain words	
6. Use standard symbols to stand for words	

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



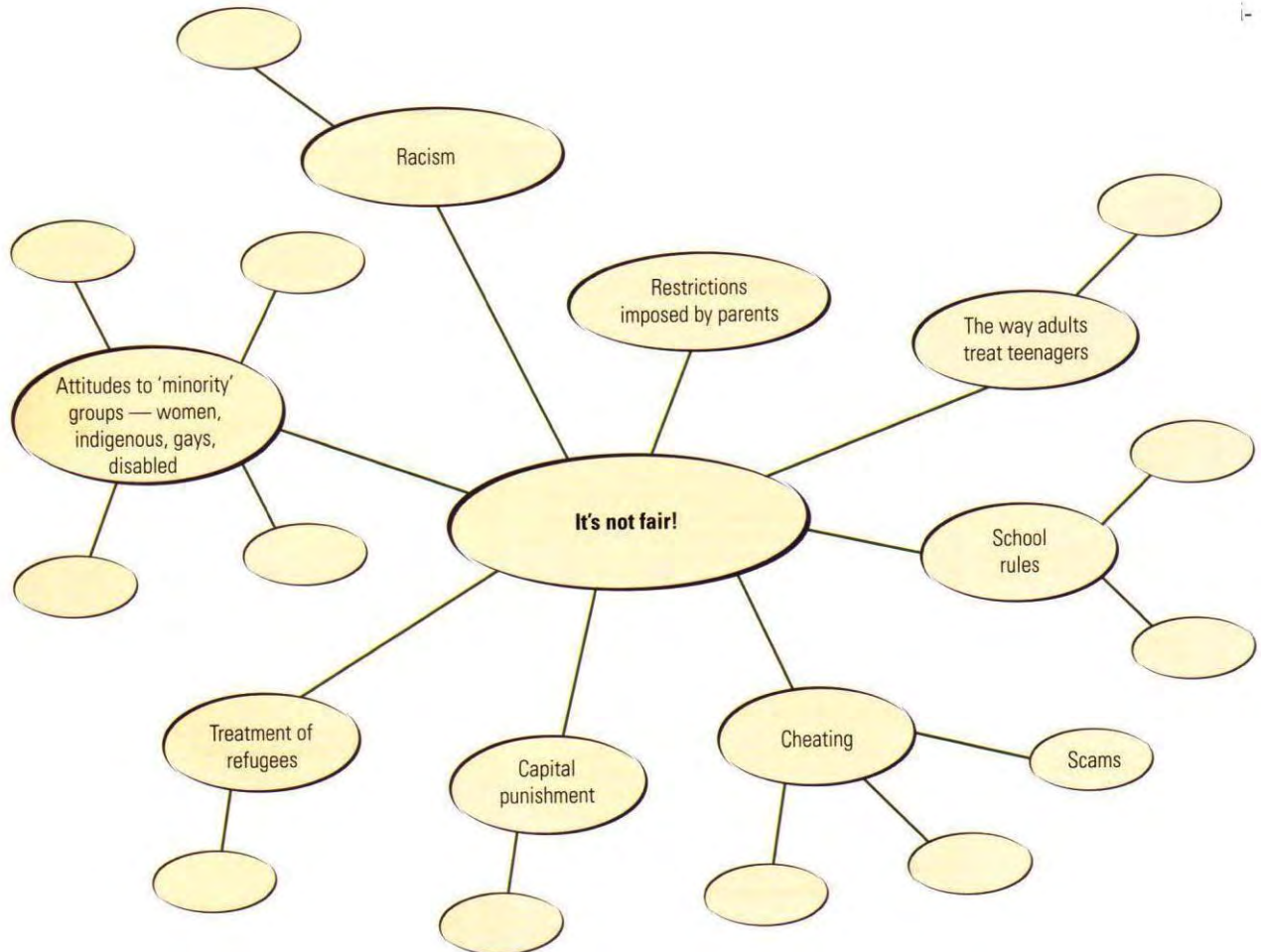
### Summary

You have come to the end of Lesson 3. In this lesson, you learned about the steps in taking notes and how to take notes. You have also learnt when to take notes and using the suggestions for shorthand notes.

**NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.**

## Practice Exercise: 3

Study the concept map below which is one way of taking down notes and fill in the blank spaces with your ideas. Ensure that you fill in the accurate information in each of the ovals.



**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

### Answers to Activities

#### Activity 1

- Nervous system
- living things to respond
  - Receives and relays messages quickly
- Five sense organs
- ears, eyes, nose, skin & tongue
  - Send messages to the brain
- Ear
- distinguishes between pitches and qualities of sound
  - Helps us to keep our balance (detecting sound)

**Activity 2**  
**Sample answers**

<b>Developing a Personal Shorthand</b>	
<b>Suggestions</b>	<b>Examples</b>
1. Use only one abbreviation for each word	C (connection)
2. Use capital letters to stand for some words and small letters for others	T (tense), t (to)
3. Use only the first two or three letters of a word	pro(professional ), btw (between),
4. Use only the first and last letters of a word	bt (but),
5. Use slashes, letters, and symbols for certain words	c/o (care of)
6. Use standard symbols to stand for words	i.e (that is)

## Lesson 4: Summarising

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Welcome to **Lesson 4** of **Unit 2**. In the previous lesson, you learned about taking and making notes. The lesson focused on the methods of taking notes. These are steps that distinguish them from note-taking.



### Your Aims:

- define unfamiliar terms
  - identify the steps in summarising
  - writing a summary
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### What is a Summary?

A summary is a condensation of the most important points of a reading or lecture. Preparing a summary encourages you to determine the essential information that needs to be remembered, and to internalize the information in your own words.

The chart below offers suggestions for summarising.

#### WRITING SUMMARIES

1. Listen or read for main ideas.
2. Write down the main ideas using your own words.
3. Shape these main ideas into sentences that express the purpose and point of view of the speaker or writer.
4. Write the summary in paragraph form. The final material should be no more than one third of its original length.

Let us now look at the example of the article used in the last lesson and see how we can write up the summary from the given notes.

### Life at Sea – Yesterday and Today

From the viewpoint of a sailor of two hundred years ago, going to sea was like being jailed, with the added risk of drowning. Even today life at sea is a challenge, but a comparison of daily living conditions of life at sea have changed tremendously.

Food is just one aspect of sea life which has changed over the years. Two hundred years ago when a ship went to sea, a typical sailor would not expect to see land again for some time. Ships were small, men were crowded together, and there was limited storage space, so the only foods that could be taken were those that stored easily and would not spoil readily. The normal meal was salted meat in barrels, hard sea biscuits that usually became worm-infested long before the cruise was over, and water that became so green and slimy in a short time that a sailor drank it only when necessary. A rare captain might provide some cheese or raisins, but since the cost of outfitting the ship came out of his pocket, extra rations were rare. Today when ships go to sea, sailors can look forward to an unlimited variety of foods and beverages. Meals are planned for quality, quantity, and proper nutrition. Usually little is spared to

satisfy the crew, and although they may occasionally gripe or complain, they may never in their lives receive better meals.

Living conditions are another aspect of life at sea which has changed. It has only been in recent years that berthing of sailors aboard ship has even been considered. In early days, a man slept wherever he could find a soft plank. In many cases, on warships, men were required to sleep near their battle stations. Men were not allowed to live ashore because of the high desertion rate, but they were allowed to have their wives aboard ship while in port. Many a times, a lad was sired alongside a ship's cannon, giving rise to the old saying, "son of a gun." Today, living conditions are major morale factor, and sailors enjoy spacious bunks, adequate locker space, and additional recreation areas. In some cases, the crew is lucky enough to have wardrooms to live in.

Besides these changes in living conditions, there have been major changes in working conditions at sea. In the days of sail, it was considered too risky to allow idle hands. In consequence, a work day would last from sunrise to sunset. Men were divided into port and starboard watches. This routine allowed a man four hours' sleep out of his first thirty-two hours and eight hours' sleep out of his second thirty-two hours. Nowadays, a sailor may work a normal eight-hour day with adequate time for recreation and relaxation. On merchant vessels there is often overtime pay for extra hours. Unhappily, the navy has not reached this point yet.

Finally, there have been changes in the forms of discipline used at sea. Life at sea creates its own unique community, which requires rules that a landlubber may not comprehend. In the navy of two hundred years ago, the slightest infraction usually called for harsh punishment. The usual form of punishment was flogging with a "cat" (the tackle used to hoist the anchor). A routine minor offense would require twelve lashes, and the number would increase with the severity of the offense. The worst punishment was usually a deceptive disguise for sure death – a dozen through the fleet. In this punishment, a man was given a dozen lashes, but he was tied in a boat and rowed to each ship in port where crews were called out to witness punishment. Multiply these twelve lashes by fifty ships in port! Discipline is still a problem, and sailors still must face the mast, but gone are the whippings and the cruelty of bygone days. Sailors nowadays are fined, reduced in position, or jailed for serious offences, but they have all the rights of every citizen and can appeal any cases. Justice at sea is very similar to justice in any of our courts.

It is easy to see that life was much more difficult for the sailor of two hundred years ago than it is now. In spite of the difficulties, life at sea has always been an irresistible challenge.

### **Life at Sea – Yesterday and Today**

#### **Topic Outline (Main Ideas)**

- I. Food rations at sea
  - A. Kinds of food then
  - B. Kinds of food today
- II. Living conditions at sea
  - A. Room for berthing not considered then
  - B. Berthing major consideration today
- III. Working conditions at sea



- A. Working conditions then
  - 1. Daily routine
  - 2. Watches
- B. Working conditions today
  - 1. Daily routine
  - 2. Watches
- IV. Discipline at sea
  - A. Harshness of earlier punishment
  - B. Fairness of discipline today

### Summary:

#### Life at Sea – Yesterday and Today

Life at sea for sailors differs greatly in the past to the present time. The areas that have changed over two centuries are; food rations, living conditions, working conditions and discipline. Food rations were small due to overcrowding and storage space in the past then today. Living conditions were harsh in the past as there weren't enough space on board and rules of berthing wasn't considered as done today. With working conditions in the past, it was tough as men slept less hours and anywhere on the ship as required without overtime payment. Finally, in the past, sailors were punished severely by flogging. The number of lashes depended on the severity of the offence. Now, that has changed and justice at sea is seen to be same as justice in any of our courts.



**Activity 1** Read the passage below and take down the main ideas then create a summary.

Improved health care, better nutrition, and changes in lifestyle have led to a national problem approaching crisis proportions: a dramatic increase in the aged population. At the same time that many seniors live in isolation, with decreasing financial resources and increasingly physical limitations, residential-care facilities are bulging with others no longer able to care for themselves. Families and counsellors alike are baffled by the dilemma of balancing the need of independence with the need for assistance. Programs must be implemented to assimilate this segment of society and utilize their not inconsiderable experience and expertise rather than isolate them and rate them to personal diminishment and deterioration. Creative and cooperative programs involving families, social-service agencies, and health-care providers are essential if our aging parents and grandparents are to have in their declining years the quality of life they have earned throughout their lives.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

## When to Summarise

The main idea is given in the text, but details, examples and formalities are left out. When used with longer texts, the main aim of summarizing is to reduce or condense a text to its most important ideas. Summarizing is a useful skill for making notes from readings and in lectures, writing an abstract and incorporating material in assignments.

Summarise long sections of work, like a long paragraph, page or chapter to:

- outline the main points of someone else's work in your own words, without the details or examples.
- include an author's ideas using fewer words than the original text.
- briefly give examples of several differing points of view on a topic.
- support claims in, or provide evidence for, your writing.



**Activity 2: Using the outline given below which is organized logically, create a summary.**

## Employment

1.

- A. Possible to find customers easily
  - (i) Make contacts through the community
  - (ii) Make contacts through parents and their work
  - (iii) Make contacts through clubs and religious organizations
- B. Possible to advertise inexpensively
  - (i) Run one initial ad in newspaper
  - (ii) Place ads free on bulletin boards in stores, businesses, and communities
- C. Possible to obtain equipment
  - (i) Borrow from neighbours
  - (ii) Buy with parents help
  - (iii) Rent from local stores

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 4. In this lesson, you learned about using the steps in writing a summary as well as writing the main ideas and using them to create your summary.

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**NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.**

**Practice Exercise:           4**

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**Write a summary of the following paragraph. Write your answer on the spaces provided.**

The Shakers are a religious sect that arose in England during the eighteenth century. They were named for the emotional shaking that formed part of their religious services. Led by Ann Lee, a small group of Shakers emigrated to America. By 1840, they had established nineteen communities from Maine to Kentucky consisting of approximately 6,000 members. The Shakers dedicated themselves to their religious beliefs and to the goal of creating a perfect society, or utopia, on earth. They believed in pacifism, and probably the circular saw. However, they are most widely known for their simple, elegant furniture. Following the Civil War, many Shakers were drawn by the Industrial Revolution to work and live in the large cities. The sect also declined because members did not believe in marriage or having children. Today, only two Shaker communities remain in Maine and New Hampshire.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

## **Answers to Activities**

### **Activity 1: Sample Answer**

There is a dramatic increase in the aged population due to better health care, nutrition and improved lifestyle in societies today.

### **Activity 2: Sample Answer**

There are advantages of employment which include; the possibility of finding customers easily, advertising inexpensively, and obtaining equipment. The possibility of finding customers easily is through the community, parents and their work, clubs and religious organisations whilst advertising cheaply by placing ads freely on bulletin boards in the community. Moreover, borrowing from neighbours, buying with the help of parents and renting from stores eases the burden when unemployed.

## Lesson 5: How to Conduct Survey

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Welcome to **Lesson 5** of **Unit 2**. In the previous lesson, you learned about the steps of summarising. Using the skills needed in doing note-taking, you were able to write your summaries.



### Your Aims:

- define survey and identify the types
  - identify the audience and purpose of the survey
  - identify the advantages and disadvantages of the two ways of conducting survey
- 

### What is a Survey?

A survey is a careful examination to learn certain facts, for example, telephone and in-house interviews, and self-administered surveys are a quantitative research method. That is, a research method that produces information from which you can generate percentages. Unlike telephone and in-person interviews, self-administered surveys do not require the use of an interviewer in administering the surveys. Respondents read the questionnaire and record their responses themselves.

All self-administered surveys involve similar steps, including;

- developing a sample strategy or determining who it is you are going to survey.
- writing a questionnaire
- distributing the questionnaire and collecting the data
- entering the data into your computer system for analysis
- analysing data

The method you use to distribute the questionnaire and collect the data (mail, e-mail or on-site) is flexible and should be made to reading the target population.

The overall steps involved in conducting a self-administered survey remain fairly consistent, regardless of the distribution method. In other words, how you choose to distribute the questionnaires may depend largely on who you decide to survey.

### For example:

Self-administered surveys are an excellent research method for obtaining information from area students. One way to conduct a self-administered survey of students is to distribute questionnaires on-site in the schools. In order to do this, you would first need to obtain permission to enter schools and have the questionnaires distributed in classrooms. Students would then return the completed surveys to a central location at the school, and a member of the staff would collect the completed surveys.



**Activity 1** Fill in the blank spaces in the following close passage with the words given in the box below.

contact, survey, superintendent, students, review, direct, team, strategies, method, regarding

### Including Area Schools in Your Research Planning Process

If you plan to use 1 as research subjects, it is a good idea to include area schools in your research planning process. For example, one effective 2 of finding out what students are looking for in programs and activities is to conduct a self-administered 3 of students. The best place to reach a large number of students all at once is in schools themselves, but you will first need to obtain approval and cooperation from the school superintendent.

It is helpful if someone on the project planning 4 has connections with the school department and can contact superintendents to get their buy-in and approval to use the school in the research. Ideally, the 5 can assist you in contacting school principals to get their buy-in. It is critical to obtain the approval of school principals, as they generally have complete decision-making power 6 what occurs in their schools. Principals are also highly likely to want to notify parents before any research is conducted. Remember to build time into your research schedule for schools to send notices to parents.

In addition, school systems have formal systems for reviewing research materials; there could either be a 7 board or an individual who will review and approve your research materials. Talk to the school superintendent to identify what the reviewing process is and who you should 8. Build this review process into your research timeline as well. In addition, there may be other organisations involved in the initiative, each with its own internal review processes.

Two good 9 for obtaining buy-in are to emphasize the value of the research, and make it easy for schools to participate. For example, make sure school superintendents and principals understand the importance of your research project and the 10 benefit this research will have on your community's children. Try to arrange your research project so that it uses as few school resources as possible. For example, rather than relying on the school system to mail or transport surveys, arrange to transport surveys yourself, if needed.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers with mine. Make sure you do the necessary corrections before moving on to the next part of this lesson.

## Advantages and Disadvantages of Self-Administered Surveys

### Advantages:

1. **Cost** - they are less expensive than interviews because they do not involve the cost of hiring, training and employing skilled interviewers.
2. **Efficiency** – surveys can be distributed in large numbers all at once, and involve less administrative time.
3. **Anonymity** – the respondent is assured of anonymity and privacy, and can therefore feel freer to provide honest responses.
4. **No interviewer error** – there is no possibility of interviewer bias.

### Disadvantages:

1. **Bias** – unless you receive a high response rate, respondents will mainly be people who feel very strongly about your topic; for example, people with very high levels of either satisfaction or dissatisfaction with activities.
2. **Respondent error** – there is more potential for respondents to misunderstand questions, and there is no opportunity to get clarification. Respondents may answer questions without really understanding them and the researcher will never know it.
3. **Incomplete surveys** – there is a higher incidence of skipped questions and incorrectly filled-out surveys.
4. **Low response rates** – in general, response rates for self-administered surveys are lower than they are for interviews, although this can vary depending on how invested potential respondents are in the topic and whether incentives are being offered.



**Activity 2** Find the accurate information for the advantages and the disadvantages for the self-administered survey and fill in the blank spaces before each explanation.

1. \_\_\_\_\_ the person is told that his name will not be mentioned therefore will feel free to provide honest responses.
2. \_\_\_\_\_ this occurs when the surveys are less than interviews and that the respondents may query whether there will be benefits from the survey given.
3. \_\_\_\_\_ less cheaper than interviews as no costs involved in training, hiring etc.
4. \_\_\_\_\_ the respondents will have problems in understanding some questions and it will be difficult as there won't be anyone to assist.
5. \_\_\_\_\_ the interviewer won't be available therefore it makes it very easy as there won't be interviewer biases.



6. \_\_\_\_\_ most questions will be left out and there might be incomplete surveys.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

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## **Conducting Mail Survey**

One common way of distributing self-administered surveys is through the mail.

Mail surveys are a type of self-administered survey that are cost-effective and require less administrative time than interviews. Mail surveys have a longer data collection timeline than other research methodologies. They are a good option when contacting a population that is likely to be responsive and when the objectives of the study do not require a survey instrument of complex design.

### **Steps involved in Mail Survey**

- 1. Developing Sampling Strategy**  
Who do you want to survey? How will you identify them and get contact information? How will you organise the survey population?
- 2. Developing Questionnaire**  
What information do you need to find out? What is the best way of asking questions in order to get the information that you need? How will you format the questionnaire?
- 3. Collecting Data**  
This includes mailing the questionnaires, tracking and reviewing completed surveys, and sending reminders to those who have not returned a questionnaire yet.
- 4. Entering Data**  
In order to analyse the data quantitatively, you will need to enter your data into computer storage so that statistical software can utilize it.
- 5. Analysing Data**  
Making sense of the findings

An example of a standard timeline for a mail survey is provided below.

<b>Task</b>	<b>TimeLine</b>
First mailing of questionnaire with cover letter	---
Mailing of first reminder postcard to non-respondents	4 to 10 days
Second mailing of questionnaire with cover letter to non-respondents	35 days
Second mailing of reminder postcard to non-respondents	39 to 45 days
Third mailing of questionnaire with cover letter to non-respondents	60 days
Wait about 21 days for third wave of questionnaires to be completed and returned	81 days

Your community can use the questionnaire to find out what people think about local programming by asking questions about their beliefs, feelings, opinions, needs, and personal characteristics. Keep in mind that formatting is a key consideration for mail surveys, as it is likely to affect your response rate (the proportion of people who receive the survey who will complete it and mail it back) as well as cost.

People may be less likely to complete a survey that is too cramped or difficult to follow. The more pages your questionnaire has, the more it will weigh. The more it weighs, the more you pay. You will be mailing the questionnaire out as many as three times. For example, you can expect to pay a little over K390 in postage to mail 1,000 copies of a survey approximately four pages long.

Mail surveys are more cost-effective and use fewer internal sources than most other research methodologies, such as conducting telephone or in-person interviews or conducting focus groups. The time demands for conducting any research project are significant, however, and you should consider whether your organisation can coordinate the study effectively or if you should outsource the study. You should also consider whether or not your organisation has the internal resources with the time and skills to conduct appropriate analysis after the data have been collected.

If you have sufficient financial resources and limited administrative resources in-house, mail surveys can be outsourced to a market research or data collection firm that will coordinate the entire project for you. A market research firm could also analyse the data and provide you with a well written report of the findings.

All aspects of a mail survey can be managed in-house with sufficient resources for the administration of the project and analysis of the data.



**Activity 3** Identify the advantages and the disadvantages of mail surveys and place them under the appropriate headings. The first one has been done for you as an example. Write your answers in the box provided on page 41.

### Advantages and Disadvantages of Mail Surveys

1. **Cost** – mail surveys are self-administered so there are no interviewing costs. In addition, bulk postage rates are relatively inexpensive.
2. **Requires a short, simple questionnaire** – long questionnaires may not hold respondents' attention which will result in a lower response rate. Also, respondents cannot be expected to scrupulously follow complex instructions for answering some questions and skipping others, which makes a simple and easy-to-follow questionnaire necessary.
3. **Less depth of information** – respondents are less likely to provide detailed and thoughtful responses to open-ended questions if an interviewer is not probing and recording their responses. Open-ended questions are more likely to be skipped than close-ended questions.
4. **Privacy and convenience** – respondents are able to complete the survey in the privacy of their own homes, which may make them feel more comfortable giving truthful answers. Respondents are also able to fill out the survey at their convenience.
5. **Incomplete surveys** – when filling out a survey on their own, respondents are likely to answer questions out of order and to skip questions.
6. **Lack of Interviewer bias** – this method removes the possibility that an interviewer's manner of asking a question may influence the respondent's answer.
7. **Longer timeline** – mail surveys require waiting for reasonable periods of time for people to return completed surveys. Methods used to increase the response rate for the study, such as sending reminder postcards and second and third copies of the questionnaire, add weeks to the timeline.
8. **Low response rates** – mail surveys tend to have low response rates, especially if no incentive is provided. People who do take the trouble to complete the survey and send it back are often those who feel strongly about the topic.

<b>Advantages</b>	<b>Disadvantages</b>
1. <b>Cost</b> – mail surveys are self-administered so there are no interviewing costs. In addition, bulk postage rates are relatively inexpensive.	5. <b>Incomplete surveys</b> – when filling out a survey on their own, respondents are likely to answer questions out of order and to skip questions.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



**Summary**

You have come to the end of Lesson 5. In this lesson, you learned about the advantages and disadvantages of self-administered survey and how to conduct a survey.

**NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.**

**Practice Exercise: 5**

Fill in the spaces with the necessary information given in the box. The first one has been done for you as an example.

**Who to hire? Where to find vendors? What you will do? What to look for?  
What they will do? What you should expect to pay?**

<b>Outsourcing Mail Surveys A Guide to Hiring Vendors</b>	
1. Who to hire:	<ul style="list-style-type: none"> <li>• data collection firm</li> <li>• full-service marketing research firm</li> </ul>
2.	<ul style="list-style-type: none"> <li>• experience with similar types of research projects.</li> <li>• price</li> </ul>
3.	<ul style="list-style-type: none"> <li>• internet searches for data collection, marketing research, mail surveys, and so on.</li> <li>• look for vendors offering the following types of research services: data collection, mail, surveys and so on.</li> <li>• ask trusted associates for recommendation.</li> </ul>
4.	<ul style="list-style-type: none"> <li>• discuss your research objectives with you in detail</li> <li>• coordinate the entire process of mailing surveys, track who has responded, review surveys for quality and mail reminders and additional copies of the questionnaire.</li> </ul>
5.	<ul style="list-style-type: none"> <li>• provide vendor with a clear understanding of your research objectives</li> <li>• provide vendor with questionnaire</li> <li>• manage the firm to the extent you deem necessary</li> </ul>
6.	<ul style="list-style-type: none"> <li>• will vary widely, depending on vendor and scope of project</li> </ul>

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

**Answers to Activities**

**Activity 1**

- |                   |               |
|-------------------|---------------|
| 1. Students       | 6. Regarding  |
| 2. Method         | 7. Review     |
| 3. Survey         | 8. Contact    |
| 4. Team           | 9. Strategies |
| 5. Superintendent | 10. Direct    |

**Activity 2**

1. Anonymity
2. Low response rates
3. Cost
4. Respondent error
5. No interviewer error
6. Incomplete survey

**Activity 3**

<b>Advantages</b>		<b>Disadvantages</b>	
1.	<b>Cost</b> – mail surveys are self-administered so there are no interviewing costs. In addition, bulk postage rates are relatively inexpensive.	5.	<b>Incomplete surveys</b> – when filling out a survey on their own, respondents are likely to answer questions out of order and to skip questions.
4.	<b>Privacy and convenience</b> – respondents are able to complete the survey in the privacy of their own homes, which may make them feel more comfortable giving truthful answers. Respondents are also able to fill out the survey at their convenience.	8.	<b>Low response rates</b> – mail surveys tend to have low response rates, especially if no incentive is provided. People who do take the trouble to complete the survey and send it back are often those who feel strongly about the topic.
6.	<b>Lack of Interviewer bias</b> – this method removes the possibility that an interviewer’s manner of asking a question may influence the respondent’s answer.	7.	<b>Low response rates</b> – mail surveys tend to have low response rates, especially if no incentive is provided. People who do take the trouble to complete the survey and send it back are often those who feel strongly about the topic.
		3.	<b>Less depth of information</b> – respondents are less likely to provide detailed and thoughtful responses to open-ended questions if an interviewer is not probing and recording their responses. Open-ended questions are more likely to be skipped than close-ended questions.
		2.	<b>Requires a short, simple questionnaire</b> – long

<b>Advantages</b>	<b>Disadvantages</b>
	questionnaires may not hold respondents' attention which will result in a lower response rate. Also, respondents cannot be expected to scrupulously follow complex instructions for answering some questions and skipping others, which makes a simple and easy-to-follow questionnaire necessary.

## Lesson 6: Conducting a Community Survey



Welcome to Lesson 6 of Unit 2. In the previous lesson you learnt what a survey is and how to conduct it. The lesson allowed you to learn about the types of surveys, identifying the audience and its purpose.

In this lesson, you will learn about conducting a community survey. You will also be given an opportunity to conduct a survey in your own community that may help you in your research work.



### Your Aims:

- identify an issue in the community to carry out a survey
- prepare survey questions
- conduct a survey based on the questionnaire
- evaluate the survey

Before you read on, do the vocabulary activity below to define new terms.



**Activity 1** Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary.

### Column A

- \_\_\_ 1. Survey
- \_\_\_ 2. Conduct
- \_\_\_ 3. Respondents
- \_\_\_ 4. Community
- \_\_\_ 5. Ambiguous

### Column B

- A. a group of people living in one area, district or country
- B. a general look at something; a detailed inspection or examination of an area, building, and so on.
- C. having more than one possible meaning; uncertain
- D. to lead or guide; to organise or manage something
- E. a person who responds to a poll

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



### **What is a community survey?**

A **community survey** is conducted to gather information from the community members on certain issues that concern them. This is done through a series of questions given to a number of people to seek their opinions or experiences, behaviors or needs. This data may be used for research and usually may be beneficial for the community. Conducting a survey is a primary source of information for researchers.

In your previous lesson, you talked about surveys and how to conduct it. This time, you will have the opportunity to conduct your own survey. I will ask you to choose an issue in your community that is of concern to its people. Think of what is happening in your community, your neighbours, and your *wantoks*. In a community there would always be certain issues that affect or benefit its people.

Some examples of community issues may be the effects of global warming in the community; feelings brought about by mining in your community; gardening in the community; the lack of opportunity to have good education, domestic violence, and so on. These are just examples; you would know better the situation in your own community.

### **What is a survey questionnaire?**

A **survey questionnaire** presents a set of questions to a respondent who with his or her responses will provide data to a researcher. In this case you are the researcher. The success of your survey will depend much on your questions. Read below the things you have to consider in making your questionnaire.

### **Preparing your survey questions**

- 1. Consider your respondents** - your questions should be clear to all your respondents, despite the education background. These questions should not be offensive. It should be simple and can be interpreted the same way.
- 2. Consider your purpose** - you must focus your questions based on the information you want to get from the respondents. Your purpose will affect the type of questions you will have. Always bear in mind the purpose of the survey as you make your questions.
- 3. Phrasing of questions** - your questions should be clear and simple. How the questions are worded will affect the result that you will get from the respondents. Avoid making questions that are double-barreled or calls for two answers. One question should only have one answer.
- 4. Choose the type of question** - your questions need to be carefully formed so you can get the information you need. There are two types of questions: the closed question (forced-choice) and the open question (free-answer). The closed question has two variations. First, the questions can be stated so that the answer is either yes or no. Second, the question will give the respondents a list of alternatives to choose from. The respondents may be asked to respond to statements by strength of agreement. The open question allows the respondent to use their own words in answering the questions.
- 5. Order or group the questions according to subject** - your questions need to be in logical order. Group your questions according to what information you intend to get from the respondents. Answers to the questions may be grouped

easily depending on how you group the questions also. Present your questions in a clear, organized layout.

- 6. Conduct of survey** - how you will give out the survey questionnaire will matter. Surveys can be given distributed to the respondents and collected after some time; or it may be given out through an interview. Your questions must be patterned to how you will conduct it.

*Note:* When doing the survey, you have to make sure that you consider your safety. You might want to ask somebody to accompany you while giving out the survey questionnaires.



**Activity 2** Provide the answer to the following questions. Write your answers on the spaces.

1. Below are sample questions, identify whether it is a “closed question” or an “open question”.

- a. Please rank the following Homecoming activities in order of preference (starting with 1 for your favourite activity).

\_\_\_ Homecoming Pep Rally  
 \_\_\_ Homecoming Parade  
 \_\_\_ Homecoming Football Game  
 \_\_\_ Homecoming Dance

**Answer:** \_\_\_\_\_

- b. Do you have a driver's license?

( ) Yes  
 ( ) No

**Answer:** \_\_\_\_\_

- c. What do you think will help you to study well?

**Answer:** \_\_\_\_\_

- d. How many hours a day do you spend doing homework?

( ) 0 to 1 hour  
 ( ) 2 to 3 hours  
 ( ) 4 to 5 hours  
 ( ) more than 5 hours

**Answer:** \_\_\_\_\_

- e. What do you like best about the parliamentary form of government in PNG?

**Answer:** \_\_\_\_\_

2. What is a survey questionnaire?

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Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

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As you make your survey questions, here are some tips for you to remember.

**Your questionnaire must:**

- be short.
- start with interesting questions.
- assure a common understanding.
- have more closed questions rather than open questions.
- be in logical order.
- contain relevant information.

**Your questions must:**

- use simple words.
- not be leading questions.
- be worded carefully.
- not be double-barrelled .
- be direct to the point.
- avoid recalling the answers.
- be grammatically correct.
- not be biased/leading.



**Activity 3** Study the tips given above and then answer the questions that follow.

1. Rewrite the two (2) questions below to make it a good and simple survey question:
- a. "What is the frequency of your automotive travel to your parents' residents in the last 30 days?"

**Answer:** \_\_\_\_\_

- b. Community organising is hard. Do leadership trainings help you feel prepared for community organizing?
- |                        |                        |
|------------------------|------------------------|
| Much more prepared     | Somewhat more prepared |
| Slightly more prepared | Not more prepared      |

**Answer:** \_\_\_\_\_

2. The three (3) questions below are badly written questions. Identify whether it is "double-barrelled", "ambiguous" or "biased/leading"

- a. Higher than single-family density is acceptable in order to make housing affordable.
- Strongly      Undecided      Disagree      Strongly Disagree

1

2

3

4

**Answer:** \_\_\_\_\_

- b. In your opinion, how would you rate the speed and accuracy of your work?

Excellent    Good    Fair    Poor

**Answer:** \_\_\_\_\_

- c. More people have attended the movie, *Gone with the Wind*, than any other motion picture produced this century. Have you seen this movie?

Yes

No

**Answer:** \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



### Summary

You have come to the end of Lesson 6. In this lesson you learnt about conducting a community survey. You read about how to prepare your survey questions. You have also conducted your own survey based on the survey questions that you made

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**NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.**

**Practice Exercise: 6**

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**For your practice exercise, you will be conducting your own community survey. Take note of the guidelines for you to make your own survey questionnaire.**

These are the five (5) possible topics that you can use for your survey. Choose one that you think is relevant to your community.

1. Knowledge about global warming
2. How mining changed my community
3. Mass media's effect to the young people
4. Lack of opportunity to have good education
5. Domestic violence in my community

After choosing among the five (5) possible topics;

- Make 15 survey questions that is based on the topic
- After making the questionnaire, interview 10 people in your community. You may also make copies of the questions and give it out to your respondents. Make sure you collect the papers for you to collate the result.
- Collate and tally the responses of your respondents
- Have the following information included in your questionnaire
  - Purpose of survey
  - Target Respondents
  - Topic
  - Number of respondents
  - Name
  - Age
  - Village / District

**Note: This practice exercise is worth 25 marks** (15 marks for the survey questions / 10 marks for the collated result of the survey).

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

**Answers to Activities****Activity 1**

1. B
2. D
3. E
4. A
5. C

**Activity 2**

1.
  - a. Closed question
  - b. Closed question
  - c. Open question
  - d. Closed question
  - e. Open question
2. A survey questionnaire is a set of questions give to a respondent whose responses will provide data to a researcher.

**Activity 3**

1.
  - a. About how many times in the last 30 days have you driven to your parents" home?
  - b. The leadership trainings prepare me for community organizing.  
Strongly agree      Agree      Disagree      Strongly disagree
2.
  - a. ambiguous
  - b. double-barrelled
  - c. biased/leading

## Lesson 7: Report Writing

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Welcome to Lesson 7 of Unit 2. In the previous lesson you learned about conducting a community survey. The lesson allowed you to learn how to prepare survey questions. You also conducted your own community survey.

In this lesson, you will learn about report writing and how you will be able to write good substantial reports. You will also be given an opportunity to write your own report.



### Your Aims:

- identify the steps for report writing
  - write a report
- 

Before you read on, do the vocabulary activity below to define new terms.



**Activity 1** Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary.

#### Column A

- \_\_\_ 1. Accurate
- \_\_\_ 2. Systematic
- \_\_\_ 3. Edit
- \_\_\_ 4. Revise
- \_\_\_ 5. Draft
- \_\_\_ 6. Format
- \_\_\_ 7. Concise
- \_\_\_ 8. Recommendations
- \_\_\_ 9. Outline
- \_\_\_ 10. Proofreading

#### Column B

- A. a printing proof that incorporates changes marked in a previous proof
- B. to read and mark corrections
- C. a summary of a written work; a condensed treatment of a particular subject
- D. something that recommends or expresses commendations
- E. presented or formulated as a coherent body of ideas or principles
- F. conforming exactly to truth or to a standard
- G. to alter, adapt, or refine especially to out conformity to a standard
- H. a preliminary sketch, outline or version
- I. a method of organizing data
- J. free from all elaboration and superfluous detail

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

Let us first recall what a report is. A **report** is a systematic presentation of facts and findings, usually as a basis for recommendations; written for a specific audience, and probably intended to be kept as a record. For you to make a good report, your report must always be:

- accurate
- concise
- clear
- well structured

### **What are the steps in report writing?**

**Report writing** has several steps, this include:

#### **1. Knowing the reader and the purpose of the report**

Before you can write a report, you need to know who your reader is and your purpose for writing the report. It is important to define your purpose for writing the report because this will determine what kind of report you will write. It will make your report focused and topic-centered. This will also make your report writing easier and faster.

#### **2. Collecting ideas and data**

In collecting your ideas you gather data based on the research that you have done. This will usually include information that is important to the topic. Keep in mind the relevant information you want the readers to know. Organize your thoughts with an outline of the topic. Make a clear outline.

#### **3. Writing the first draft**

After making an outline, you are now to put your ideas in sentences and paragraphs. Make your sentences short and direct to the point. You do not have to write very long sentences especially if it is not necessary. In writing your draft, you put your ideas on paper and you get to think while writing. At this time, you can ignore grammar and style and focus on putting your ideas into paper and write as much as you can.

#### **4. Revising the draft**

This is one important step in writing a report. Revise your draft based on your target reader and also remember your purpose for writing the report. Re-structure sections in your report. You may re-organise major sections, add or remove ideas, put bullet points and number your ideas. This time you polish your sentences, remove unnecessary words and ideas. Make sure your sentences follow each other and your paragraphs are clear.

#### **5. Proofreading and editing**

After doing the final draft, wait for a day or two before you re-read your report and make corrections. When proofreading and editing you do a sweep for errors and make needed corrections or changes. Watch out for typographical and grammatical errors. Do not be afraid to add or change ideas whenever it comes. Have a friend or family member proofread and edit your work, it is always helpful to have a new pair of eyes reading your report.





**Activity 2** Provide the answer to the following questions. Write your answers on the spaces.

1. A report should always be:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  
2. In the five (5) steps of report writing, which step will you organize your ideas into an outline form? \_\_\_\_\_
  
3. \_\_\_\_\_ will allow you make corrections and changes to you report.
  
4. Which step will help you make your report writing easier, faster and more focused?  
\_\_\_\_\_
  
5. This step will allow you to re-organize your ideas and polish your sentences.  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

The following is a guide format that will help you make a good report. Take note of the main headings. Keep in mind the topic that you will be writing about at the end of the lesson.

### **Title Section**

In this section, if the report is short, the front cover can include any information that you think is required. If the report is long, you may want to include a table of contents, definitions of terms, and so on.

### **Summary**

This section will provide the summary of the major points, conclusions, and recommendations. It must be short since it gives the general overview of the report. Though it is short, make sure it has all relevant information since most people will read the summary and only skim the rest of the report. It is advised to write the summary last so you will include everything that is necessary.

## Introduction

There is a need to have an introduction in the first page of the report. This will explain why the report was made. You may include a short background or context of the report. The terms of reference and methods used in the data gathering may be included, if this is not written in the other sections of the report.

## Body

This is the substance of the report. The main section that gives information that is usually arranged in order of importance with the most important information coming first. This section needs to have several sections, with each section having a subtitle. Graphs and tables may be included here to support your findings.

## Conclusion

This section will draw out the implications of your findings. This is where everything comes together. This section has to be free of jargon because most people will read the conclusion.

## Recommendations

This section will provide the things that need to be done. You have to write it in terms that can be understood. It is where you explain your recommendations and putting them in order of priority.

## Appendices

This section includes detailed documentation of points you outline in your findings, for example, technical data, questionnaires, letters sent, tables, sketches, charts, leaflets etc. It is supplementary information which you consider to be too long or complicated or not quite relevant enough to include in your main body, but which still should be of interest to your reader.

## References

This section includes the key references used in the report. You must list down in detail the resources and quotations that you used.

## Bibliography

The Bibliography contains the significant sources that were consulted and that relates to the report (volumes, books, articles, audio visual, documents, web sites, and interviews).



---

### Activity 3 Study the guide format given above and then answer the questions that follow.

1. \_\_\_\_\_ The section in a report that states the reason why the report was written.
2. \_\_\_\_\_ The section that gives the reader an idea what should be done after the report is written.
3. \_\_\_\_\_ It may contain the table of contents, definition of terms and other information if the report is long.

4. \_\_\_\_\_ This is considered as the main section in a report.
5. \_\_\_\_\_ This section should be free of jargon.
6. \_\_\_\_\_ and \_\_\_\_\_ These two sections are usually the part where most people will read carefully.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---



### Summary

You have come to the end of Lesson 7. In this lesson you learned about report writing. You have also identified the steps in writing a report. You also identified the different sections of a report.

---

**NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.**





## Answers to Activities

### Activity 1

1. F
2. E
3. G
4. A
5. H
6. I
7. J
8. D
9. C
10. B

### Activity 2

1.
  - a. Accurate
  - b. Concise
  - c. Clear
  - d. Well structured
2. Step 2 Collecting ideas and data
3. Step 5 Proofreading and editing
4. Step 1 Knowing the reader and the purpose of the report
5. Step 4 Revising the draft

### Activity 3

1. Introduction
2. Recommendations
3. Title Section
4. Body
5. Conclusion
6. Summary and Conclusion

## ANSWERS TO PRACTICE EXERCISES IN TOPIC 1

---

### Practice Exercise 1

1. Comparative adjectives: harder than, only 30 per cent
  2. Professor Philip Seymour
  3. Qualitative research
  4. Comparative analysis
  5. A group of children in Dundee Primary School in Scotland was compared with those in 14 other European countries.
  6. The difficulties experienced by English speaking school children who learn to read in English as compared to other languages.
  7. The conclusion is, it takes longer for a child to learn to read in English than in any other language.
- 

### Practice Exercise 2

Students provide their own answers.

---

### Practice Exercise 3

#### Sample answers:

It is not fair!

- Capital punishment - death by hanging
  - Treatment of refugees – harsh and inhuman
  - Cheating – scams, plagiarism, adultery
  - School rules – , strict rules
  - The way adults treat teenagers – strict, distrust
  - Attitudes to minority groups – inferior, injustice, no place in the society
- 

### Practice Exercise 4

#### Sample Answer

Shakers, a religious sect, originated from England. Ann Lee migrated to America with a small group of them who settled in Maine and Kentucky where they increased to 6,000 members. They were famous for producing beautiful furniture. Many of them moved to live in the cities due to the Industrial Revolution which resulted in the decline of numbers. Also, they were not allowed to marry and have children. Now, only two Shaker communities live in Maine and New Hampshire.

---

### Practice Exercise 5

1. Who to hire?
2. What to look for?
3. Where to find vendors?
4. What they will do?
5. What you will do?
6. What you should expect to pay

### Practice Exercise 6

This practice exercise can have a variety of answers. You may check your answer to the practice exercise based on the given sample survey questionnaire.

Purpose of survey: To know if the community knows anything about global warming

Target respondents: Community members (ages 14 to 55)

Topic: Knowledge about Global warming

Number of Respondents: 10 people

Survey Questionnaire:

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Village / District: \_\_\_\_\_

Instruction: Tick the box of your answer.

1. Do you know what is global warming?
- Yes
  - No

If your answer is **Yes**, proceed to Question Number 2.

If your answer is **No**, kindly give back the paper to the researcher. Please fill up the needed information above. Thank you for your time.

2. How much had you thought about global warming before today?
- Not at all
  - A little
  - Some
  - A lot
3. How important is the issue of global warming to you personally?
- Not at all important
  - Not too important
  - Somewhat important
  - Very important
  - Extremely important
4. How worried are you about global warming?
- Very worried
  - Somewhat worried
  - Not very worried
  - Not at all worried
5. How much do you think global warming will harm you personally?
- Not at all
  - Only a little
  - A moderate amount
  - A great deal
  - Don't know



6. Do you believe global warming will affect your source of income?
- Yes
  - No
  - Maybe
7. Do you believe your community is experiencing global warming at the moment?
- Yes
  - No
  - Maybe
8. Do you believe it is happening right now all over Papua New Guinea?
- Yes
  - No
  - Maybe
9. Do you believe other countries are also experiencing global warming?
- Yes
  - No
  - Maybe
10. How much do you think global warming will harm future generations of Papua New Guinean?
- Not at all
  - Only a little
  - A moderate amount
  - A great deal
  - Don't know
11. When do you think global warming will start to harm people in Papua New Guinea?
- They are being harmed now
  - In 10 years
  - In 25 years
  - In 50 years
  - In 100 years
  - Never
12. Do you think global warming should be a low, medium, high, or very high priority for the Prime Minister and the Members of Parliament?
- Low
  - Medium
  - High
  - Very high
13. Is there anything you think you can do to prevent global warming?
- Yes
  - No
  - Maybe

14. Is there anything you think the government can do to prevent global climate change?
- Yes
  - No
  - Maybe
15. What do you think can you contribute to prevent global warming from getting worse? Give at least two (2) contributions.
- \_\_\_\_\_
  - \_\_\_\_\_
- 

### Practice Exercise 7

This practice exercise can have a variety of answers. You may check your answer based on the given sample report.

#### Title Section

Level of Knowledge about Global Warming of the Community of Vabukori

Submitted to: Mr. Martin Matias

Submitted by: Steven Michael

#### Summary

A research had been done to find out if the community of Vabukori knows what global warming is. This report contains information that will clarify the situation of the community in terms of knowledge about the effects of global warming in the community.

#### Introduction

Global warming is a phenomenon experienced by practically all the countries in the world. It is felt and is a major concern especially for first world countries. Papua New Guinea as a developing country is not as adept to the situation compared to the others. This report will clarify and point some matters that may help the country to be in touch with what is happening around. The report will give the reader an idea about how knowledgeable Papua New Guineans are in terms of global warming. The researcher made a survey questionnaire and gave it out to 10 respondents. These respondents come from different walks of life; with ages ranging from 14 to 55 years old.

#### Body

The researcher made an effort to conduct a survey to find out whether the community of Vabukori has any knowledge about global warming. The issue of global warming has alarmed most of the countries in the world. This knowledge about global warming has reached even the remotest places. Based on this knowledge, plans of action has been done to lessen, if not, to solve global warming.

This research will clarify if the people of Papua New Guinea have the same knowledge and concern about global warming through the sample respondents. The respondents were asked questions relating to their knowledge about this global issue.

The survey findings indicated that 50% (5 out of 10) of the sample respondents do not have an idea what global warming is. This is based on the survey question Number 1. The other 50% of the respondents have an idea and knows what global warming is. This means to say that half of the community knows the situation and the other half does not even have an idea what global warming is all about.

Out of the 5 respondents who have an idea about global warming, 3 said they have not thought about global warming until the survey; and 2 said they thought little about global warming until the survey. This was based on question Number 2.

Based on question Number 3, of the 5 respondents who have an idea about global warming, 2 respondents think that global warming is an issue that is somewhat important; while the 3 respondents think that it is not too important.

**(This section of the report will give the details of the survey result. The tallied result will have to be discussed one by one based on the questions in the survey. The above statements are just sample statements for you to have an idea how it is supposed to be written.)**

### **Conclusion**

The findings showed us that half of the community of Vabukori knows issue about global warming and the other half of the community do not have an idea what global warming is. This finding will make us conclude that half of the people of Papua New Guinea are aware about global warming; while the other half is not adept to the issue that faces the country and the whole world.

Another conclusion that we can get from the findings is that most community members of Vabukori need to be aware of the situation that is faced by the country and that of the whole world. We can conclude that Papua New Guineans lacks that knowledge about world concerns. This would mean that the lack of knowledge will reflect on the behaviour of the people, in terms of taking care of Mother Nature.

*(This section of the report will give several conclusions based on the findings. This will also give the implications of the report and how it connects to the survey questions answered by the respondents. The statements above are just sample conclusions, based on the sample findings.)*

### **Recommendations**

Based on the findings, it is recommended that the community will be informed about what global warming is all about. A recommendation shall be given to the local government to have an information drive in each community to deepen their knowledge of global warming; its causes and its effects. It is also recommended that schools in most communities intensify their information drive about global warming to spread the awareness about global warming in the other parts of the country.



## TOPIC 2

### RESEARCH SKILLS: USING INFORMATION

**In this Topic, you will learn about:**

- **Data analysis.**
- **Comparative sentences.**
- **Bar graphs.**
- **Line and pie graph.**
- **Organising data in tables.**

## **TOPIC 2: RESEARCH SKILLS: FINDING INFORMATION**

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Welcome to Topic 2. In this topic there are five (5) lessons.

In **Lesson 8**, you will learn about Data Analysis.

In **Lesson 9** you will learn about Comparative Sentences.

**Lesson 10** is about Bar Graphs and

**Lesson 11** is about Line and Pie Graphs.

In **Lesson 12** you will learn about Organising Data in Tables.

Make sure to complete all your lessons and practice exercises in order to really understand your lessons and to work well. Keep notes that you can refer to and to study.

We hope you enjoy the lessons in this topic.

Now you may begin with Lesson 8.

All the best!

## Lesson 8: Data Analysis



Welcome to Lesson 8 of Unit 2. In the previous lesson you learned about report writing. The lesson allowed you to make your own report based on the steps to make a report.

In this lesson, you will learn about analysing data gathered in surveys for you to have a comprehensive report.



### Your Aims:

- classify data
- analyse a survey data
- define qualitative and quantitative data

Before you read on, do the vocabulary activity below to get to know new terms.



**Activity 1:** In the box below, look for the word that corresponds to the meaning written under it. Write your answer in the space before the word meaning. You may use a dictionary.

A	Q	U	A	N	T	I	T	A	T	I	V	E
G	U	P	O	M	N	H	O	Q	Q	F	G	O
L	A	G	N	Q	B	D	P	W	A	A	F	U
O	L	A	C	B	V	A	A	E	V	N	B	N
H	I	D	I	J	C	T	S	R	G	A	T	B
E	T	F	U	W	X	A	D	T	C	L	D	V
W	A	G	Y	E	Z	J	F	U	E	Y	K	D
Z	T	H	T	R	L	K	G	I	F	S	I	Z
D	I	J	I	J	H	Y	U	I	F	E	K	Y
C	V	H	E	A	O	U	K	L	P	M	P	T

1. \_\_\_\_\_ - factual information used as a basis for reasoning, discussion or calculation.
2. \_\_\_\_\_ - relating to how good or bad something is.
3. \_\_\_\_\_ - an examination and interpretation of the nature and significance of something.
4. \_\_\_\_\_ - relating to the number or amount.
5. \_\_\_\_\_ - to divide things into groups according to their types.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

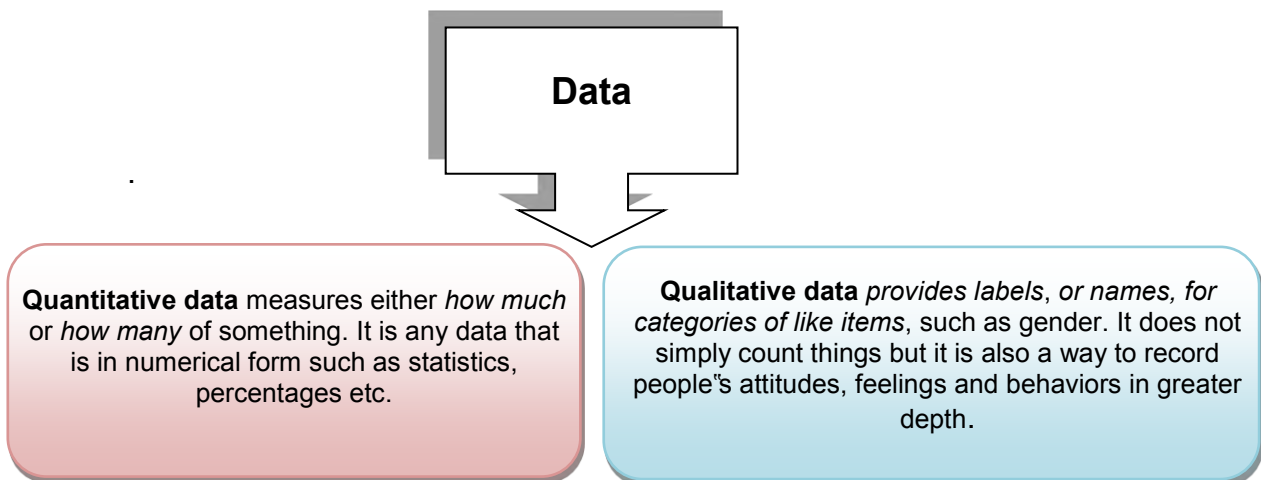
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### What is Data Analysis?

Before we answer the question above, let us recall the terms that we defined in the first activity. You learned that data is **factual information used as a basis for reasoning, discussion or calculation**. Simply put, it is a collection of facts and information. Then we have the word analysis, which means an examination and interpretation of the nature and significance of something. In other words, analysis would involve careful examination of things. With that in mind, let us answer the question above.

**Data analysis** is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. This just means the information that was gathered through research will be examined and interpreted thoroughly.

In Lesson 6, you conducted a community survey and were able to gather information from your respondents. To help you understand better the result of the survey, you need to analyse the data. In analysing the gathered data you can also draw conclusions or make assumptions. Those data that you gathered can be classified as either *quantitative data* or *qualitative data*.







**Activity 2** You are given eight questions. Identify whether the question is quantitative or qualitative. Write your answers on the spaces after the question.

1. What is your age? Tick one box.

---

2. How many years did you spend at school?

---

3. What level of education did you reach?

---

4. How many hours do you work each day?

---

5. How many people do you fully support with your wage? Fill in one space.

---

6. In what way do other people in your household contribute to the household income? Tick one box. \_\_\_\_\_

7. What other means of support do you have? Tick one box.

---

8. Are you satisfied with your job? Fill in one space.

---

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

Now we are going to analyse the sample survey result together. The questions above that you classified are actual questions that were answered by 25 respondents. The results were tallied and grouped. But before we do that, get yourself familiar first with some words that you will be using as you analyse data.

When you are analysing data you need to write sentences. You should also be able to use words that express quantity. These are called **quantity words**. Below are some examples of quantity words with corresponding sample sentences:

- a. **Few** means “not many”

- *There were few students around the campus.* This suggests that there were hardly any students around the campus. The article “a” is not used

**A few** means “a small number”

- *He intends to take a few days off from work.* This indicates a number of days and uses the article “a”. The number of days is not specified.

**The few** means “a small number”

- *Daisy spent the few remaining days with her family.* This indicates the particular days left and uses the article “the”.

**Quite a few** means “a fairly large number”

- *There quite a few students around.*

- b. Fewer** means “not so many”, it is used with plural nouns; and it is correctly used with people or countable things, example: *fewer students, fewer chairs, fewer children*

**No fewer than** means “a surprisingly large number of”

- *Amazingly there were no fewer than fifteen people around.*

**Less** means “not so much”, it is used in sense of “a smaller amount” rather than “a fewer number of”; it is used with mass nouns and things that cannot be counted.

- *There is less need to have one more income.*

**Less than** is used with numbers, in expression of time and distance, for example, *.less than five, less than six hours, less than ten kilometres*

- c. None** means “not any” or “no person” and “no one”.

- *None of the students was happy of the news.*

None should be used strictly with a singular verb. However, plural verbs are often used informally in some sentences.

- *None of the children were working for money.*

- d. Much and many** both mean “a large amount”. **Much** is used with uncountable nouns; **Many** is used with countable nouns.

- *Much time is spent in getting the homework done.*

- *Many people walk to work.*

- e. Several** means “more than two, but not many”.

- *Several respondents had more than one job.*

- f. Some** means that the number is not specified. If it is used with a number, it would mean “approximately”

- *Some hundreds of people gathered to watch the game.*

- g. A lot** (never spell it “alot”); a lot is a slang language and should not be used in formal writing. You can use “many” instead.

- h. All** means “the whole of something”

- *All of the respondents were happy in their jobs.*

**All but** means “very nearly all”; “all except”

- *All the respondents but one felt happy in their jobs.*

Now that you are familiar with the quantity words, you are ready to analyse the result of the sample survey. Kindly look at the survey data below. Take note of the numbers in red and italicized, these are the tallied number of responses and will total to 25 respondents. Some sample sentences also follows. These sentences are based on the survey result. Study both the table and the sample sentences.

1. What is your age? Tick one box	18-20 <b>1</b>	21-25 <b>7</b>	26-30 <b>5</b>	31-35 <b>4</b>	36-40 <b>2</b>	41-45 <b>3</b>	46-50 <b>2</b>	Over 50 <b>1</b>
2. How many years did you spend at school?	0: <b>5</b> 1-4: <b>7</b> 5-8: <b>10</b> 9-10: <b>3</b>							
3. Which of the following levels of education did you reach? Tick one box	Elementary (3yrs) <input type="checkbox"/> <b>5</b> Lower Primary (to Grade 6) <input type="checkbox"/> <b>9</b> Upper Primary (to Grade 8) <input type="checkbox"/> <b>5</b> Lower Secondary (Gr. 9 & 10) <input type="checkbox"/> <b>4</b> Grade 12 <input type="checkbox"/> <b>2</b> Other <input type="checkbox"/> <b>0</b>							
4. How many hours do you work each day?	1 hour: <b>1</b> 4 hours: <b>2</b> 7 hours: <b>4</b>		2 hours: <b>2</b> 5 hours: <b>7</b> 10 hours: <b>10</b>			3 hours: <b>1</b> 6 hours: <b>1</b> Other: <b>1</b>		
5. How many people do you fully support with your wage? Fill in one space.	Self Only <b>3</b>	2 <b>1</b>	3 <b>4</b>	4 <b>7</b>	5 <b>5</b>	6 <b>2</b>	7 <b>0</b>	8+ <b>3</b>
6. In what way do other people in your household contribute to the household income? Tick one box.	Sell betel nuts at house <input type="checkbox"/> <b>9</b> Sell food items at market <input type="checkbox"/> <b>3</b> Sell second-hand clothes <input type="checkbox"/> <b>2</b> Sell cigarettes and lollies <input type="checkbox"/> <b>7</b> Do repairs <input type="checkbox"/> <b>2</b> Street: selling purchased items (DVDs etc.) <input type="checkbox"/> <b>2</b> Other <input type="checkbox"/> <b>0</b>							
7. What other means of support do you have? Tick one box.	Pension <input type="checkbox"/> <b>1</b> Grow own crops <input type="checkbox"/> <b>7</b> Keep chickens or ducks <input type="checkbox"/> <b>2</b> Wantoks give money <input type="checkbox"/> <b>4</b> Other <input type="checkbox"/> <b>1</b> None <input type="checkbox"/> <b>10</b>							
8. Are you satisfied with your job? Fill in one space	Yes <input type="checkbox"/> <b>12</b> No <input type="checkbox"/> <b>10</b> Not sure <input type="checkbox"/> <b>3</b>							

- Many of the respondents are in the age range of 21-25.
- A few of them are in the age range of 41-45.
- All the respondents but 3 are not satisfied with their job.
- Several respondents say their means of support is their Wantoks giving them money.
- Some respondents' household members sell cigarettes and lollies to contribute to the household income.
- For Question Number 4, fewer respondents say they work 7 hours each day.
- Less than five respondents said they finished lower secondary education.



**Activity 3:** Study the given examples above. Write your own sentences with the quantity words given in each number. Your sentences must be based on the sample survey data in the

1. All but

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---

2. Many

---

---

3. Several

---

---

4. Some

---

---

5. Few

---

---

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



### Summary

You have come to the end of Lesson 8. In this lesson you learned about analysing data. You also studied about quantity words and made your own sentences based on the given survey

**NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.**



### Answers to Activities

A	Q	U	A	N	T	I	T	A	T	I	V	E
G	U	P	O	M	N	H	O	Q	Q	F	G	O
L	A	G	N	Q	B	D	P	W	A	A	F	U
O	L	A	C	B	V	A	A	E	V	N	B	N
H	I	D	I	J	C	T	S	R	G	A	T	B
E	T	F	U	W	X	A	D	T	C	L	D	V
W	A	G	Y	E	Z	J	F	U	E	Y	K	D
Z	T	H	T	R	L	K	G	I	F	S	I	Z
D	I	J	I	J	H	Y	U	I	F	E	K	Y
C	V	H	E	A	O	U	K	L	P	M	P	T
T	E	R	C	L	A	S	S	I	F	Y	G	H

#### Activity 1

1. Data
2. Quantitative
3. Analyse
4. Quantitative
5. Classify

#### Activity 2

1. Quantitative
2. Quantitative
3. Qualitative
4. Quantitative
5. Quantitative
6. Qualitative
7. Qualitative
8. Qualitative

#### Activity 3

Activity 3 can have a variety of answers. You may check your answers based on the given sentences below.

1. All the respondents but 3 are not satisfied with their job
2. Many of the respondents are in the age range of 21-25
3. Several respondents say their means of support is their Wantoks giving them money.
4. All the respondents but 3 are not satisfied with their job
5. There were few respondents who spent 9 to 10 years at school

## Lesson 9: Comparative Sentences

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Welcome to Lesson 9 of Unit 2. In the previous lesson you learned about analysing data. You also learned what quantity words are and how to use it.

In this lesson, you will learn how to write comparative sentences. You will be given an opportunity to write a paragraph with comparative sentences, based on a survey.



### Your Aims:

- write a paragraph based on a survey
  - write comparative sentences
- 

Before you read on, do the activity below to test your knowledge about comparative sentences.



**Activity 1: Complete the sentences. Provide the comparative in each sentence. Take note of the adjectives in parenthesis. Write your answer on the space provided.**

1. The Atlantic Ocean is \_\_\_\_\_ than the Mediterranean.  
(wide)
2. Tokyo is \_\_\_\_\_ than Shanghai. (large)
3. Trains are \_\_\_\_\_ than cars. (fast)
4. Antarctica is \_\_\_\_\_ than Africa. (cold)
5. The Amazon River is \_\_\_\_\_ than the Mississippi river.  
(long)
6. Science is difficult but Math is \_\_\_\_\_.  
(difficult)
7. Gold is \_\_\_\_\_ than silver.  
(expensive)
8. Swimming is a popular sport but soccer is \_\_\_\_\_  
in some countries. (popular)
9. Tigers are \_\_\_\_\_ than crocodiles.  
(dangerous)
10. Men are \_\_\_\_\_ than chimpanzees.  
(intelligent)

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

### What are comparative sentences?

Often when we are talking or writing we tend to compare people from other people or things from other things. Whenever the situation comes, we naturally compare things, taking note of how things are similar or different from the other. Whenever we do that, we are actually using comparative sentences. We are not very conscious but we are in fact using it daily.

In the previous lessons, you conducted a survey and analysed the data gathered. If you noticed, while analysing the data, you were using some comparative words already. During that time you may not be very conscious about it. This time we will look at comparative sentences more closely.

### Comparative

is a form of an adjective or adverb that expresses „more“. It is the second degree of comparison found in adjectives or adverbs.

For you to compare information it needs to be in the same category and the same means of measurement must be used. When you are analysing your survey result, you will be using comparative words in your sentences. Comparison can be expressed in two ways:

#### a. Sentences can contain comparative adjectives or adverbs

- Brazil is *hotter* than Norway.
- She ran *more quickly* than me.
- Older respondents indicated they were *happier* in their jobs *than* younger respondents.

#### b. Sentences can use words that indicate comparison.

- *Words showing difference*

- however	- but	- except	- but only
- in contrast	- although	- on the other hand	

Sample sentences:

- The number of respondents who keep chickens and ducks is much smaller **in contrast** to those who do not have any other means of financial support.
- Of the 25 respondents, 5 respondents said they are supporting five people with their income, however, only 1 respondent is supporting one person with his or her income.
- Ten respondents spent five to eight years in school, **on the other hand**, only 3 respondents spent nine to ten years in school



• *Words and phrases showing similarity*

- in other words	- similarly	- likewise	- than
- comparatively	- in comparison	- as compared	
- as well as	- the same	- as...as	

Sample sentences:

- There are more respondents who finished lower primary education *compared* to those who finished Grade 12.
- The respondents who are satisfied with their jobs are *comparatively* the same with those who are not satisfied with their jobs.
- The number of respondents selling betel nuts at home is *as many as* those respondents selling cigarettes and lollies.



**Activity 2** Answer the following questions. Refer to the sample survey result that was given in Lesson 8 (Data Analysis).

1. Write your own sentences using the following comparative adjectives/adverbs. Your sentences should be based on the sample survey report in Lesson 8.

a. bigger

---



---



---

b. happier

---



---



---

2. Write your own sentences using the words that indicate comparison. Your sentences should be based on the sample survey report in Lesson 8.

a. although

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---



---

b. but only \_\_\_\_\_

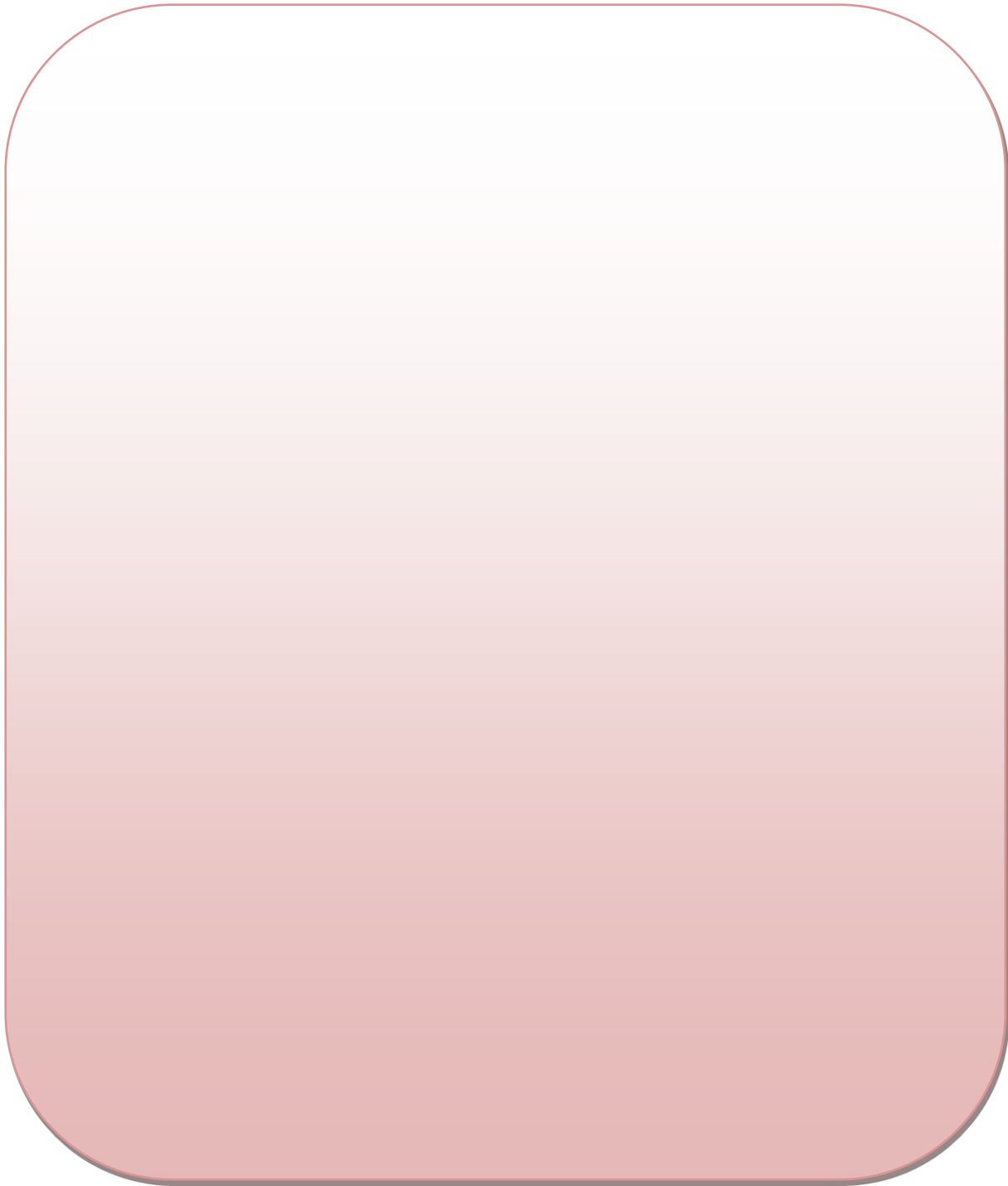
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c. similarly \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Read the selection that follows. Look for the phrases that indicate comparison. These may be phrases showing difference or showing similarity; or these may be comparative adjectives or adverbs. There are six (6) phrases in the selection. You may just give five (5) for your answer; write them on the space provided.



a. \_\_\_\_\_

- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

### Levels of Sentences

When writing your survey analysis, it is also helpful to know where to put your sentences or order your sentences properly. What do I mean? There is such a thing as ranking sentences or putting them into different levels. When we are writing, most of the time we put the most general sentence first. In our paragraphs, the general sentence is first then the other sentences following it will add details and explanations.

Let us look at an example.

**Level 1** - Papua New Guinea is a Christian country.

There are three main Christian religious groups.

*\*These are general sentences, ranked from the most general to the least general.*

**Level 2** - Half of the Christian population belongs to either the Catholic or Lutheran.

Other important Christian religions are Seventh Day Adventist, Evangelicals, Baptists, etc.

*\*These are more specific sentences, following the general sentences.*

**Level 3** - Of the surveyed population, 34% said they grew food for cash, followed by 32% subsistence growers, 15% wage earners, 13% not employed, 6% self-employed and 3% in business.

*\*This sentence is much more detailed and is giving percentages. If you are giving specific amounts or percentages, start from the largest number to the least.*

Remember:

- Sentences that give general information should be ranked by generality.
- Sentences containing data should be ranked by amount.



**Activity 3:** Rank what level the sentences are based on the lesson about levels of sentences. Write Level 1, Level 2 or Level 3 on the space provided.

1. \_\_\_\_\_ Papua New Guinea is a country with many resources.
2. \_\_\_\_\_ The residents of Port Moresby are mostly from the other provinces.
3. \_\_\_\_\_ In the sample respondents only one is aged 18 to 20 but 7 respondents are aged 21 to 25. Five are aged 26 to 30, four are aged 31 to 35, and however, only two are aged 36 to 40.
4. \_\_\_\_\_ Some natural resources that can be found in Papua New Guinea are oil, gold, natural gas, forestry, fisheries, and mineral resources among others.
5.
  - a. \_\_\_\_\_ The Solomon Islands is a wide-spread group of 992 islands.
  - b. \_\_\_\_\_ Here you will enjoy high mountains covered with rainforest and long, sweeping expanses of white sandy beaches.
  - c. \_\_\_\_\_ One of these is beautiful Malaita.
6.
  - a. \_\_\_\_\_ Many of these deaths do not need to happen because there are ways to prevent them.
  - b. \_\_\_\_\_ Too many children die from diseases which can be prevented.
  - c. \_\_\_\_\_ Malnutrition, diarrhoea, unsafe births, breathing problems and malaria can be prevented.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



### Summary

You have come to the end of Lesson 9. In this lesson you learned about comparative sentences. You got to know some of the comparative adjectives/adverbs, and also the words indicating comparison. You also learned how to determine the level of sentences as well as rank them according to importance.

**NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.**



## Answers to Activities

### Activity 1

1. wider
2. larger
3. faster
4. colder
5. longer
6. more difficult
7. more expensive
8. more popular
9. more dangerous
10. more intelligent

### Activity 2

1.
  - a. The number of respondents growing their own crops as other means of support is bigger than the number of respondents who have pension as another means of support.
  - b. Of the 25 respondents, 12 respondents are happier with their jobs, as compared to 10 who are not.
2.
  - a. Of the 25 respondents, majority are aged 21 to 35 although there is only one respondent whose age is over 50.
  - b. Twenty-two respondents are supporting other people with their income but only three respondents are supporting only themselves.
  - c. Four respondents work 3 hours a day, similarly, four respondents also work 7 hours a day.
3.
 

a. On the other hand	d. as scary as <i>larger</i>
b. as minor as <i>an itchy bump</i>	e. more powerful
c. as serious as <i>death</i>	f. <i>more dangerous</i>

### Activity 3

1. Level 1
2. Level 1
3. Level 3
4. Level 2
5.
  - a. Level 1
  - b. Level 1
  - c. Level 3
6.
  - a. Level 2
  - b. Level 1
  - c. Level 3

## Lesson 10: Bar Graphs



Welcome to Lesson 10 of Unit 2. In the previous lesson you learned about comparative sentences. You also learned about the level of sentences. The lesson let you write your own paragraph with comparative sentences.

In this lesson, you will learn about bar graphs. You will also study about analysing gathered data in a bar graph.



### Your Aims:

- define and explain what is a bar graph
- analyse data in a bar graph
- draw conclusions based on data in a bar graph

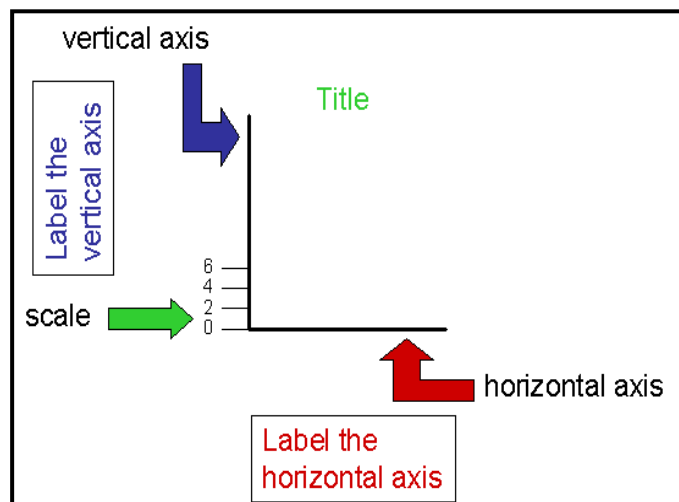
### What is a Graph?

Before we go to our main lesson, let us get to know first what a graph is.

A **graph** is a diagram that represents change in one variable factor in comparison with that of one or more other factors. A graph shows general trends in data and can therefore be used to predict or approximate future trends. Graphs uses two axes. The horizontal axis represents a group of *independent variables*, while the vertical axis represents a group of *dependent variables*. Graphs have many types; one type is the bar graph.

How to make a graph:

1. Use the data from the table to choose the right scale. All scales start at 0.
2. Draw and label the scale on the vertical axis. (*Vertical means "up and down."*)
3. Draw and label the horizontal axis. (*Horizontal means "across."*)
4. List the name of each item.
5. Draw vertical bars to represent each number.
6. Title the graph.





**Activity 1** Complete the following sentences with the appropriate words. Write your answers on the space.

1. A \_\_\_\_\_ shows general trends in data and can therefore be used to predict or approximate future trends.
2. The \_\_\_\_\_ represents a group of **dependent variables**.
3. The \_\_\_\_\_ represents a group of **independent variables**.
4. A \_\_\_\_\_ is one of the many types of graph.
5. A graph is a \_\_\_\_\_ that represents change in one variable factor in comparison with that of one or more other factors.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

### What is a Bar Graph?



A **bar graph** is a graph that uses bars to show data. It is used to show numerical quantities that relate to each other through bars. Bar graphs also have the vertical and horizontal axes.

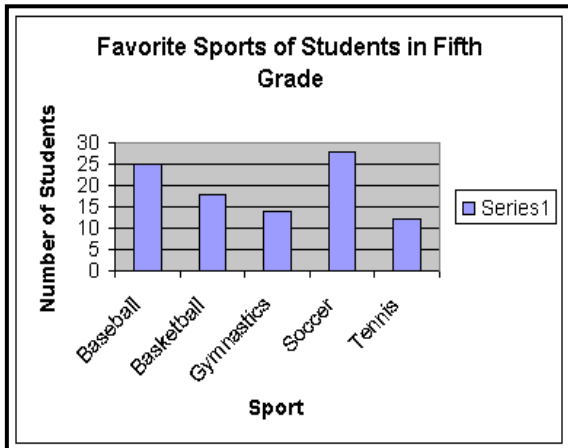
In research, when you gather data, it is to be interpreted and analysed. The gathered data is tallied and collated and then placed on a table. This will make it easier to read and interpret. The table will also help you create a graph easily.

This is a simple table that will provide us a graph. The graph that follows used the data in the table. As you look at it, you would realize that the data can be interpreted easily with the help of the table.

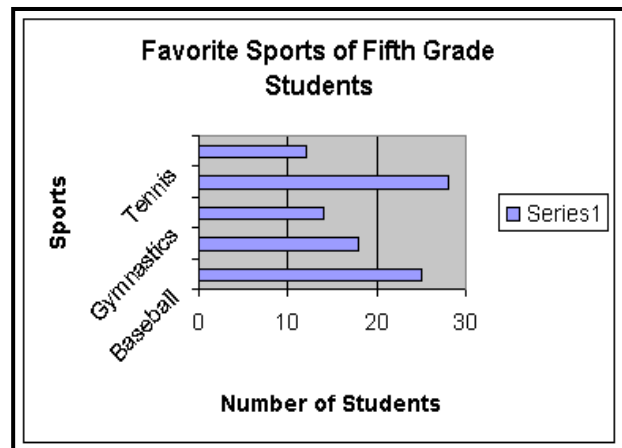
Favourite Sports	
Sport	Number of Students
Baseball	25
Basketball	18
Gymnastics	14
Soccer	28
Tennis	12



In bar graphs, the bars can be plotted vertically or horizontally. The following are examples of vertical and horizontal bar graphs.



Vertical bar graph.



Horizontal bar graph.



**Activity 2** With the data given, make your own **TABLE** and **BAR GRAPH** following the examples previously given.

**Data for the table:**

Elementary	5	Lower Secondary	4
Lower Primary	9	Grade 12	2
Upper Primary	5	Other	0

Place your **TABLE** on this space.

**Title: Respondents' Level of Education**

Place your **BAR GRAPH** on this space.

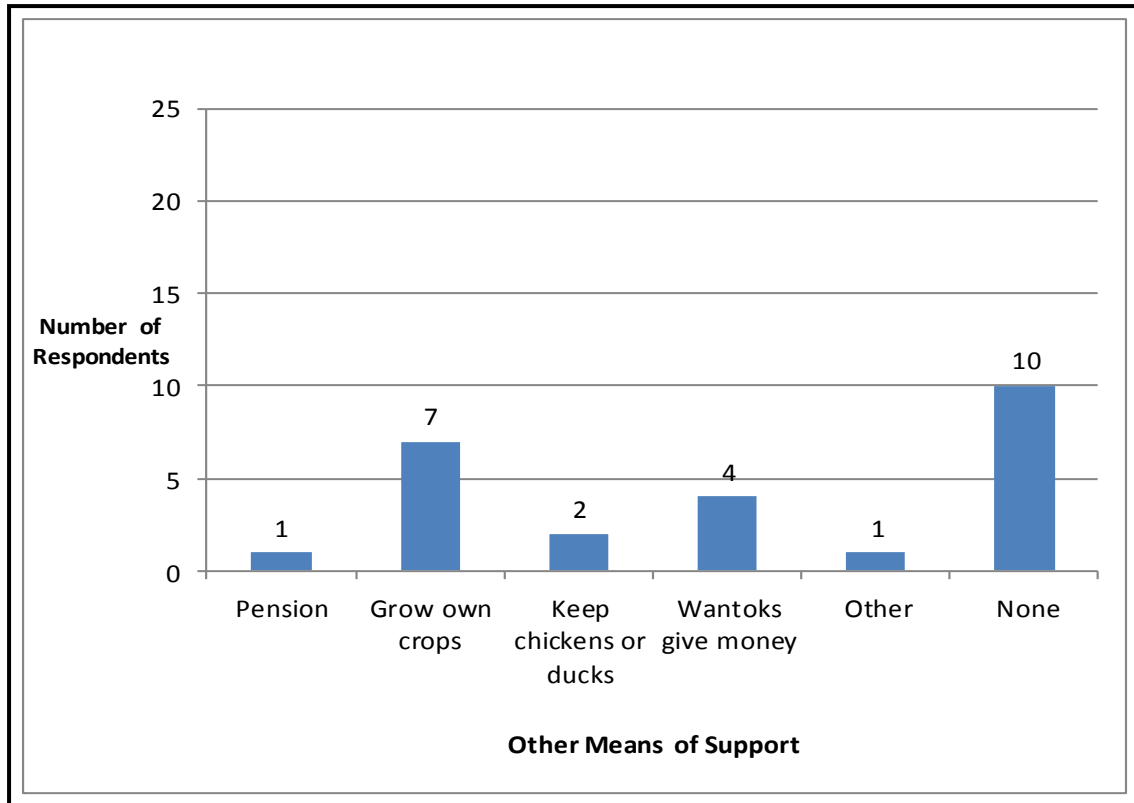


Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

As you have seen the examples above, let us now go back and check the sample survey result that we worked on in Lesson 8.

The data that was gathered, as I have said, is meant to be read and interpreted. The table and the graph will help you to easily interpret the data. At this point we will study how to interpret the data in the graph. An example graph follows. Let us try to analyse it. Recall the lessons that you have studied earlier.

What do you think about the bar graph? What can you get out of the data presented? What are some observations that you noticed while looking at the graph? Look at the following paragraph and try to see if you have the same analysis.

**Sample Bar Graph Analysis**

The bar graph is showing us that of the 25 respondents surveyed; almost half of them don't have any other means of income. This means that they are just relying on their jobs alone. It is also very obvious in the bar graph that the next one that has the highest number of respondents is, growing their own crops. These are the respondents who are growing their own crops at home. The third highest in number, are those respondents whose Wantoks give them money. For these respondents, they also rely on the money given by their Wantoks to sustain their families. As a conclusion based on the graph above, we can say that, majority of those who are working are only relying on their forth night salary to take care of their families.

As you look at the bar graph, the data seems easier to read and understand. For this reason you can easily draw conclusions on the data presented.



**Activity 3** Study the bar graph and sample analysis that was given and answer the questions that follow.

1. Identify which two “other means of support” has the same number of respondents.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. What do you think is the title of this bar graph?  
\_\_\_\_\_
3. What other conclusion can you draw out of the bar graph?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Make your own table based on the bar graph given in the previous page. You may refer to the table that was given earlier.

Place your TABLE on this space.

Title: _____
--------------

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 10. In this lesson you learned about graphs and bar graphs. You have also defined what a bar graph is and made your own table and bar graph. In this lesson you also learned how to analyse and interpret the data in the bar graph.

---

**NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.**

**Practice Exercise: 10**

---

For your practice exercise make a table, bar graph and analysis based on the given data. Refer to the sample survey result from Lesson 8. Take note of the following instructions.

- Put the proper labels and titles for the table and the graph.
- Your analysis must contain not less than seven (7) sentences.
- A conclusion must be included in your analysis.

**Data for the table:**

Sell betel nuts at home	9	Do repairs	2
Sell food items at market	3	Selling purchased items	2
Sell second-hand clothes	2	Other	0
Sell cigarettes and lollies	7		

Place your TABLE on this space

Title: \_\_\_\_\_

Place your BAR GRAPH on this space



Your Analysis here:

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

## Answers to Activities

### Activity 1

1. graph
2. vertical axis
3. horizontal axis
4. bar graph
5. diagram

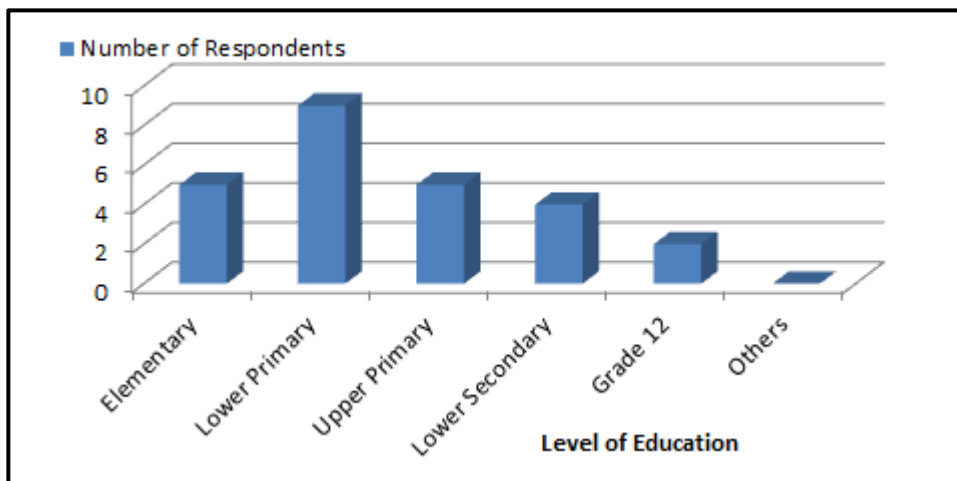
### Activity 2

Table

**TITLE: RESPONDENTS' LEVEL OF EDUCATION**

Level of Education	Number of Respondents
Elementary	5
Lower Primary	9
Upper Primary	5
Lower Secondary	4
Grade 12	2
Other	0

Bar Graph





**Activity 3**

1.
  - a. Pension
  - b. Other
2. Respondents' Other Means of Support
3.
  - a. As a conclusion based on the graph above, we can say that, majority of those who are working are only relying on their forth night salary to take care of their families.
  - b. Another conclusion we can get from the graph, is that the respondents' Wantoks play a major role in their way of living as they also contribute to the family's income.
4. Table

**TITLE: RESPONDENTS' OTHER MEANS OF SUPPORT**

<b>Level of Education</b>	<b>Number of Respondents</b>
Pension	1
Grow on crops	7
Keep chickens and ducks	2
Wantoks give money	4
Other	1
None	10

## Lesson 11: Line and Pie Graphs

---



Welcome to Lesson 11 of Unit 2. In the previous lesson you learned about the bar graph which you defined. You were also able to analyse data in a bar graph.

In this lesson, you will learn about two more ways to present data: through line and pie graphs. You will define line and pie graphs and identify their uses. You will also learn how to analyse and illustrate the data presented in these two graphs.



### Your Aims:

- define line and pie graphs
  - identify the uses of line and pie graphs
  - analyse the data in a line or pie graphs
  - illustrate data using line or pie graphs
- 

### What are line and pie graphs?

When you watch the news on television - particularly news that centres on business and investing - you have probably noticed a number of colourful graphics used to describe and track trends. These graphics are generally graphs and charts and they are critical for clearly conveying information in a manner that is easy to understand. Graphs and charts clearly present various types of data. Of course, not all charts and graphs are the same because certain charts and graphs are more appropriate for one type of comparison than another. These graphs or charts generally fall into three different categories: bar graphs, line graphs, and pie charts.

#### The Line Graph

A line graph is a way of visually representing related data where individual items of data are plotted and joined by a line. They are useful for presenting data over time to compare changes to a variable over a set period. Joining up the points gives an instant picture of past trends (increases or decreases) and can be used to extrapolate those trends to make predictions for the future.

- The variable represented is continuous; that is, something that can be measured.
- A graph is set within 2 axes: x and y. The vertical one is the y-axis and the horizontal one is the x-axis.

#### The Pie Graph

A pie chart is a way of illustrating information by using a circle as the whole (100%) and sections of the circle to represent parts of the whole (different percentages). These sections or slices can look like triangular pie slices, thus the name of the graph. It can be used to display data from surveys or observation. It may be the easiest chart to read.

- A pie chart provides the proportions of the data at a glance.
- They are useful for representing categorical data (For example, colour of hair).



**Activity 1** Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary.

- |       |    |             |    |   |
|-------|----|-------------|----|---|
| _____ | 2. | trend       | B. | Relation of one part to the whole                           |
| _____ | 3. | extrapolate | C. | Involving specific categories                               |
| _____ | 4. | proportions | D. | Represented by a graph                                      |
| _____ | 5. | categorical | E. | To project, extend or expand from the known to the unknown. |



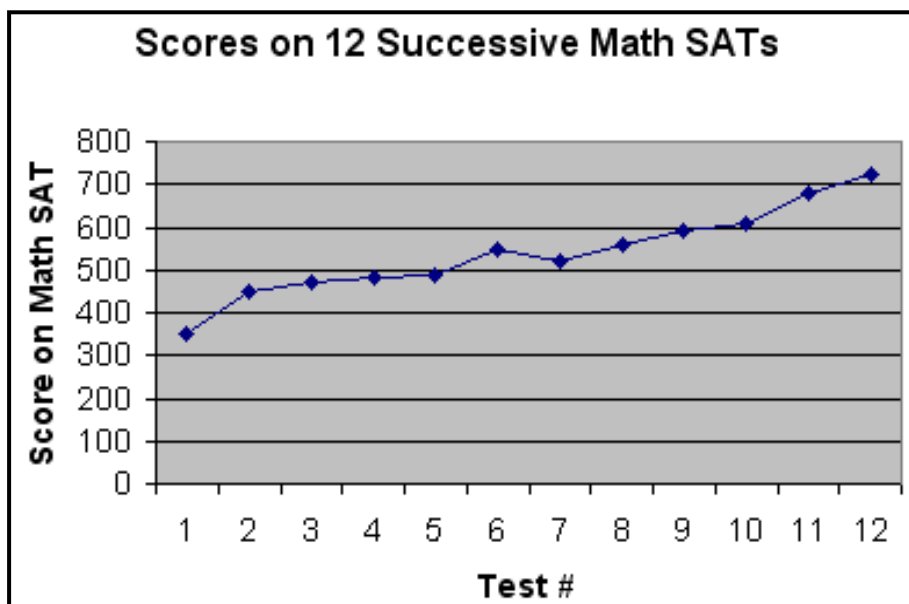
**Activity 2:** Based on what you have read about the definition and features of line and pie graphs, identify whether the descriptions below refer to a LINE or a PIE graph by writing so on the space before each number.

- \_\_\_\_\_ 1. This graph is represented by a circle divided into different segments or slices.
- \_\_\_\_\_ 2. This graph can be used to make predictions about the future.
- \_\_\_\_\_ 3. I can use this graph to show the changes in the average temperature for each month in the year 2000
- \_\_\_\_\_ 4. I can use this graph to show the percentage of the population of Papua New Guinea who belong to the different religious denominations.
- \_\_\_\_\_ 5. This graph has two axes – the x or the horizontal line and the y or the vertical line.
- \_\_\_\_\_ 6. This graph provides the percentage of a category at a glance.
- \_\_\_\_\_ 7. I can use this graph to show the differences in National Exam results in English of the students of a certain school from 2007-2013.
- \_\_\_\_\_ 8. I can use this graph to show the number of students who prefer different kinds of books: whether romance, adventure, thriller or horror, in a class of 50 students.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

## Reading and Drawing the Line Graph

Study the example of a line graph below.



In reading and interpreting a line graph, make sure that you:

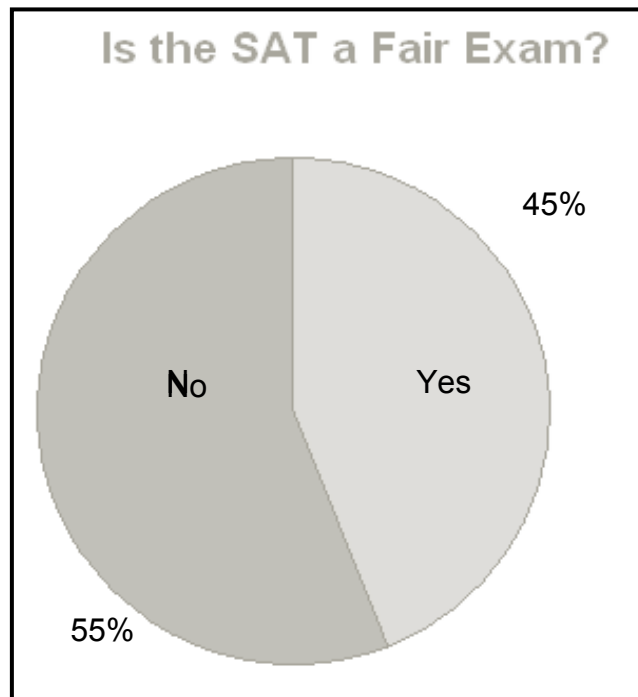
- Read the title of the graph to check what it represents. In the example, the graph gives the information on the scores of one student on his Standard Aptitude Test or SAT. He or she had sat for 12 tests and this graph represents 12 different results of his test.
- Check where the axes start. In this example, both the x-axis (horizontal line) and the y-axis (vertical line) began with 0. In some cases, an axis of a line graph does not begin with 0.
- Check the scale on each axis. The numerical scale used in the axes of a line graph can be in multiples of hundreds, just like the y-axis in the example above or in other units. The horizontal lines only enumerate the number of tests but it can also be in months or years. What you need to remember is that the scale should be consistent and will be used throughout the axis.
- Check which units are being used in the axes. This unit may be in years, may be monetary, in meters or any other unit of measurement.

In drawing a line graph, use the following steps:

1. Collect your data through research, surveys or observation. Identify your dependent and independent variable.
2. Label the axes. This is very important since it makes up the entire graph and shows what the data is. The x-axis (horizontal) is the independent variable which usually measures time while the y-axis (vertical) is the dependent variable that usually changes as time goes by.
3. Draw your graph. Make sure you use a straight edge or ruler since it will make identifying the graph easier. Plot or put in the data for the x and y axis by using a dot on the graph.
4. If needed, connect the dots on the line graph with your straight edge or ruler.

### Reading and Drawing a Pie Chart

Study the example of a pie chart below.



In reading and interpreting a pie graph, make sure that you

- Read the title of the chart so that you know what it represents. In this example, a survey asks some students on their opinion whether the Standardised Aptitude Test was fair or not.
- Know what the whole pie represents in terms of numbers, especially when comparing pie charts. Here, we are shown the percentage or portion of students who replied either yes or no. Although we do not know how many students exactly were asked or even how many answered yes or no, we know what the answer of the majority of students was.

In drawing a pie graph, use the following steps:

1. Collect and collate the needed data. This may come from your research or from answers to survey questions.
2. If you were to make a pie graph by hand you would need a protractor. This would help make a perfect circle, and get the angles correctly.
3. Divide the circle you have made according to the data that you want to present. Remember that a proportion is always part of a whole. Your data can be in the form of a percentage (the total is 100%), a fraction (the total should be a whole number) or in degrees (the total is 360°).
4. Then colour and label each slice a different colour. Think of it as a pie. You have certain percentages of a whole, like you have certain percentages of a whole pie.



**Activity 3: Study again the examples of line and pie graphs in the information given.**

1. In the line graph, what is the trend of the SAT scores in Maths?  
\_\_\_\_\_
2. Using the data in the line graph, predict the score of the student in Maths for the 13<sup>th</sup> test.  
\_\_\_\_\_
3. In most of the successive tests, the scores the student got was higher except for one test where he or she got a lower mark. What test was it?  
\_\_\_\_\_
4. In the pie graph, which was the opinion of the majority of the students?  
\_\_\_\_\_
5. In the pie graph, which was the opinion of the minority of the students?  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



**Activity 4 Read the information in the paragraph below and use these to try your hand at creating a line graph inside the box.**

**Kathy's Growth**

Kathy's family kept track of her height since her birth. They recorded it in a small book which her mother showed her when she was in Grade 1. Kathy was amazed at how much she has grown. The record started at birth when she was just 15 inches tall. At two years old, she grew to double that height. When she was four, she was 40 inches tall. On her sixth birthday, she measured at 45 inches. Finally, when she turned 8, her record read 55 inches.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---



## Summary

You have come to the end of Lesson 11. In this lesson you learned about two more kinds of graphs: the line and the pie graphs. You have defined both graphs, identified their uses and analysed some examples of the line and the pie graphs. Finally and more importantly, you also learned how to construct these two very useful graphs.

---

**NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.**

**Practice Exercise: 11**

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**Read again the information given in this lesson and answer the questions on the space provided.**

1. Describe a pie graph.

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2. What are the materials you would need to construct a pie graph?

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3. In a pie graph about the age of those who like to play PlayStation III with 50% representing teens, and 25% "triangles" representing children and adults, in how many segments will the circle be divided?

---

4. Describe a line graph.

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5. In a line graph showing the level of unemployment in the city of Port Moresby representing the years 1983 to 2013, what will be the label of the x-axis?

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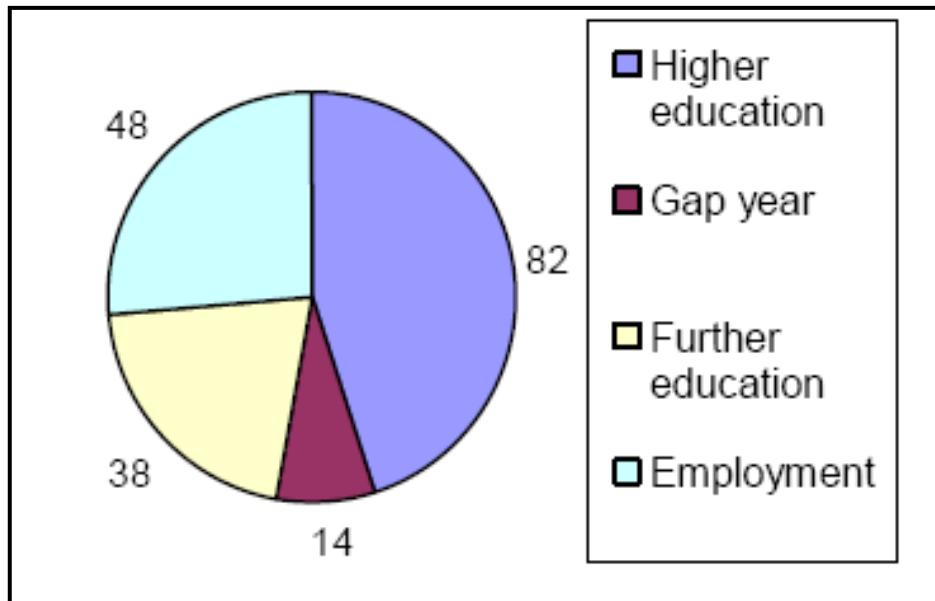
6. What are the materials you would need to construct a line graph?

---

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7. Study the pie graph of the different destinations of 182 Grade 10 leavers and decide whether the statements on the next page are true or false. Write your answer on the space before each statement.



- \_\_\_\_\_ a. Almost three quarters of the Grade 10 leavers proceeded to higher or tertiary education.
- \_\_\_\_\_ b. Almost a quarter of the school leavers were able to work.
- \_\_\_\_\_ c. The majority of school leavers did not do anything after Grade 10.
- \_\_\_\_\_ d. Less than  $\frac{1}{4}$  of school leavers were able to work.

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

**Answers to Activities****Activity 1**

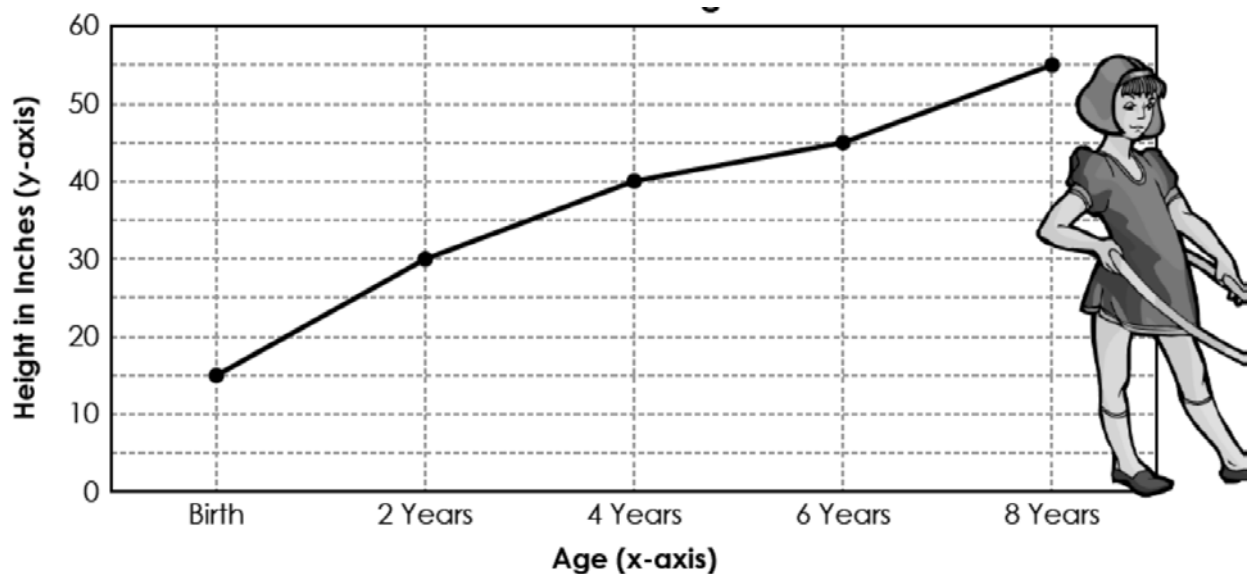
1. D
2. A
3. E
4. B
5. C

**Activity 2**

1. Pie graph
2. Line graph
3. Line graph
4. Pie graph
5. Line graph
6. Pie graph
7. Line graph
8. Pie graph

**Activity 3**

1. The trend is increasing.
2. The 13<sup>th</sup> test will most likely be higher than the 12<sup>th</sup> test.
3. The test where he scored lower than the previous test was in test no.7.
4. The SAT was not a fair test.
5. The SAT was a fair test.

**Activity 4****KATHY'S GROWTH**

## Lesson 12: Organising Data in Tables

---



Welcome to Lesson 12 of Unit 2. In the previous lesson you learned about line and pie graphs which give visual representations of data so they can easily be understood.

In this lesson, you will learn about organising data in tables. You will be defining tables, identifying their uses and analysing the data presented in them.



### Your Aims:

- define tables
  - identify the uses of tables
  - analyse tables
- 

Have you ever wondered what tables are and what use they have in communicating information? Read on so you will find out.

### Tables

A table is made up of columns and rows where data can be placed. Tables are commonly used to present numerical and other information in a more precise way because exact figures can be used. Data organised into a table is more useful than unorganised data. Not only does a table present data clearly, it can also show the relationships among data enabling the reader to evaluate and give meaning to these data.

Tables can be a first step towards more complex ways of organising data such as charts and graphs. Once your data is organised into a table, it is easier to evaluate and to determine if a chart or a graph would be helpful. Also, a table makes it easier to put data into a chart or a graph.



**Activity 1** Answer what is being asked for each question. Write your answer on the space provided.

1. Define tables. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Fill in the blanks to identify the three main uses of tables.  
First, tables present:
  - a. \_\_\_\_\_ and other information in a more
  - b. \_\_\_\_\_ way.Second, tables show

- c. \_\_\_\_\_ among data. Third, tables are the first step towards more
- d. \_\_\_\_\_ way of arranging data.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

### Creating Tables

Most tables have a title. At a glance, the title tells you what the table is about. A table is divided into columns and rows. The first column lists items to be compared. The row across the top lists the specific characteristics being compared. Within the grids of the table, the collected data is recorded.

In creating your own table,

1. Give your table a title identifying the variables or categories of data you are presenting.
2. List down your independent variable or the data that you purposely change on the first column.
3. On the first row, list down the categories or characteristics that you want to compare.
4. The dependent variables or the data that you have collected or measured should be listed in the next columns under the appropriate row.



**Activity 2** Study the example table below and answer the questions that follow.

Year	All	Males	Females	Whites	Blacks
1955	--	56.9	28.4	--	--
1965	42.4	51.9	33.9	42.1	45.8
1980	33.2	37.6	29.3	32.9	36.9
1990	25.5	28.4	22.8	25.6	26.2

1. What is the title of the table? \_\_\_\_\_
2. What can be found on the first (left most) column of the table? \_\_\_\_\_
3. In 1980, 36.9 % of smokers are black. Give a similar statement about the circled figure.  
\_\_\_\_\_
4. Why do you think some grids or boxes were left empty in the row 1955?  
\_\_\_\_\_

5. Which figure is the smallest? Write a sentence about it similar to what you did in number 3.

---

---

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



### Summary

You have come to the end of Lesson 12. In this lesson you learned about organising data in tables. You have defined tables as well as identified its uses. Lastly, you have analysed the different parts of a table as well as interpret the data that can be found in it.

---

**NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.**

**Practice Exercise****12**

- A. Analyze the table below and answer the questions about it. Make sure you answer in complete sentences.**

<b>PERCENT OF WOMEN, 15 TO 44, WHO RECEIVED SELECTED MEDICAL SERVICES</b>			
<b>AGE AT INTERVIEW</b>	<b>HIV TEST</b>	<b>PREGNANCY</b>	<b>PAP SMEAR</b>
15 – 19 years old	14.6	16.1	33.5
20 – 24 years old	20.0	27.4	68.7
25 – 29 years old	25.6	25.3	70.9
30 – 34 years old	18.5	17.4	69.5
35 – 39 years old	14.2	8.1	62.9
40 – 44 years old	10.0	4.3	62.7
<b>Total</b>	<b>17.3</b>	<b>16.0</b>	<b>61.9</b>

- What is the table all about?  
\_\_\_\_\_
- What were the selected medical services that the women in the data underwent?  
\_\_\_\_\_
- Which age group had the lowest percentage of women who received HIV Test?  
\_\_\_\_\_
- Which age group had the highest percentage of women who received Pap Smear?  
\_\_\_\_\_
- The age group that had the lowest percentage of women who underwent pregnancy test was 40-44 years old. Why do you think that was so?  
\_\_\_\_\_
- Write two statements about the two circled figures in the column under HIV test.
  - \_\_\_\_\_
  - \_\_\_\_\_

7. Decide whether these statements are true or false according to the table.
- The highest percentage of women who received pregnancy test was also the youngest age group \_\_\_\_\_
  - There were more women who underwent Pap Smear than the other two tests. \_\_\_\_\_

**B. Try your hand at creating your own table. Read the paragraphs below and create a table with columns and rows inside the box. Remember to put all the necessary parts of a table.**

A class of Grade 10 students started to collect materials from the school rubbish in order to recycle them and help the environment. They did these three times a week. They also started to keep a record of the materials that they have collected. On the Monday of their first week, the students turned in 4 kg of paper, 2 kg of aluminum, and 0.5 kg of plastic. On Wednesday, they turned in 3.5 kg of paper, 1.5 kg of aluminum, and 0.5 kg of plastic. On Friday, the totals were 3 kg of paper, 1 kg of aluminum, and 1.5 kg of plastic.

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

**Answers to Activities****Activity 1**

1. A table is made up of columns and rows where data can be placed.
2.
  - a. Numerical
  - b. precise
  - c. relationships
  - d. complex

**Activity 2**

1. The title of the table is "Percentage of Smoking Prevalence".
2. The years when smoking prevalence was measured.
3. In 1990, 26.2 % of smokers were black.
4. No data was recorded about the smoking prevalence of blacks and whites in 1955.
5. In 1990, 22.8 % of smokers were females.



## ANSWERS TO PRACTICE EXERCISE IN TOPIC 2

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### Practice Exercise 8

Sample answer only. Students' answers may vary.

- Many of the respondents are in the age range of 21-25.
- A few of them are in the age range of 41-45.
- All the respondents but 3 are not satisfied with their job.
- Several respondents say their means of support is their Wantoks giving them money.
- Some respondents' household members sell cigarettes and lollies to contribute to the household income.
- For Question Number 4, fewer respondents say they work 7 hours each day.
- Less than five respondents said they finished lower secondary education.

---

### Practice Exercise 9

This practice exercise can have a variety of answers. You may check and compare your answers based on the sample paragraph.

The survey was conducted to 25 respondents, of which, the age range is from 18 to over 50 years old. In the sample respondents only one is aged 18 to 20 but 7 respondents are aged 21 to 25. Five are aged 26 to 30, four are aged 31 to 35, and however, only two are aged 36 to 40. There are three respondents aged 41 to 45 as compared to the two aged 46 to 50. Of the 25 respondents, there is only one respondent whose age is over 50 years. The almost all of the respondents spent 1 to 10 years in school except for 5 respondents who didn't go to school. Five of the respondents finished elementary education as compared to 9 respondents who finished lower primary. Five respondents finished upper primary while 4 finished lower secondary and 2 finished Grade 12. The number of respondents who spend 5 hours working each day is bigger than those who spend 10 hours a day working. The data shows the one respondent who spends one hour working is the same as the one respondent who spend 6 hours a day. The 2 respondents who work 2 hours a day is the same with the 2 respondents who works 4 hours a day. There are 2 respondents whose household members are selling second-hand clothes to contribute to the income, similarly, there are two respondents whose household members do repairs and sell in the streets to contribute to the income. Of the 25 respondents, 12 respondents are happier with their jobs, as compared to 10 who are not.

## Practice Exercise 10

### Table

**Title: Other Household Members' Contribution to the Household Income**

Other Contributions	Number of Respondents
Sell betel nuts at home	9
Sell food items at market	3
Sell second-hand clothes	2
Sell cigarettes and lollies	7
Do repairs	2
Selling purchased items	2
other	0

### Bar Graph

#### Sample Analysis

This sample analysis can have a variety of answers. You may check and compare your answers based on the sample analysis and conclusions.

The bar graph shows us that all the 25 respondents' household members are contributing to the household income. We can also see that the highest number of other contributions to the household income is selling of betel nuts at home, and then followed by selling cigarettes and lollies; followed by selling food items at the market. The next three other contributions has the same number of respondents; selling second-hand clothes, doing repairs and selling purchased items. From the graph we can draw out several conclusions. First, all the respondents are being assisted by their other household members in terms of income generation. These respondents are not the only ones who contribute to their household income. Second, selling betel nuts at home is the most common way to have additional income. It is obviously seen also as you go around the community, small betel nut stores in front of houses. Third, it shows us that selling cigarettes and lollies is also a convenient way of having an additional income. We can assume that these household members are also selling cigarettes and lollies just near their homes.

## Practice Exercise 11

1. A pie chart presents information by using a circle as the whole (100%) and sections of the circle to represent parts of the whole (different percentages).
2. You need your data, a protractor and some crayons or pencils for shading.
3. The circle will be divided in three parts/segments.
4. A line graph represents related data where individual items of data are plotted and joined by a line.

5. The x-axis is the different years from 1983-2013
  6. You need your data and a straight edge or ruler.
  7.
    - a. true
    - b. true
    - c. false
    - d. false
- 

### Practice Exercise 12

#### A

1. The table is all about the selected medical services that women aged 15-44 had received.
2. The selected medical services were HIV Test, Pregnancy test and Pap Smear.
3. The lowest percentage who received HIV Test was 40-44 years old.
4. The highest percentage who received Pap Smear was 25-29 years old.
5. This is because the women who were 40-44 years of age are the least likely be pregnant.
6.
  - a. 20% of 20-24 year old women went through the HIV test.
  - b. 10% of 40-44 year old women went through the HIV test.
7.
  - a. False
  - b. true

- B.** The created table must look like this.

Collected Materials for Recycling			
Day	Paper	Aluminium	Plastic
Monday	4 kg	2 kg	0.5 kg
Tuesday	3.5 kg	1.5 kg	0.5 kg
Wednesday	3 kg	1 kg	1.5 kg

---

### Practice Exercise 13

#### Activity A

1. Teacher's position and teacher-librarian
2. Bava International School
3. English
4. Drop them at the school office
5. No. The teachers have to be registered with the Education Department
6. Tuesday, June 25

**Activity B**

*Hi, are there any Christmas vacation jobs for a grade 10 look for things to do to keep busy over the Christmas holiday? I am in Grade 10 and have not had much experience in work but am willing to give a try. Please email me at plolona@gmail.com*

---

**Practice Exercise 14****Activity A**

1. Michael Dan
2. National Fisheries Authority (Recruitment)
3. Boatman or handyman
4. He is an islander
5. CV, copies of certificates, or references

**Activity B**

1. FRONT OF ENVELOPE  
National Fisheries Authority  
ATTENTION: RECRUITMENT  
P. O. BOX 2016  
Port Moresby  
NCD
2. BACK OF ENVELOPE  
C/- P. O. BOX 483  
Wewak  
East Sepik Province  
September 15, 2013

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**Practice Exercise 15****Activity A**

1. Brian Poma
2. Okiyufa Village
3. EHP FODE
4. UPNG (Journalism School)
5. Newspaper reporter

**Activity B**

Information filled out must be correct/sensible.

## TOPIC 3

### JOB APPLICATIONS

**In this Topic, you will learn about:**

- **Job information.**
- **Letter of application.**
- **Curriculum vitae.**
- **The job interview.**

## **TOPIC 3:           JOB APPLICATIONS**

---

Welcome to Topic 3 of Unit 2. In this topic there are four (4) lessons.

In **Lesson 13**, you will learn about Job Information.

In **Lesson 14** you will learn about Letter of Application.

**Lesson 15**, is about Curriculum Vitae and

**Lesson 16** is about Job Interview.

Make sure to complete all your lessons and practice exercises in order to really understand your lessons and to work well. Keep notes that you can refer to and to study.

We hope you enjoy the lessons in this topic.

Now you may begin with the first lesson.

All the best!

## Lesson 13: Job Information

---



Welcome to Lesson 13 of Unit 2. In the Lesson 12 you learnt to define table, identify its uses and analyse tables. In this lesson you shall learn about Job Information or information about jobs and other related information. But first, let us look at our aims for this lesson.



### Your Aims:

- define job advertisements
  - identify sources of job availability
  - analyse job advertisements
- 

### Job Advertisements

After completing your studies at this level, what do you plan to do? Go for further studies, or look for a job to take care of some of your needs?

It is normal for a student leaving studies (as at high school, college or university) to look for a job, a form of employment, further his or her plans in life.

Most jobs that are available are advertised by companies, government or non-governmental organisations (NGOs) in newspapers, radio or television. Advertisements on available jobs put out by companies or different departments are called job advertisements.

These job notices (also called position vacancy notices) are also pinned up on local noticeboards – and today, people can post job vacancies on websites or Facebook pages. One such group in Facebook is Papua New Guinea (PNG) Jobs. People or representatives from different organisations post job notices (long or short-term employment opportunities) on their Facebook pages.

On the other hand, people seeking employment also post their wish and experience on different jobs on some these websites. (This is also done in newspapers in other countries.)

### Types of Jobs

People (including school leavers) search for jobs – jobs for unskilled workers, semi-skilled or for university graduates with some years of experience.



**Port Moresby Electrical Co Ltd**  
 Established company seeking to recruit suitably qualified experienced candidates in the **Electrical Field**.

- Senior Licensed Electrical Supervisor
- Trade Assistants

Must have minimum of (3) three years experience.  
 No time wasters you will be subject to an electrical competency testing

Contact Details:  
 Telephone No: **325 3533/325 3436**  
 Digicel No: **7210 0247**  
 Email address: **admin@pomelec.com**

Job notice placed in a newspaper

Some job notices advertise for highly-skilled and qualified people. Those are people who may have studied up to college or university level and have had done special training on top of what they learned in school.

Others ask for semi-killed or volunteers who will be trained to take part in certain activities.

Some job notices advertise for short-term jobs or contracts (for two to three months). Others ask advertise for long-term jobs (two-three years) and for most, those successful can work as long as they want.

People who are interested in applying for a job (also called **applicants**) must choose the right job that matches the qualification and experience that they have.

A Grade 10 student cannot apply to become a medical doctor and it would be strange indeed for an electrical engineer to apply for a gardener's job at the botanical gardens.

Here are some of the possible jobs available where one can find them

<b>Job Type</b>	<b>Who Employs</b>	<b>Type of Skills Needed</b>
Gardener	Botanical gardens	Basic skills in gardening
Carpenter	Construction firms	Skills in carpentry
Accountant	Firms (private or government)	High level skills in accountancy
Rugby player	Sports clubs	Athletic skills
Typist	Offices	Typing skills
Handyman	Firms (private or government)	Semi-skilled
Reporter	Newspaper, radio or TV	High level skills
Fisherman	Firm, self-employed	Fishing skills





**Activity 1** Go over the description above and answer the following questions.

1. Name groups or organisations that may put out job notices.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Name three main places where jobs can be advertised.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Which social network do Papua New Guineas use to post job notices?  
\_\_\_\_\_
4. Apart from education qualification, what is one other thing that employers may ask from someone applying for a job?  
\_\_\_\_\_
5. What sort of institutions would people who are highly-skilled and qualified have attended?  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

### Information on Job Notices

The following information is given on a job notice:

1. Name of company/employer
2. A bit about the company
3. Jobs advertised
4. Amount of experience the applicant should have
5. Address/telephone numbers of the employer
6. Other information to get the best applicants



**Activity 2** Refer to the job notice on the first page of this lesson to answer these questions.

1. Name the employer who put out the job notice.  
\_\_\_\_\_
2. Who placed the advertisement - government department, NGO or company?  
\_\_\_\_\_
3. Which positions were advertised in this notice?  
\_\_\_\_\_
4. How many years' experience (at least) does an applicant must have to apply for the advertised jobs?  
\_\_\_\_\_
5. A postal address is not given in this notice. What could an applicant interested in a job advertised do in sending his or her letter and other papers to the company?  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



**Activity 3** Refer to the job notice placed by a person in need of a job.

Hi, are there any jobs for an IT Technician out there? I have three years experience in Hardware & Networking, Help desk, Server Administrator, LAN, WAN, Configuring Cisco routers & Switches, IP addressing, VLAN, etc. I've got my Cisco papers as well. Please email me at plolona@gmail.com

1. What type of job is the person seeking?  
\_\_\_\_\_
2. Name two first tasks he listed as having experience in.  
\_\_\_\_\_
3. Apart from secondary education, what kind of training did the person get?  
\_\_\_\_\_
4. How could people interested in hiring such a person get in touch with him?  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---



### Summary

You have come to the end of Lesson 13. In this lesson you learnt about the basic information that is placed on a job advertisement. You learned also that people can advertise themselves for a job.

---

**NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.**

**Practice Exercise: 13**

A. Refer to the job advertisement below to answer the questions that follow.

**BAVA INTERNATIONAL SCHOOL  
TEACHING POSITIONS**

Due to the increase in numbers, and the volume of books in our library, a few teaching positions need immediate occupancy. Drop CV at the school office. Only female applicants need apply.

- Must speak and write fluent English.
- Be self-driven and child-friendly.
- One of the positions is for a teacher-librarian who can perform four main roles: a teacher, an instructional partner, an information specialist and a program administrator
- Be registered with the Department of Education

Applications close on Tuesday June 25.

Call 325 8715 Mrs John for an appointment.

1. Name the two jobs advertised here.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Who is advertising the jobs?  
\_\_\_\_\_
3. Which language must the applicant be fluent in?  
\_\_\_\_\_
4. How can applicants send in their letter of application and other documents?  
\_\_\_\_\_
5. Can a new graduate from a teachers' college apply? Give a reason for your answer.  
\_\_\_\_\_
6. What is the due date given for applications?  
\_\_\_\_\_

- B. Write a brief note about yourself seeking some form of employment over the Christmas break. That note can be posted in a website where others can see. Refer to Activity 3 to help you.**

---

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

### **Answers to Activities**

#### **Activity 1**

1. Companies, government and non-governmental organisations
2. Newspaper, radio, television (TV)
3. Facebook
4. Work experience
5. Colleges or universities

#### **Activity 2**

1. Port Moresby Electrical Co Ltd
2. Company
3. Senior licensed electrical supervisor and trade assistants
4. Three years
5. Email (to admini@pomelec.com)

#### **Activity 3**

1. IT technician
2. Hardware & Networking and Help desk
3. Information Technology (IT) training
4. Three years
5. Colleges or universities

## Lesson 14: Letter of Application

---



Welcome to **Lesson 14** of **Unit 2**. In the last lesson you learnt about Job Information. In this lesson you shall learn about the Letter of Application, the features of a letter you can send off to different organisations for different purposes. But first, let us look at our aims for this lesson.



### Your Aims:

- define a letter of application and its purpose
- identify parts of a letter of application
- identify letter writing tips
- identify language features of a letter of application
- write an application letter

---

### The Letter of Application

You may have learned to write different types of letters over the years – personal letters and formal letters.

The letter of application is a formal letter and has a particular format or layout that you should follow when writing one. A bit more about this would be mentioned later.

A letter of application is sent for a number of reasons:

1. Look/apply for a job;
2. Apply for a space in a school/college; and
3. Apply for a loan from a bank.

Such letters are formal letters and therefore the languages used must be formal. Even if the applicant (writer) is writing to a company which is owned by relatives, the letter written should be formal.

The letter of application that you shall learn about is one that you send (as an applicant) to an employer/organisation when looking for a job.

### Other Documents to Send With the Letter

If you take a look at Alice Tau's letter, you will notice the names of three other documents that would be attached to her letter. They are:

1. Curriculum Vitae (CV) – a brief summary of her school and work life;
2. Copies of school certificates – her Grades 8 and 10 certificates; and

3. References – written by her teachers/employers telling a bit about Alice's character, habits and skills.

These three documents must be attached to any letter application letter sent.

### **Sample of a Letter of Application**

C/- P. O. BOX 187  
PORT MORESBY NCD  
December 12, 2013

STOP N SHOP  
WAIGANI CENTRAL  
ATTENTION: RECRUITMENT  
P. O. BOX 1663  
Port Moresby  
NCD

Dear Sir/Madam

SUBJECT: POSITION OF CASHIER – SNS WAIGANI CENTRAL

My name is Alice Tau and I am applying for the position of cashier in response to the advertisement in the Post-Courier on November 20, 2013.

I am 17 years old, live in Hanuabada village, and have been working for a year at SVS Harbour City as a cashier.

Before that I worked as a casual cashier for a year and packer for another at your Port Moresby Down Town shop.

The main reason for applying to your Waigani shop is to be close to the NCD FODE College where I am going to do my Grade 12 matriculation next year. As you can see in my CV (attached), I have been doing FODE since I left school in Grade 8 and aim to complete my Grade 12 in 2014.

From Waigani, I can go the centre to check on assignments during my lunch breaks. Transport to travel to the workplace should not be a problem because I can travel to Waigani with my uncle. He is the chief security supervisor for Waigani Drive BSP bank and gets to his workplace at 7.00am.

I see myself as a reliable, hardworking staff and aim to study business in the future.

Please see that the following documents are attached:

1. Curriculum Vitae (CV);
2. Copies of certificates; and
3. References (from teachers and shop managers).

Should you need more information, you can contact me on phone number 7999 999 or email me at [alicetau@yahoo.com](mailto:alicetau@yahoo.com).

Thank you.

Yours Sincerely,

*Alice Tau*

Alice Tau

### **Main Features of a Letter of Application or Parts of a Letter of Application**

The main features of a letter of application (as Alice Tau's above) include:

#### **Date and address**

The address of the sender/applicant is listed. The date is written below the address. The address of the employer/organization is written one line below the date.

#### **Salutation**

The greeting "Dear Sir", "Dear Madam" or "Dear Sir/Madam" is written here, after skipping a line.

#### **Subject**

Straight after the salutation, the subject of the letter should be written – possibly taking up just one line. Stated just after the greeting, it should be written in capitals (or uppercase).

#### **Body**

The main part of the letter telling the employer about the purpose of the letter and a bit about the applicant.

The applicant must state clearly where or when s/he saw the notice about the job in the first few lines of the letter.

Notice that in Alice's letter, paragraphs are spaced.

Each paragraph has a theme. It makes it easier for the reader if paragraphs are spaced like that.

#### **Conclusion**

A good closing of the letter must end with "Thank you" and the "Yours Sincerely" or "Yours Faithfully" part.

#### **Signature**

The applicant must remember to sign the letter.

Note: It is important to state where you saw the notice about the job.



**On The Envelope**

When writing on the envelope, the employer's/organisation's name must be written in front.

At the back, the applicant must write his or her address.

(There is no need to write the date or telephone numbers. Write the postal addresses only).

**Activity 1 Refer to Alice Tau's letter to answer the following questions.**

1. To which employer is Alice Tau applying?

---

2. What job is Alice applying for?

---

3. Why is Alice applying even though she has already got a job?

---

4. How many years' experience has Alice in the job that she is applying for?

---

5. Name three other documents that Alice will attach to this letter?

---

---

Thank you for completing this activity. You may go to the end of the lesson to check your answer. Be sure to do the necessary corrections before moving on to the next part of the lesson.

**Tips in Writing a Letter of Application**

Here are some tips in writing your letter of application:

- Always type your letters, unless the employer has requested a hand written one.
- Be prepared to write a couple of copies and avoid using slang terms and abbreviations.

- Address the letter to a specific person by name if possible, even if it is not advertised. Ring the company and find out. Then make sure you spell the person's name correctly!
- Go through the advertisement and highlight all the key words and skills they are asking for. Make sure you address how you meet each of these skills in your letter.
- Keep it short, but explain how you fit the requirements and why you want the position. Try to keep your letter to one page only.
- Use words that give a positive impression. **Using active, positive words (these are normally verbs) in a CV or in an application form can give it additional impact** and make a stronger impression on potential employers. Use action words (also called buzz words) to put over what you have achieved in vacation jobs or posts of responsibility - not just the tasks you have carried out.

**For example, rather than writing:**

"For my final-year project, I **had to** carry out a survey of patients' attitudes to health care services for the elderly. This **involved** interviewing patients in hospital and in their homes. A database **was used** to keep track of data collected. This project was **finished** on time and was awarded a 2.1 grade."

**You should instead write:**

"**Devised** and **prepared** a survey of patients' attitudes to health care services for the elderly as my final-year project. **Interviewed** 70 elderly patients and **obtained** a substantial amount of data. **Created** a database to **analyse** and **interpret** this material. **Completed** this project three weeks ahead of schedule and **achieved** a 2.1 grade."

- If you are applying for work that has not been advertised, then ensure you have stated how your skills, experience, qualifications and interest in their company would be an asset to their company. Check that the letter is correctly set out and contains no errors. If possible, ask someone to check the spelling and punctuation and/or use spell check on your computer.
- To close the letter use: „Yours sincerely,“
- Sign and date the letter.
- Include a resume, references and school, or university records with the letter. Keep a copy of your letter in your Employment File.
- If posting your application, address the envelope to the same person you addressed the letter to and use a large envelope. Use a hard folder and avoid folding the documents.
- Place enough postage stamps on the larger envelope to ensure it reaches the business on time!

Here are four more points to take into consideration:

1. **You should use a simple, standard font such as Arial or Times New Roman for business letters**, and a font size of 10-12 pt (depending on the font). Even if your letter is short, don't use a large font size to increase the space it takes up on the page – this will look unprofessional. This goes especially for writers, who are often tempted to use **fancy fonts and layout**.
2. **You should never handwrite a business letter**. However, you may send a very brief handwritten note on a printed compliments slip, in lieu of a letter.
3. **For all business letters, you should keep your audience in mind**. Don't use business jargon when you are writing to customers, for instance. Keep your letters as short as possible – if you need more than a page consider whether the information might be better delivered in a leaflet or brochure.
4. **Always check your spelling and proof-read your letters**; if possible, ask someone else in your company to go through them. It's surprising how mistakes can slip past your eyes: **errors can alter your meaning** and may confuse or even offend the recipient.



Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---



### **Summary**

You have come to the end of Lesson 14. In this lesson you learnt about the Letter of Application. You learned the basic features of such a letter.

---

**NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.**

**Practice Exercise: 14**

- A. An unsolicited letter is one that is written to firms or organisations, asking if jobs are available. See an example below and answer the questions following.**

C/- P. O. BOX 483  
Wewak  
East Sepik Province  
September 15, 2013

National Fisheries Authority  
ATTENTION: RECRUITMENT  
P. O. BOX 2016  
Port Moresby  
NCD

Dear Sir/Madam

SUBJECT: ENQUIRY ON JOBS WITH NFA

My name is Michael Dan. I am 16 years old and will be completing my Grade 10 after the national examinations in October.

I am enquiring about jobs with the National Fisheries Authority, particularly in Wewak where I reside.

I would like to work as a boat man or handy man, if possible.

I am physically strong and have lived my life on my island fishing and harvesting copra. I see my future in fisheries because I am an islander.

I would not mind being taken on as a part-time employer or casual worker. I promise to give my best.

I am attaching copies of my personal documents to this letter and would look forward to your response.

Thank you.

Yours Sincerely,

*Michael Dan*

Michael Dan

1. Who wrote the letter?  
\_\_\_\_\_
2. Who is he writing the letter to?  
\_\_\_\_\_
3. What types of jobs is Michael Dan particularly interested in?  
\_\_\_\_\_
4. Why does Michael see his future in fisheries?  
\_\_\_\_\_
5. Name two (2) types of personal documents that Michael would attach to his letter?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

**B. Write the correct addresses on the front and backside of the envelope below for Michael Dan.**

1. FRONT OF ENVELOPE

2. BACK OF ENVELOPE

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

**Answers to Activities****Activity 1**

1. Stop N Shop (Waigani Central)
2. Cashier
3. She wants to work in a place closer to the FODE office
4. Two years
5. CV, copies of certificates, references

**Activity 2**

The letter must have all the main features correctly written.



## Lesson 15: Curriculum Vitae

---



Welcome to **Lesson 15** of **Unit 2**. In the last lesson you learnt about Letter of Application. In this lesson you shall learn about Curriculum Vitae (or Résumé), information about yourself that you should send along with your letter of application. But first, let us look at our aims for this lesson.



### Your Aims:

- define a CV and résumé
- identify features of CV
- write a CV

---

### The Curriculum Vitae

In Lesson 14, you learned about writing application letters. It was also mentioned that for every letter sent, a curriculum vitae (CV) or resumé (also spelled résumé or resume) must be attached.

The CV or resumé gives a summary of your past schooling and work/volunteer experiences.

The CV or resumé must be done up in a neat and orderly manner.

Apart from your cover letter (which should be brief), possible employers (or school heads) would know more about you by viewing your CV or resumé.

### Type of information on a CV or Resumé

Both the CV and resumé are documents that have basic information about the applicant, whether s/he is applying for a job or a place in a college.

Both have information about the applicant's education qualifications, work experience and other information. The difference between the two is that the resumé is a one or two-page summary of the applicant's skills and education. The CV is longer, at least two-page, and has more details.

A CV for an applicant includes teaching and research experiences, publications, presentations, awards, societies joined and others.

In the United States, a CV is used when applying for academic, education, scientific or research positions.

As you can see, a CV is more useful for an experienced professional than a school leaver, whose details about his education and work experience details could fill up only one or two pages.

NOTE 1: Resumés are useful when applying for a job or position which hundreds of other applicants are also applying for.

It is important that the information on the resumé be brief. And the most important information must be placed at the top of the first page of the resumé.

An employer may not read everything on the paper with the many other applications sitting on his/her desk.

NOTE 2: In PNG, for school leavers, we use the word CV more than resumé even though the information we list may be more of a resumé than a CV. However, from here onwards in this lesson, we shall use the word CV more than resumé – but it means the same thing.



**Activity 1 Write CV, resumé, or both in the space beside each description.**

1. Has information about an applicant's education and work experience.  
\_\_\_\_\_
2. This is brief and has information about an applicant.  
\_\_\_\_\_
3. This may be three to four pages long and has a lot of information.  
\_\_\_\_\_
4. Scientists and researchers use this more.  
\_\_\_\_\_
5. Use this when there are hundreds of applicants applying for the same job as you.  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

Take a look at the sample of a CV below. The subject of the CV is a FODE student who is also working for a shop in Port Moresby.

### A Sample of a CV

<b><i>CURRICULUM VITAE FOR ALICE TAU</i></b>		
<b>PERSONAL INFORMATION</b>		
Name:	ALICE TAU	
Date of birth:	June 1, 1997	
Place of origin:	Hanuabada village, Port Moresby	
<b>ADDRESS/CONTACT DETAILS</b>		
P. O. Box 187, Port Moresby, NCD	Phone: 7999 999	
<b>EDUCATION HISTORY</b>		
EDUCATION LEVEL	SCHOOL	YEAR
Grade 8	Hagara Primary School	2010
Grade 10	NCD FODE	2012
Grade 11	NCD FODE	2013
<b>WORK EXPERIENCE</b>		
YEAR	COMPANY WORKED WITH	POSITION
2011 (Nov-Jan)	Stop N Shop – Down Town	Packer (casual)
2012 (Nov-Jan)	Stop N Shop – Down Town	Cashier (casual)
2013 (Feb-Dec)	SVS – Harbour City	Cashier (full-time)
<b>INTERESTS/HOBBIES</b>		
Singing in church		
Performing traditional dances		
Play netball and cricket		
Sewing and cooking		
<b>CLUB(S) JOINED</b>		
Member of Steamships Cricket Club		
<b>REFEREES</b>		
1. Mr Steven Sine, NCD FODE Coordinator; Phone: 9999 9998		
2. Mrs Mary Helai, SVS Harbour City Supervisor; Phone: 7999 9999		

NOTE: See that the information on the CV is written under the seven main sections.



**Activity 2** Refer to the information on Alice Tau's CV and answer the questions.

1. Name the seven sections under which information about Alice Tau was listed.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_
  
2. Which is Alice Tau's highest level of education (when she wrote the CV)?  
\_\_\_\_\_
  
3. How many years work experience has Alice Tau as a cashier?  
\_\_\_\_\_
  
4. Where did Alice do her primary school?  
\_\_\_\_\_
  
5. Name two (2) paid jobs that Alice has held.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---



### Summary

You have come to the end of Lesson 15. In this lesson you learnt about the curriculum vitae (CV) and resumé. You learned that they both have a summary of a person's school or work life. They are sent along with a letter of application.

---

**NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.**

**Practice Exercise: 15**

Look at the CV of Brian Poma and answer the questions following.

<b><i>CURRICULUM VITAE FOR BRIAN POMA</i></b>		
<b>PERSONAL INFORMATION</b>		
Name:	BRIAN POMA	
Date of birth:	June 1, 1990	
Place of origin:	Okiyufa village, Goroka, Eastern Highlands	
<b>ADDRESS/CONTACT DETAILS</b>		
P. O. Box 9999, Goroka, EHP	Phone: 9999 999	
<b>EDUCATION BACKGROUND</b>		
EDUCATION LEVEL	SCHOOL	YEAR
Grade 8	West Goroka Primary School	2004
Grade 10	EHP FODE	2006
Grade 12	Goroka Secondary School	2008
Diploma in journalism	University of PNG	2010
<b>WORK EXPERIENCE</b>		
YEAR	COMPANY WORKED WITH	POSITION
2010 (Nov-Dec)	The Chronicle	Sports reporter
2011 (Jan-June)	The Chronicle	Crime/police reporter
2012-2013	Post-Courier	Court reporter
<b>INTERESTS</b>		
Reading and writing		
Playing rugby		
Playing guitar and singing		
<b>CLUB(S) JOINED</b>		
Magani Rugby Club, Port Moresby		
<b>REFEREES</b>		
1. Mrs Michel Kundu, UPNG Journalism lecturer; Phone: 6777 7777		
2. Mr Robert Kara, Post-Courier Editor-In-Chief; Phone: 5889 9888		

- Whose CV is this?  
\_\_\_\_\_
- Where is the subject of the CV from?  
\_\_\_\_\_
- Where did the person do his Grade 10?  
\_\_\_\_\_
- Where did the subject of the CV go for further training after Grade 12?  
\_\_\_\_\_
- What is the person working as in the years 2010-2013?  
\_\_\_\_\_

**B. Refer to CV in the last Activity and the sample CV in this lesson (Alice Tau's) and write your own in the one below.**

***CURRICULUM VITAE FOR .....***

**PERSONAL INFORMATION**  
 Name: .....  
 Date of birth: .....  
 Place of origin: .....

**ADDRESS/CONTACT DETAILS**  
 ..... Phone: .....

**EDUCATION BACKGROUND**

EDUCATION LEVEL	SCHOOL	YEAR
Grade 8	.....	.....
Grade 10	.....	.....
Grade 12	.....	.....
.....	.....	.....

**WORK EXPERIENCE**

YEAR	COMPANY WORKED WITH	POSITION
.....	.....	.....
.....	.....	.....
.....	.....	.....

**INTERESTS**  
 .....  
 .....  
 .....

**CLUB(S)/SOCIETIES JOINED**  
 .....

**REFEREES**  
 .....  
 .....

<b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.</b>
--

**Answers to Activities****Activity 1**

1. Both
2. Resumé
3. CV
4. CV
5. Resumé

**Activity 2**

1.
  - a. Personal Information
  - b. Address/Contact Details
  - c. Education History
  - d. Work Experience
  - e. Interest/Hobbies
  - f. Clubs Joined
  - g. Referees
2. Grade 11 (FODE)
3. Two years
4. Hagara Primary School
5. a. Cashier    b. Packer

## Lesson 16: The Job Interview

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Welcome to **Lesson 16** of **Unit 2**. In this lesson you will learn about the Job interview. Here, you will mainly be introduced to what job interviews are, and some useful tips that will enable you to handle a job interview. You will also learn about how to prepare for job interviews.

First, take a look at the aims for this lesson.



### Your Aims:

- define „job interview“
- explain the meanings of important words related to job interviews
- learn how to prepare for job interviews
- know how to give a good impression during the interview

---

### What is a „job interview?“

A job interview is a very important part of the job search when you are looking for a job that suits you. A job interview in this case refers to a meeting that is called by a potential employer for someone who has applied for a job to attend. In such a meeting, the interviewer or the person who has called the meeting asks the applicant questions regarding his or her background, qualifications, experience as well as personal traits or qualities in order to determine whether he or she is the right person for the job. The interviewer not only listens to the applicants answers but also looks at how he or she answers the questions, and his or her overall appearance and presentation.

### Important terms related to job interviews

However, before we continue further into the topic on job interviews, let us first of all look at the following terms associated with job interviews:

- **Speech** is the way in which someone speaks
- **Manners** refers to the way in which someone behaves while speaking
- **Common sense** is the ability to think things in a practical way and make sensible decisions.
- **Resourcefulness** is being able to find ways of doing things and solve problems.
- **Self-assurance** is having the confidence in yourself and your abilities.
- **Values** refer to beliefs about what is right and wrong and what is important.



It is important that you know and understand these terms as these are some of the things that a potential employer will be looking for when he or she interviews you for a job.



**Activity 1:** Answer the following questions based on the information given so far on job interviews. These questions will help test your understanding about what a job interview is.

1. Explain what a „job interview“ is in your own words.

---

---

2. When do you come across a job interview?

---

---

3. Who calls a job interview and why?

---

---

4. What kind of information does the person doing the interview try to get from the applicant?

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5. Apart from the answers to his or her questions, what else does the interviewer look at during the interview?

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Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

### **Preparing for job interviews**

There is no magic formula that will always ensure the successful outcome of a job interview. It all comes down to the preparation you do before the interview together with your own attitude to yourself and your work, both of which will affect how you present yourself at the interview itself. However, much of what you do during the interview will be common sense. There are no complicated tricks that you have to master. The only important rules you have to remember are “to be prepared” and “be positive about yourself.”

Here are some useful tips that will help you to prepare for an upcoming job interview:

- Do some background research on the company that has called you for an interview.
- Familiarise yourself with the company and its main functions.
- Find out about the interview process, and how you can best prepare for it.
- Mentally prepare yourself by questioning your reason for applying for the job, what you want to achieve and what you have to offer to the company.
- Think about the kinds of questions that the interview(s) might ask with regards to the job you are interested in.
- Prepare some questions that you may like to ask, which will show the interviewer that you are interested in the job as well as help you to better understand the job.



**Activity 2 Answer the following questions based on your understanding of the preparation involved in a job interview.**

1. Why is it important to research the background of the company, and familiarise yourself with its functions before going for the interview?

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2. In what way can mentally preparing yourself and question your reasons for applying for the job benefit you when preparing for the job interview?

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3. Why must you anticipate the questions that the interviewer might ask you?

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4. How will preparing questions to ask the interviewer help your chances of getting the job?

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5. What does the following statement mean with regards to job interview preparations: „...*much of what you do during the interview will be common sense.*“

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Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

### **Giving a good impression during the interview**

During an interview, it is important to use positive body language in order to give a good impression of yourself to your interviewer. That includes:

- Dressing smartly but appropriately.
- Walking and sitting with good posture.
- Shaking hands firmly and briefly.
- Appearing relaxed and confident.
- Looking at the interviewer as you speak to each other.
- Smiling when you arrive and leave as well as appropriately during the interview.
- Speaking in a clear and loud voice so that you are heard and understood.
- Judging when you have said enough.

On the other hand, the interviewer may ask detailed questions about your background, education and experience. The more responsibility a job carries, the more detailed the questions will be. As such, you must prepare yourself to answer these questions. The interviewer will be looking for someone who:

- has a good command of “spoken English.” Accents do not matter but sloppy speech does.
- can give simple and clear answers to questions, and use their voice and personal style to impress the interviewer in ways that were not possible on paper.
- has confidence and can control a large part of the interview by injecting points as answers to the interviewers questions, and ask some questions as well.
- has a clear record of personal development, and can advocate for him/herself in a tactful and courteous way.
- is interesting and likeable, and has a good grasp of facts
- uses examples given from experience to back up answers.



**Activity 3** Show your understanding of what an actual job interview involves. Do this by matching the correct ending under Column B to complete the beginning of the sentence under Column A. Write only the letter of the correct answer.

Answer	Column A: Beginning of Sentence	Column B: Ending of Sentence
1	When facing the interviewer, you are engaged in an exchange that will	a demonstrate restraint and exude charm.
2	It is the interviewer's task to verify your credentials and clarify points	b become real people interacting and subtly judging capability, likeability and promise.
3	This is where you show knowledge display judgment, assert values	c with an interest in both the substance and style of your responses.
4	You and the interviewer estimate how well you	d leave a personal impression of your qualifications and desirability for the job.
5	Information on paper and voices on telephones	e fit into organisations as well as you'd actually perform the task involved.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

### Summary



You have come to the end of Lesson 16 on the job interview. In this lesson you learnt that job interviews are meetings set up by the potential employer to ask you questions in order to determine whether you are the right person for the job or not. You have also learned some tips that will help you to prepare for job interviews, as well as help you to make a good impression of yourself to the interviewer.

**NOW GO ONTO PRACTICE EXERCISE 16 ON THE NEXT PAGE.**

**Practice Exercise: 16**

Read the following scenario about a job interview and answer the questions that follow.

**John's Interview**

John Marup applied for the position of loans officer with the Teacher's Savings and Loans Society, and was called in for an interview with the Human Resource Manager, Mr. Paul Wagung. He arrived at 8:30am, half an hour after the scheduled interview and strolled up to the counter.

"Good Morning!" he greeted the receptionist. "I'm here for my interview with your HR Manager."

The receptionist eyed him suspiciously. He was dressed in black faded jeans and a white collar shirt. His lips and teeth were stained red from recent chewing, and he reeked of a foul odour when he leaned in close to speak to her. She called Mr. Wagung to inform him about the appointment, and held her breath as she ushered John quickly into his office.

"Morning Paul!" John smiled and gave Paul's open hand a slap before vigorously shaking hands with him.

Paul was caught aback and stood there speechless. John then pulled up the only vacant chair facing Paul and sat down. Before he could recover from the handshake, Paul was hit hard by the stench that reeked from John as he slumped down on the chair. Paul had to take a breath before responding.

"Morning um...Mr. Marup!"

"Uh you may call me John. We are bros."

Paul moved his chair back a little and turned up his air condition. Then before Paul could ask the questions, John launched into a recital of his personal background and work experience. He failed to see the agitated look on Paul's face as he droned on and on. When he stopped after a good 10 minutes Paul asked him a question, and instead of giving a short and clearer answer, he launched into another 5 minute speech. He then asked Paul about some personal question unrelated to the job all the while leaning in with both arms on Paul's table.

After 20 minutes of listening to John's speech, Paul asked him:

"Are you familiar with what Teachers Savings and Loans Society is about and what our overall objective is?"

John was for the first time lost for words.

"Yeah I'm familiar with your organization. You guys give out loans to people and allow them to save with you as well through their fortnightly deductions."

Ten minutes later, Paul ended the interview.

“Thank you Mr. Marup for coming in.” he shook his hands. “We’ll give you a call if you are short listed. You may leave.”

As soon as the door closed behind him, Paul took out his air freshener and sprayed the whole room to remove the remaining odour left behind by John. He hoped that was the last he saw of John.

1. Who is the interviewee?

---

2. Who is the interviewer?

---

3. What position did John apply for?

---

4. Which organisation did he apply to?

---

5. Was John prepared for the interview? Explain.

---

---

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6. What three things did he do wrong before the interview?

a. 

---

b. 

---

c. 

---

7. Identify five things about John which failed to impress Paul during the interview.

a. 

---

b. 

---

c. 

---

d. 

---

e. 

---

8. What kind of impression do you think Paul had of John?

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---

---

9. Do you think John would be short listed for the job?

---

---

10. What do you think John should do to improve his chances in future jobs?

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

### Answers to Activities

#### Activity 1

1. A job interview is a formal meeting set up by a potential employer with an applicant at which the potential employer asks questions to see if the applicant is the right person for the job.
2. You come across a job interview when searching for a job.
3. A potential employer calls a job interview in order to determine whether the applicant is the right person for the job.
4. The person doing the interview or the potential employer requires information regarding the applicants background, qualifications, experience as well as personal traits or qualities
5. Apart from the answers to his or her questions, the interviewer looks at how the applicant answers the questions, and his or her overall appearance and presentation.

#### Activity 2

1. It is important to research the background of the company, and familiarize yourself with its functions before going for the interview because questions may be asked regarding your knowledge of the company, and answering these questions will show the interviewer that you are interested in the job.
2. Mentally preparing yourself and questioning your reasons for applying for the job will enable you to see what you can get out of the job, and what you can offer the company. This will help you prepare more effectively.
3. You anticipate the questions that the interviewer might ask you so that you can prepare yourself to answer these questions thoroughly.

4. Preparing questions to ask the interviewer will show the interviewer that you have a genuine interest in the job, and this will in turn help your chances of getting the job.
5. With regards to job interview, the following statement means that there is no set rule or guideline that you should follow in a job interview. You simply have to do what you think is the right thing to do at the time.

### Activity 3

Answer	Column A: Beginning of Sentence	
b	1	When facing the interviewer, you are engaged in an exchange that will
c	2	It is the interviewer's task to verify your credentials and clarify points
a	3	This is where you show knowledge display judgment, assert values
e	4	You and the interviewer estimate how well you
d	5	Information on paper and voices on telephones

Column A: Ending of Sentence	
a	demonstrate restraint and exude charm.
b	become real people interacting and subtly judging capability, likeability and promise.
c	with an interest in both the substance and style of your responses.
d	leave a personal impression of your qualifications and desirability for the job.
e	fit into organisations as well as you'd actually perform the task involved.



## ANSWERS TO PRACTICE EXERCISE IN TOPIC 3

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### Practice Exercise 13

#### Activity A

1. Teacher's position and teacher-librarian
2. Bava International School
3. English
4. Drop them at the school office
5. No. The teachers have to be registered with the Education Department
6. Tuesday, June 25

#### Activity B

*Hi, are there any Christmas vacation jobs for a grade 10 look for things to do to keep busy over the Christmas holiday? I am in Grade 10 and have not had much experiences in work but am willing to give a try. Please email me at plolona@gmail.com*

---

### Practice Exercise 14

#### Activity A

1. Michael Dan
2. National Fisheries Authority (Recruitment)
3. Boatman or handyman
4. He is an islander
5. CV, copies of certificates, or references

#### Activity B

1. FRONT OF ENVELOPE  
National Fisheries Authority  
ATTENTION: RECRUITMENT  
P. O. BOX 2016  
Port Moresby  
NCD
2. BACK OF ENVELOPE  
C/- P. O. BOX 483  
Wewak  
East Sepik Province  
September 15, 2013

**Practice Exercise 15****Activity A**

1. Brian Poma
2. Okiyufa Village
3. EHP FODE
4. UPNG (Journalism school)
5. Newspaper reporter

**Activity B**

Information filled out must be correct/sensible.

---

**Practice Exercise 16**

1. John Marup
2. Mr. Paul Wagung
3. Loans Officer
4. Teachers Savings and Loans Society
5. No, he was with red teeth and lips from recent chewing. He was also smelly.
6.
  - a. He came late for the interview.
  - b. He did not shake the hands of the interviewer properly.
  - c. He sat down without being told by the interviewer.
7. Identify five things about John which failed to impress Paul during the interview?
  - a. John's lack of proper hygiene.
  - b. John's lack of courtesy and politeness.
  - c. John's being late for the interview.
  - d. John's being too nosy about the personal life of Paul.
  - e. John failed to answer Paul's questions properly.
8. John lacks the correct attitudes for the job.
9. No, he will not be shortlisted.
10. He should be punctual for any interview appointment.  
He should be properly groomed and dressed.  
He should be courteous and polite.  
He should not ask the interviewer with irrelevant questions.

## TOPIC 4

### DOCUMENTS IN THE WORKPLACE

**In this Topic, you will learn about:**

- **Workplace documents.**
- **Organisational documents.**
- **Public documents.**
- **Completing forms.**

**TOPIC 4: DOCUMENTS IN THE WORKPLACE**

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Welcome to Topic 4. In this topic there are four lessons.

In **Lesson 17**, you will learn about Workplace Documents.

In **Lesson 18** you will learn about Organisational Documents.

**Lesson 19**, is about Public Documents.

**Lesson 20** is about Completing Forms.

Make sure to complete all your lessons and practice exercises in order to really understand your lessons and to work well. Keep notes that you can refer to and to study.

We hope you enjoy the lessons in this topic.

Now you may begin with the first lesson.

All the best!

## Lesson 17: Workplace Documents

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Welcome to Lesson 17 of Unit 2. In this lesson you will learn about the different types of documents used in the workplace. You will mainly focus on personal work-related documents, and the importance of keeping these documents in order.

First, take a look at the aims for this lesson.



### Your Aims:

- explain what work place documents are
- identify personal work-related documents
- identify the importance of keeping workplace documents in order

---

### What are workplace documents?

In our societies, people perform their daily tasks either individually or in organised groups. Each organised body of people or system represents an organisation with a specific purpose. An organisation is there because something must be done – some objective must be met – that is too complex for a single person to handle on his/her own. You have a number of people coming together, with each assigned a part of the total task to perform. When a huge task is broken down to smaller parts and individuals start performing sub-functions, then things that may have been impossible to complete or achieve are completed within a small amount of time. Here we will look at the role of workplace documents in assisting organisations in performing their functions.

In order for us to understand what workplace documents are, let us first of all look at what a document is. A *document* is any paper form that is used to communicate facts, observations or information. It contains technical details as well as provides steps and instructions to carry out certain tasks. As such, *workplace documents* are any documents found at the workplace that contain technical details as well as instructions to help employees get their work done effectively. The main purpose of work place documents is to give employees in organisation information regarding recent changes about the work or to provide news to the employees.



**Activity 1** Based on your understanding of workplace documents, answer the following questions.

1. What is an organisation?

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2. What is the importance of an organisation?

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3. What is a workplace document?

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4. List three (3) examples of workplace documents that you are aware of.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

5. What is the main purpose that workplace documents serve in the workplace?

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Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

## Personal work-related documents

Personal work-related documents are personal in the sense that they assist individuals in the work place to carry out their duties effectively and efficiently as well as enable them to address their safety and personal welfare needs. Such documents differ depending on their type, function and size. Here are examples of personal work-related documents used by individuals, organisations, governments and corporations from a range of jobs:

- Staff or employee handbooks provide information regarding the company or organization's aims and objectives, as well as policies and guidelines that employees are to abide by in the workplace.
- Health and safety manuals provide information regarding health and safety precautions, such as fire drills, which employees should be aware of in case of workplace emergencies like fires.
- Employment or contractual agreements are legal agreements between the employer and employee regarding the employee's terms of contract, such as the length of the employee's employment, his or her salary, and other benefits.
- Job descriptions spell out the employee's duty statement, such as his or her job title, and the specific tasks or duties that he or she is required under the contract to perform.
- Pay slips are slips of papers providing a statement of the employee's gross and net pay, tax deductions, as well as other deductions to financial institutions, such as nashfund, etc.
- Leaves forms are forms given to employees to fill in when they intend to take leaves for recreation, such as holidays, compassionate leave, such as in the case of a death in the family, or sick leaves due to illness.
- Staff newsletters are printed reports sent regularly to employees of an organisation providing information of interest to them.
- Company or organisational briefs are short instructions and information given to employees within an organisation. For example, briefs given to barristers.



**Activity 2** In the table below, list the five most commonly used personal workplace documents you may know of in the first column, and then in the next column, explain the purpose that each one serves in the organisation.

Personal workplace document	Purpose in organizations
1.	<hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/>
4.	<hr/> <hr/> <hr/>
5.	<hr/> <hr/> <hr/>

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

### Keeping workplace documents in order

The documents that are used or produced at the workplace are an image or representation of the organisation. They automatically create an impression on whoever is reading or viewing them about the standards of the organisation. As such, it is important to produce good quality documents that look good in the reader's eye and are easy to follow. A good workplace document that is properly organised will effectively communicate a key set of objectives or provide information that answers a question. For example, a „how to document“ or „instruction manual“ will answer a



question or set of questions for example, how a task is performed or how a goal is executed.

To do this, the document must contain instructions that can be performed or are workable. An example would be an instruction manual that allows a user to assemble a bike, for example, without needing additional resources beyond the instruction manual and the tools provided. In other words, to be effective, the instruction manual must document the process, outline the task and provide all relative information to answer the question posed by the document. In the case of the bike example, the instruction manual would have to answer the question, "How to Assemble a Bike Using Only Tools A and B."

A good quality document also attracts clients, thereby increasing the profit of the organization. It helps with the improvement of various fields and increases creativity in whatever you do, which will in turn attract more clients. A well-organised document must have step by step explanations or plans and statistics of what is asked for and will help the organisation care and be responsible for both its employees and clients. Thus, the quality and standard of documents used and produced in the organisation is a reflection of you, the individual in the workplace.



**Activity 2** Based on the reading and your personal knowledge and understanding, give five reasons why it is important to keep work related documents in order.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

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### Summary

You have come to the end of Lesson 17 on workplace documents. In this lesson you learnt what workplace documents are, and the different types of workplace-related documents. You specifically learned about personal workplace documents, and the importance of keeping them in order.

---

**NOW GO ONTO PRACTICE EXERCISE 17 ON THE NEXT PAGE.**

**Practice Exercise: 17**

Read the following workplace document and answer the questions that follow.



THE UNIVERSITY OF PAPUA NEW GUINEA

MEMORANDUM

To: Director Human Resource Management Division  
From:  
Date:

**SUBJECT: RESUMPTION OF DUTY**

This is to notify your Office that:

Professor/Associate Professor/Dr/Mr/Mrs/Ms .....

Staff N<sup>o</sup>. .... of .....  
Strand/Division

resumed duty on (date) .....

after being on Recreation/Study/Research/Compassionate/Unpaid/Sick/Maternity/

Representational Leave.

Please take appropriate action.

Strand/Division Leader: .....  
Signature

Executive Dean/Executive Director/Director: .....  
Signature

Date: .....

1. Name the workplace document.

---

2. When do you think such a document is used in the workplace?

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---

3. Which organization does this document belong to?

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4. Who is this document addressed to?

---

5. The heading on the document reads Memorandum. "What is a memorandum?"

---

---

6. What information would be placed where it says „From“?

---

7. What information would be placed where it says „Date“?

---

8. What is the subject of this document?

---

9. Would you classify this document as personal work related or not? Explain.

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10. What do you think will happen if such a document is not filled in and submitted at the workplace?

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

## Answers to Activities

### Activity 1

1. An organisation is made up of an organized group of people or system.
2. An organisation is there because something must be done – some objective must be met – that is too complex for a single person to handle on his/her own.
3. A *workplace document* is any document found at the workplace that helps the employees to get their work done effectively.
4. Here are three possible examples of workplace documents that you may be aware of:
  - a. business cards
  - b. manuals
  - c. company letterheads
5. The main purpose of work place documents is to give employees in organisation information regarding recent changes about the work or to provide news to the employees.

### Activity 2

Sample answer to personal workplace documents and purposes

Personal workplace document	Purpose in organizations
1. Leave forms	Leaves forms are forms given to employees to fill in when they intend to take leaves for recreation, such as holidays, compassionate leave, such as in the case of a death in the family, or sick leaves due to illness.
2. Pay slips	Pay slips are slips of papers providing a statement of the employees gross and net pay, tax deductions, as well as other deductions to financial institutions, such as nashfund, etc.
3. Job descriptions	Job descriptions spell out the employee's duty statement, such as his or her job title, and the specific tasks or duties that he or she is required under the contract to perform.
4. Employee handbook	Staff or employee handbooks provide information regarding the company or organization's aims and objectives, as well as policies and guidelines that employees are to abide by in the workplace.

5. Health and safety manuals	Health and safety manuals provide information regarding health and safety precautions, such as fire drills, which employees should be aware of in case of workplace emergencies like fires.
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### Activity 3

Here are five possible reasons why it is important to keep work-related documents in order.

1. This will create an image or representation of the organisation's standards.
2. This will bring in more clients to the organization, and in turn bring in more profit.
3. This will effectively communicate the aims and objectives of the organization to its employees and clients as well.
4. This will help with the improvement of various fields and increase creativity in whatever you do, which will in turn attract more clients.
5. This will reflect on the individual employee and his or her reputation within the organisation.

## Lesson 18: Organisational Documents

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Welcome to Lesson 18 of Unit 2. In this lesson you will learn about important organisational documents and their purposes. You will mainly focus on the importance of protecting important workplace documents, and the ethical principles concerning workplace documents to workplace situations.

First, take a look at the aims for this lesson.



### Your Aims:

- explain important organisational documents
- identify the importance of protecting important workplace documents
- identify and apply the ethical principles concerning workplace documents

---

### What are Organisational Documents?

Organisational documents are documents needed by an organisation to meet the organisation's requirements. There are many different types of documents that may be used in an organisation. Organisational documents are used in businesses, government agencies, non-profit organisations, or community groups. They are the internal documents produced by an organisation to guide its work or as a result of its work. They provide evidence on issues such as how the organisation determines its goals, who has decision-making power, and how the organisation has evolved over time.

Here are some examples of documents commonly found and used in organisations:

1. **Memos** are used for informal communication within an organisation. That means, it is only used within an organisation by its members to communicate with each other about work-related matters.
2. **Minutes** are documents produced at the end of a meeting and contain details of what took place at a meeting. They contain information such when and where the meeting took place, who attended, and what issues were discussed, and resolved.
3. **Letters** are documents used for different types of communication in all departments for various purposes. They are used by organisation for external communication. That is, communication with other organizations.
4. **Agendas** are documents produced and distributed all members before a meeting, and contain information about what is going to be discussed at a meeting. It helps the members to prepare themselves so that they know exactly what to discuss.

5. **Fax documents** are very useful documents in an organisation as they are used to send documents by way of a fax machine.
6. **Business cards** are cards given to clients, and contain information on how to contact the organisation, or the individual within the organisation.
7. **Reports** are documents written to communicate factual information, and may differ according to the purposes they serve.



**Activity 1** Based on the information and examples given above on organisational documents, list 5 examples of organisational documents that you are aware of, and mention the purpose(s) they serve in the organisation.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



### Importance of protecting important workplace documents

Important documents whether minor or major have to be stored securely and safely following the organisation's policies and procedures. It can be either digital storage or physical storage depending on needs and taking into account its confidential nature. Digital storage can be done on the organisation's server, hard drive or flash drives, which are all secure. Physical storage can be done by filing the documents in filing cabinets. Either way, they are stored for future references, and hence are important.

When storing documents in these ways, one has to abide by the Data Protection Act. That means that files and records should be stored to comply with the regulations to ensure the safety of the documents so that the organisation runs smoothly. The information must be securely stored so that it cannot be disclosed to other parties. This is important because any data that is not secure can be spread all over the internet. So, it is important to save the information in documents and secure them properly. That includes saving the changes to the documents you are working on as often as possible in the event of a power cut or computer crash.

Most organisations these days rely on electronic data, and hence it is best to have a good backup solution. For example, organizations can back up data to their server at the end of every day and if possible to external drives whenever necessary to avoid loss of data under unavoidable crashes. The same applies to physical storage of data in filing cabinets. That should be done on a daily basis.



#### **Activity 2** Answer the following questions based on the information provided on the importance of protecting workplace documents.

1. Write and explain the two ways in which workplace documents can be stored.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

2. Why is it important to safeguard various organizational documents by storing them safely and securely?

\_\_\_\_\_

\_\_\_\_\_

3. Apart from storing documents securely due to safety issues, how can storing documents assist you in future?

\_\_\_\_\_

\_\_\_\_\_

4. When storing documents what must individuals in the organization abide by, and why?

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---

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5. Why should organisational documents be continuously backed up either electronically or physically?

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---

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

### **The Ethical Principles Concerning Workplace Documents**

In any organisation whether big or small, employees must apply ethical principles concerning the documents they deal with or handle at the workplace. Here, ethical principles refer to the beliefs and values about what is wrong or right. This means that when dealing with or handling workplace documents, individuals or employees within their respective organisations must abide by the organisations policies and procedures, and do what is morally correct or acceptable. This is an important aspect of protecting information that they deal with.

It is especially important to produce and store workplace documents safely and securely as the release of personal information can lead to serious consequences. For instance, confidential information once leaked out may fall into the wrong hands, who may use this information against the organisation to destroy its reputation. There is probably no more important aspect of any organisation than data protection and confidentiality. It helps save the organisation, its value, and trust from customers.

As such, documents must be classified and securely stored accordingly. A document can be considered as either classified, public or research depending on the kind of information it contains. These are the three main ways to classify documents so that confidential information is protected.

1. “**Classified**” means it contains confidential information that is limited to a restricted and authorised few.
2. “**Public**” means it contains non-sensitive materials for public consumptions, or in the case of a professional or business structure, to all employees and staff members, and
3. “**Research**” means it contains information about an historical event, or an event of importance to the organization, which can be viewed by all employees and staff members.



**Activity 3** Answer the following questions based on the information about ethical principles regarding workplace documents.

1. What are ethical principles?

---

---

2. Why is it important to apply ethical principles when dealing with workplace documents?

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---

3. Identify two serious consequences that can result from the release of personal or confidential information.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

4. How can an organisation benefit from protecting confidential information?

---

---

5. Give an example of workplace documents that can be considered as

a. Classified \_\_\_\_\_

b. Public \_\_\_\_\_

c. Research \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 18 on organisational documents. In this lesson you learnt what organisational documents are, and their purposes. You have also learnt about the importance of protecting important workplace documents, and the ethical principles concerning workplace documents to workplace situations.

---

**NOW GO ON TO PRACTICE EXERCISE 18 ON THE NEXT PAGE.**

**Practice Exercise: 18**

Read the following document and answer the questions that following:

**Minutes of the Committee Meeting  
Parks and Landscape Division  
NCDC**

Held in Aiyura Room, Hide Away Hotel on Thursday 21 June 2009 at 10:00am.

**Present:**

S. Berra (in the Chair); H Unas (Hon. Secretary); G Gabum (Hon. Treasurer); R Keri; F Finam; P Imes, and T Muri.

**Apologies:**

E. Duar and L Chim

**Minutes of the Last Meeting**

The minutes of the last meeting were read and signed as a true and fair record.

**Matters arising from the minutes**

There were no matters arising

**Posters for Keeping Port Moresby Clean Awareness for 2009.**

It was resolved that Printo Pict Ltd be approached by G Gabum to design and print posters to be circulated to individuals and organizations on 20 July.

**Training the Trainer**

It was resolved that trainers who had not attended the February workshop had to attend the repeat workshop to be held in NCDC conference room on 10 September.

**Appointment of Awareness Campaign Director**

It was resolved to appoint an overall Awareness Director for the Division: T Muri to be responsible for advertising and candidate selection.

**Any other business (AOB)**

There being no other business the meeting was declared closed at 11am.

**Date of next meeting**

The date of the next meeting of the committee was scheduled for 11 October, 2009.

**Signed:** \_\_\_\_\_ (S Bera)    **Date:** \_\_\_\_\_

1. What is the name of this document?

---

2. Which organisation produced this document?

---

3. What is the purpose of this document?

---

---

4. Where and when was this document first written?

---

---

5. How many people participated in the meeting?

---

6. What does "Apologies" on the document mean?

---

7. How many matters arose from the last meeting held?

\_\_\_\_\_

8. Briefly list the three agenda items discussed in the meeting:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

9. Briefly explain what the agenda item „AOB“ stands for.

\_\_\_\_\_

\_\_\_\_\_

10. Who chaired the meeting? \_\_\_\_\_

\_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

### **Answers to Activities**

#### **Activity 1**

These are possible organisational documents and the purposes they serve.

1. Circulars

This refers to information passed on by those in senior management positions within organizations to their member informing them about changes or upcoming events that are like to affect their work schedules, such as public holidays, etc.

2. Purchase orders

These are documents showing items or equipment that an organisation has ordered from its suppliers.

3. Flow charts

These charts portray information in the form of graphs and diagrams which help to monitor the performance of the organisation, whether it is progressing or declining.

4. Financial statements

These are statements printed out by an organization, monthly or quarterly, showing the financial position of the organisation. It mainly shows how much the organisation has already spent, and how much it still has to spend within the year.

## 5. Tax invoices

These are receipts produced by the suppliers of an organisation once the organization has paid for the items or equipment it ordered.

### Activity 2

1.
  - a. Electronically by backing up information in the server, or saving the documents on the hard drive or in flash drives.
  - b. Physically by storing the hard copy of the documents in filing cabinets.
2. It is important to safeguard various organisational documents by storing them safely and securely to ensure the safety of the documents so that the organisation runs smoothly.
3. Documents should also be stored securely for future references.
4. When storing documents individuals in the organization must abide by the organisation's policies and procedures, such as the Data Protection Act.
5. Organisational documents should be continuously backed up either electronically or physically to avoid loss of data due to power failure or under unavoidable crashes.

### Activity 3

1. Ethical principles refer to the beliefs and values about what is wrong or right.
2. It important to apply ethical principles when dealing with workplace documents to ensure that the policies and regulations of the organisation are abided by.
3.
  - a. Confidential information once leaked out may fall into the wrong hands, who may use this information against the organisation to destroy its reputation.
  - b. If the information is negative, it may discourage the organisation's clients from further seeking their services.
4. The organisation can benefit from protecting confidential information in that it will help save the organisation, its value, and help maintain trust from customers.
5.
  - a. Classified, e.g. contractual agreements between employer and employee.
  - b. Public, e.g. agendas or meeting minutes.
  - c. Research, e.g. company profile.



## Lesson 19: Public Documents

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Welcome to **Lesson 19** of **Unit 2**. In the previous lesson you learned about organisational documents. You were able to identify the importance of protecting workplace documents and apply the ethical principles concerning these documents.

In this lesson, you will learn about public documents. You will list examples of workplace documents and explain the purpose of each. You will also compare and contrast documents and their use. Finally, you will explain the importance of keeping work related documents in order and fill out an important document for practice. First take a look at the aims for this lesson.



### Your Aims:

- identify the genres used in the workplace
- identify the importance of keeping workplace documents in order

---

### What are public documents?

Public documents are documents which contain technical details. It is any document that provides steps or instructions to carry out tasks. In the workplace there are many texts that have specific purposes. These texts belong to the genres of **transactions** and **procedures**. Both of these genres aim to pass on information, which is a vital part of any workplace. It is important to know how to use these kinds of texts effectively and accurately.

Some of these texts are being used around the school or in the office, aid post, clinic, council office or bank. Dealing with many paper documents can take up a lot of our time. We need to process them quickly so that it is easy to retrieve them at the right moment when we need them. It is important that you keep these documents in order to manage your time well. It is good for the organisation and your clients.

### Parts and layout

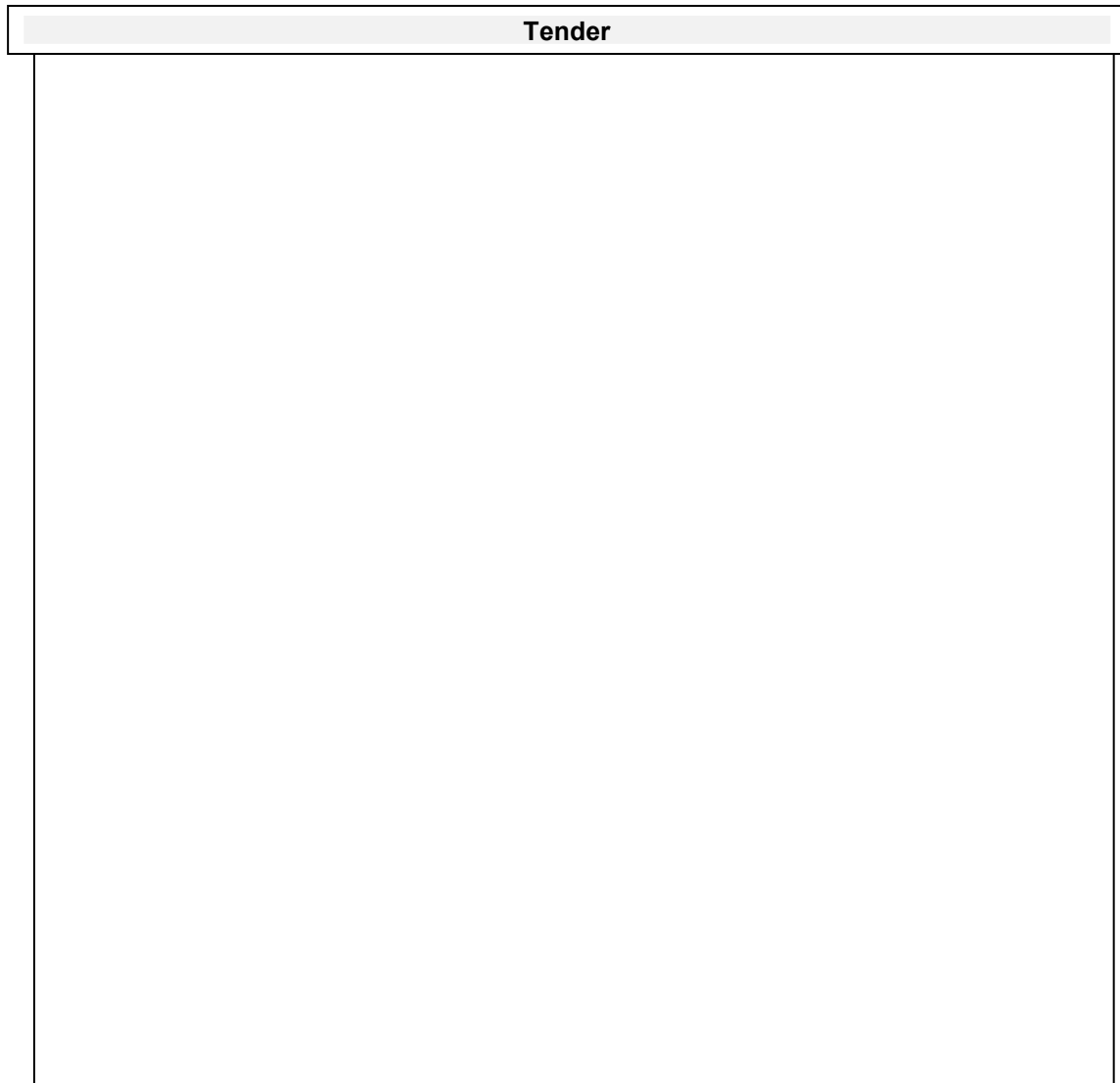
Public documents have parts that are similar to other documents. They often use a printed form with spaces for information. There are writing conventions that are followed. They are generally formal documents. In language, tone, vocabulary and brevity they are similar to formal letters both in the way they are set out if a form is used and in the language used on the form. Formal language is also used when filling out these forms.

We now see how these documents look like.

1. **Tender**

A **tender** is a document of formal offer to carry out work or supply goods. The verb form is “to tender” meaning „to make a formal written offer to carry out work or supply goods, etc. for stated fixed price.

See a sample tender advertisement below. You may also check our local newspapers to show you more samples of tender advertisement.



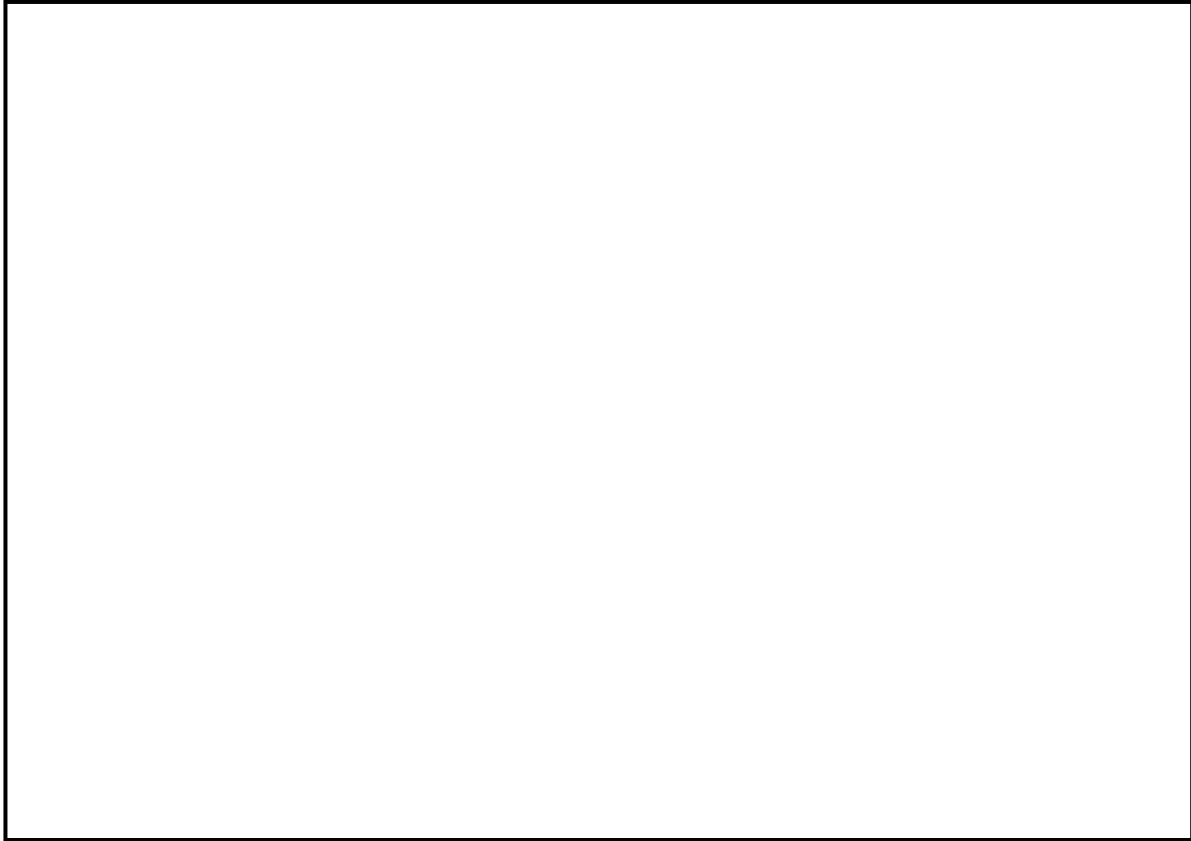
## 2. **Statutory Declaration**

A **statutory declaration** (often referred to as a stat dec) is a formal, legal document frequently used in the world of work. It is used when a legal statement is needed, such as loss of a document or evidence in support of an application. It is usual to have a statutory declaration witnessed and signed by a Commissioner of Oaths; that is, a person authorized by the Act. Two places that you can obtain statutory declaration are court houses and district offices.



- 3. The **Business letter** is a familiar workplace document used for correspondence between organisations and their clients.

See example below:



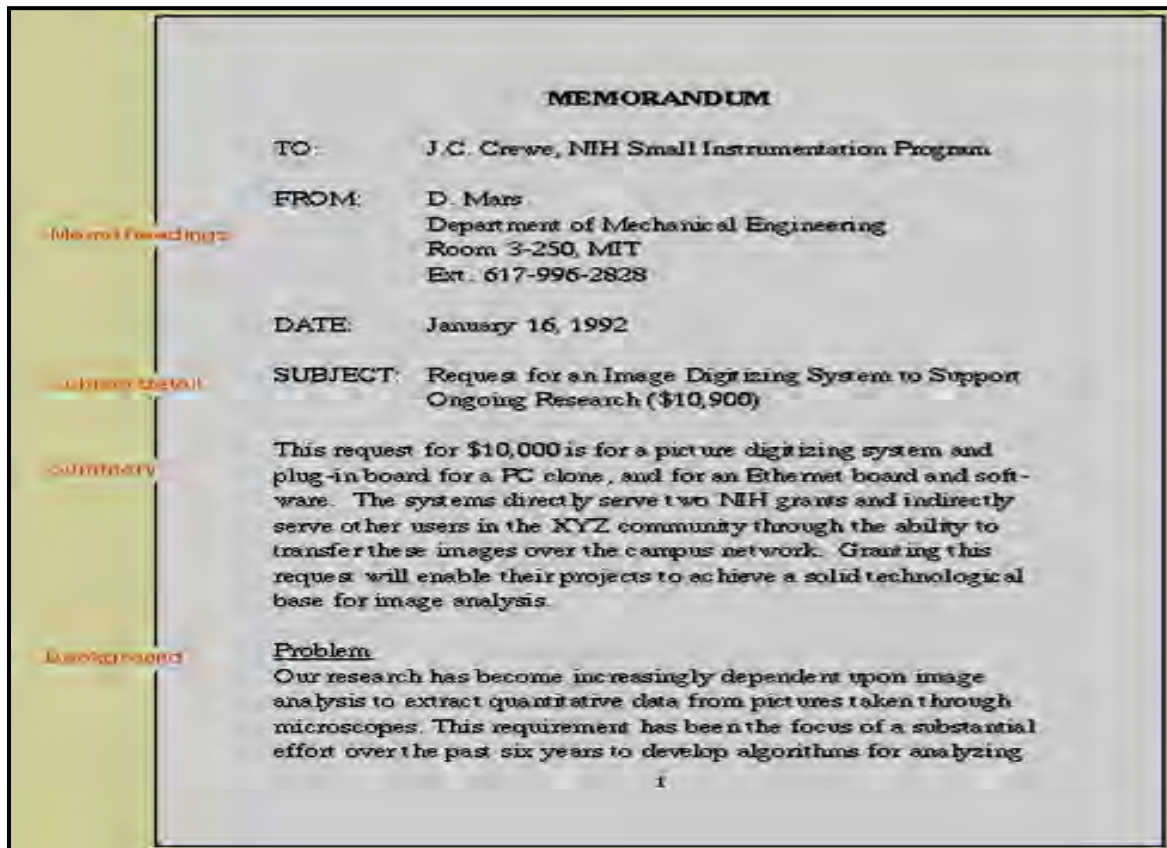
- 4. A **contract of employment** is an agreement between an employer and employee and is the basis of the employment.

Here is an example:

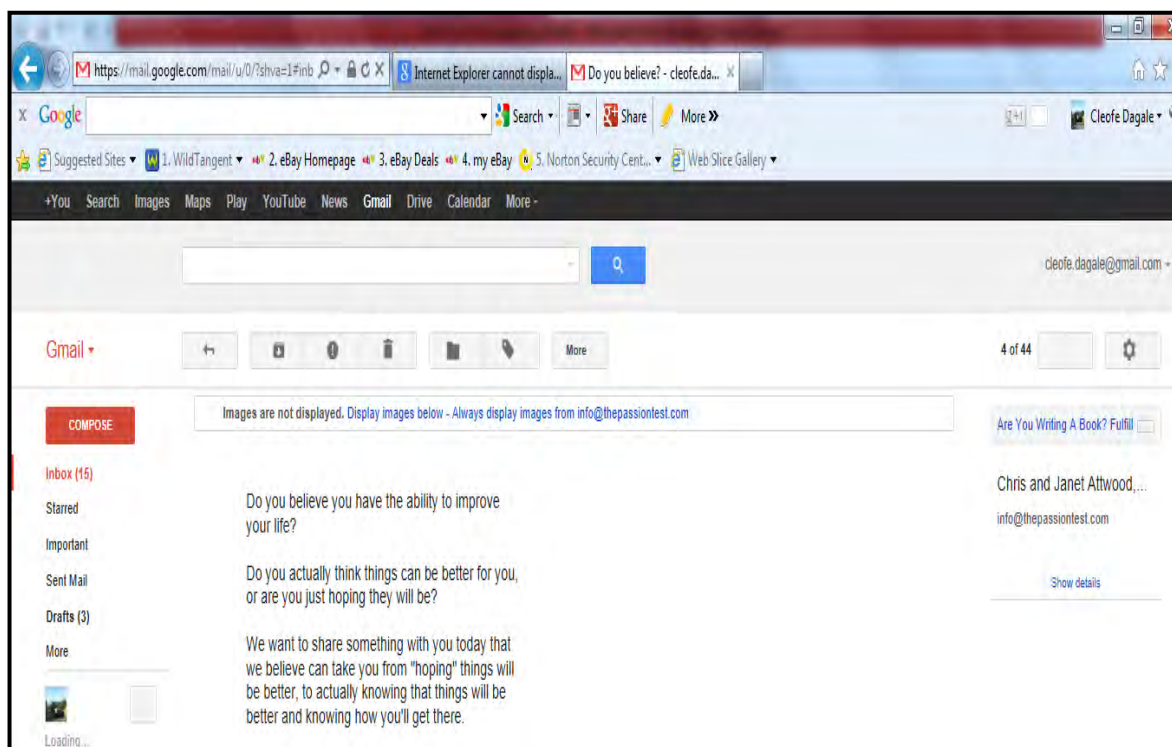


5. **Memorandum or Memo** for short is a written message, especially within a business organisation.

See the example and its labelled parts below:

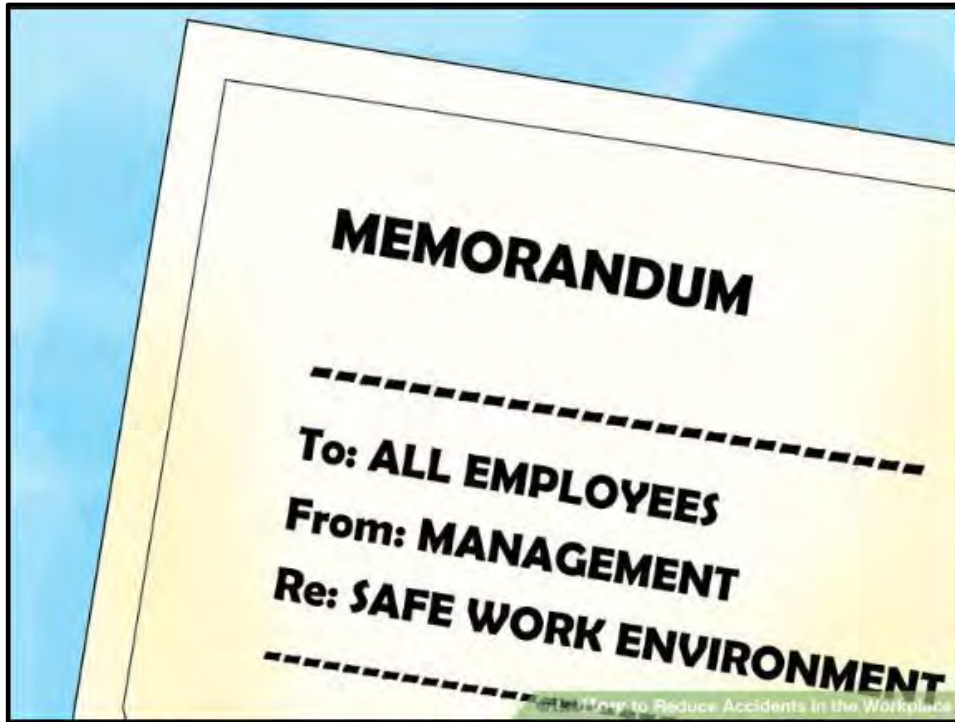


6. **Electronic mail or email** is a means or system for transmitting messages electronically between computers on a network.




7. **Workplace Instructions**

Workplace instructions are instructions on how you carry out your work at the workplace. It includes how you carry out your work in accordance with your level of competence, suppliers or manufacturers' instructions and all requirements. See the example below.




8. **Application Form** – is a form that is being filled out when one wants to apply for a job, visa, entrance, enrolment, etc. It has to be filled in truthfully. See example.

 <b>Embassy of Vietnam</b>		<b>APPLICATION FOR ENTRY AND EXIT VISA (for foreigners)</b>		Photo
1. Name and surname (in block letters) .....				
2. Date of birth ..... dd mm yy		3. Male / Female .....	10. Purpose of visit to Vietnam .....	
4. Place of birth .....				
5. Nationality at birth ..... Nationality at present .....				
6. Passport number ..... Issued by ..... Date of issue ..... Date of expiry .....				
7. Profession ..... Place of employment ..... Office telephone number .....				
8. Present address ..... Home telephone number .....				
9. Accompanying children (Full name, date of birth, relationship) ..... .....				
11. Name, address of your contact (office, organization or individual) in Vietnam ..... .....				
12. Proposed date of entry into and exit from Vietnam from dd mm yy to dd mm yy				
13. Number of entries: <input type="checkbox"/> Single <input type="checkbox"/> Double <input type="checkbox"/> Multiple				
14. Port of arrival and departure .....				
I solemnly declare that the statements made in this Application are true and correct				
Done at ..... On ..... Signature: .....				
1. Two copies of the application form with two passport photos				
<b>Please submit the following documents:</b> 1. Two copies of the application with two passport photos 2. Original passport 3. Visa fee (Please call Visa Information for current fees)				
<b>Official use only</b> Fax # : ..... Date of fax : ..... Visa # : .....				

9. **Insurance Policy** is a contract, generally a standard form contract between the insurer and the insured, known as the policyholder, the person whom benefits would be paid to, or on behalf of on certain conditions. See example below.



10. **Work permit** is an official document given to a foreigner to take a job in a country. See example below.



GOVERNMENT OF PAPUA NEW GUINIA  
Department of Labour & Industrial Relations  
Office of the Secretary

**GENERAL WORKER**

Papua new guinea.


Dear Sir,

This is to confirm that this Department has approved the Foreigner Work Permit noted below for the following employee of your company:

Employee Name	: Mohammad Josim Khan
Work Permit Description	: General Work Permit
Conditions	: 4 Years Contact basis
PNG Occupation Title	: General Labour
PNG Occupation Code	: 121211
Company Position Code	: CCF01
Issue Date	: 10 May 2010
Permit Expires End Of	: Valid Until Two Years from the Date of Entry


**Work Permit Number: 12345681**

Yours faithfully

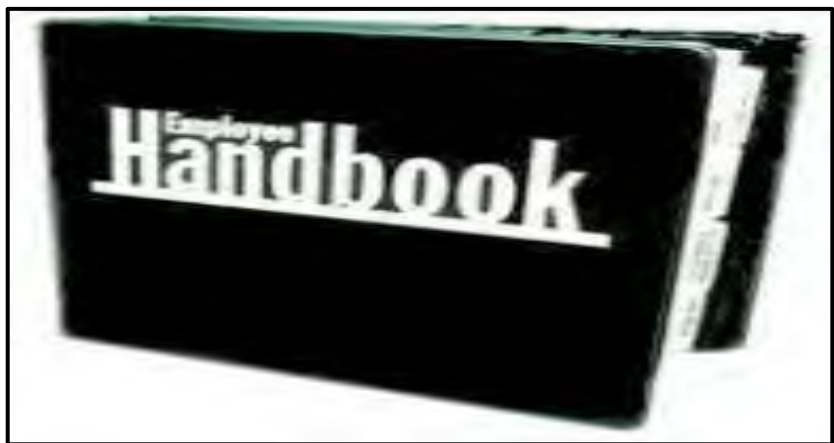
  
**David K.G. Tibu, LLB**  
Secretary



11. **Tax form** is a form to use when paying taxes. This form is issued by the Internal Revenue Commission. See example below.

<b>Form C 2012</b>				<b>FOR OFFICE USE ONLY</b>	
				T.L.N.	
				DOC NO.	
				BATCH NO	
				ASST NO	
				INDUSTRY CODE	
<b>INCOME TAX ACT 1959 AS AMENDED COMPANY RETURN</b>					
OF INCOME DERIVED FROM ALL SOURCES, IN AND OUT OF PAPUA NEW GUINEA, DURING THE 12 MONTHS FROM <b>1 JANUARY 2011 to 31 DECEMBER 2011</b> or _____ to _____					
<small>NOTE: FOR INSTRUCTIONS ON THE USE OF THIS FORM SEE PAGES 9 AND 10</small>					
<b>NAME OF TAXPAYER</b>					
If Name Changed, Previous Name					
Business or Trading Name					
Postal Address for Service of Notices					
Business Address					
Address of Registered Office					
Bougainville Taxpayer					
See notes for guidance. If yes mark Y in box.					
Type of Organisation and Registration Number (if applicable)		Company, Business Group, Unit Trust, Superannuation Fund, etc		Company Registration Number	
If Company, Business Group etc:- Incorporation Details		Place of Incorporation		Date of Incorporation	
If Superannuation Fund or Unit Trust:- Establishment Details		Place Fund/ Unit Trust Established		Date Established	
Name of Public Officer / Trustee and Date of Appointment		Name of Public Officer / Trustee		Date of Appointment	
Banking Details and Nature of Business		Name and Address of Banker		Nature of Business	
If Tax Exempt, State Why, or State Taxable Income ( Loss )		If Taxpayer Not Taxable, State Why		Taxable Income ( Loss )	
Year of Last Return and File Number		Year of Last Return		File Number	
Training Levy Requirements:- State "YES" or "NO"		Is Payroll in Excess of K200,000		Training Levy Return Lodged	
<b>PARTICULARS RELATING TO SOURCES OF INFORMATION</b>					
<small>NB. This Questionnaire Is To Be Completed By Or On Behalf Of ALL Taxpayers</small>					
1. What books of account, if any, are kept by or on behalf of the Taxpayer.			.....		
2. State name and address of person/s who kept those books of account.			.....		
3. If those books of account are audited each year, state name and address of Auditor.			.....		
4. Are the figures in the return in accordance with those books.			.....		
5. If no books of account have been kept, upon what basis			.....		

12. **Employee Manual or Employee Handbook** - It provides guidance to employees about the company's desired ways.







**Activity 1: Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary.**

**Column A**

**Column B**

- Column A**
- \_\_\_1. A business letter
- \_\_\_2. A contract of employment
- \_\_\_3. Memo/s
- \_\_\_4. Workplace instructions
- \_\_\_5. Electronic mail
- \_\_\_6. Application form
- \_\_\_7. Insurance policy
- \_\_\_8. Work permit
- \_\_\_9. Tax form

- Column B**
- A. is usually used when writing from one company to another, or for correspondence between such organisations and their customers, clients
- B. carry out your work in accordance with your level of competence, workplace instructions, suppliers or manufacturers' instructions and for example, all requirements
- C. a system of electronic communication in which a computer user can compose a message
- D. is an agreement between an employer and employee and is the basis of the employment
- E. a form to use when making an application for entry or membership etc.
- F. a contract (generally a standard form contract) between the insurer and the insured, known as the policyholder
- G. an official document giving a foreigner permission to take a job in a country
- H. a form to use when paying your taxes
- I. an employee handbook, sometimes also known as an employee manual or staff handbook, is a book given to employees by an employer

**Practice Exercise: 19**

**A. Pretend that you want to go to Vietnam. Fill in the following visa application form correctly.**

 <b>Embassy of Vietnam</b>	<b>APPLICATION FOR ENTRY AND EXIT VISA (for foreigners)</b>	PHOTO
<b>1. Name and surname (in block letters)</b> .....		
<b>2. Date of birth</b> ..... dd mm yy	<b>3. Male/Female</b> .....	<b>10. Purpose of visit to Vietnam</b> .....
<b>4. Place of birth</b> .....		
<b>5. Nationality at birth</b> .....		<b>11. Name, address of your contact (office, organization or individual) in Vietnam</b> .....
<b>Nationality at present</b> .....		
<b>6. Passport number</b> .....		
<b>Issued by</b> .....		
<b>Date of issue</b> .....		<b>12. Proposed date of entry into and exit from Vietnam</b> from ..... to ..... dd mm yy                      dd mm yy
<b>Date of expiry</b> .....		
<b>7. Profession</b> .....		
<b>Place of employment</b> .....		
<b>Office telephone number</b> .....		
<b>8. Present address</b> .....		<b>13. Number of entries:</b> <input type="checkbox"/> Single <input type="checkbox"/> Double <input type="checkbox"/> Multiple
<b>Home telephone number</b> .....		<b>14. Port of arrival and departure</b> .....
<b>9. Accompanying children</b> (Full name, date of birth, relationship) ..... .....		
		<b>I solemnly declare that the statements made in this Application are true and correct</b>
		Done at ..... On ..... <b>Signature:</b> .....
1. <i>Two copies of the application form with two passport photos</i>		
<b>Please submit the following documents:</b> 1. <i>Two copies of the application with two passport photos</i> 2. <i>Original passport</i> 3. <i>Visa fee (Please call Visa Information for current fees)</i>		
		<b>Official use only</b> Fax # ..... : Date of fax ..... : Visa # ..... :

**B. Answer the following:**

1. Explain in your own words why it is important to keep workplace documents?

---



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---



---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

**Answers to Activities****Activity 1**

1. A
2. D
3. J
4. B
5. C
6. E
7. F
8. G
9. H

## Lesson 20: Completing Forms

---



Welcome to Lesson 20 of Unit 2. In Lesson 19 you learned about public documents. You were able to identify the different public documents and their purposes.

In this lesson, you will deepen your knowledge of various public and private documents or forms. You will be familiar with sample public and private documents, try your hand at completing these forms as well as identify the importance of proper completion of these forms.



### Your Aims:

- identify various private and public document
  - complete samples of public and organisational documents
  - identify the importance of proper completion of forms
- 

### Dealing with Forms: Various private and public documents

Forms are printed or typed documents with blank spaces where you can insert your answers to required information. Private documents are from companies and organisations while public documents are from the government. Many companies and organisations, even the government, require the use of forms and questionnaires in order to communicate with their customers and acquire information.

As a citizen of the country, a consumer or a customer, you will be encountering different kinds of forms, both private and public that you would need to complete. You must have encountered and filled out some of the forms by now because some forms are necessary part of a business or everyday life.

Let us revise on the different private or public documents that you might have encountered by doing the first activity.



**Activity 1** Recall some of the forms that you have encountered and list them down on the space provided.

**A.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

### **Points to Remember when Completing Forms**

Here are some points you must remember when you are faced with the task of completing a form.

1. Some forms come with instructions on how to complete it. Make sure that you read the instructions first before answering the questions on the form.
2. If you are completing the form by hand, your handwriting must be neat, legible and understandable. Use blue or black ink and not any other biro colour in completing the form.
3. In language, tone, vocabulary and briefness, forms are mostly formal. Therefore, formal language should also be used when filling in these forms especially for questions that require extended answers.
4. Complete all requested information. If you are stuck or do not know all the details, bring the form home with you and consult those who can help you complete it honestly and accurately.
5. Check for spelling and grammatical errors. Proofread the form to avoid simple mistakes that might make your form void or invalid.
6. Do not forget the attachments that the form might require. Some government forms would need you to attach a valid ID or your birth certificate on it. These documents must be kept safe and accessible so they can easily be attached.
7. Double check all the information that you have included in the form before putting your signature on it. As with business letters, signing a completed form makes it a legal document and you will be held accountable for all the things that you have written on it.



**Activity 2** Study a portion of the application for a travel document form from the government of PNG and fill it in with your answers.

**A.**

<b>1. Type of Travel Document</b>					
Standard Passport	<input type="checkbox"/>	Official Passport	<input type="checkbox"/>	Certificate of Identity	<input type="checkbox"/>
Diplomatic Passport	<input type="checkbox"/>	Emergency Travel Document	<input type="checkbox"/>		
<b>2. Applicant's Name</b>					
Family name/Surname			Given names		
<b>3. Sex</b>					
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>		
<b>4. Has Applicant ever changed his/her name?</b>					
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	If Yes, state previous names here	
<b>5. Birth Place and Date</b>					
Village	Town	Province	Country	Date of Birth / /	
<b>6. Personal Particulars</b>					
Height cm	Colour of hair	Colour of eyes	Visual Distinguishing marks		

**B.** Read again the information on how to complete a form and answer the questions on the space provided.

1. Define the following terms from the information you have read.

a. legible -

---

b. proofread -

---

c. void -

---

d. attachment -

---

2. Why do you need to make sure that you completed the form properly? Give two reasons.

a. \_\_\_\_\_

b. \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 20. In this lesson you reviewed about public and private documents as well as how to properly complete a form. You have also identified the importance of proper completion of forms.

---

**NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.**

## Practice Exercise: 20

A statutory declaration form is a written statement that a person signs and declares to be true. Fill out the sample statutory declaration form on this page stating that you have lost your Grade Eight Certificate. You may make up the details as long as all the parts of the form is filled out.

PAPUA NEW GUINEA

### STATUTORY DECLARATION

I, (a)  
do solemnly and sincerely declare that (b)

And I make this solemn declaration by virtue of the *Oaths, Affirmations and Statutory Declarations Act 1962* conscientiously believing the statements contained therein to be true in every particular.

Declared at..... the.....day of ....., 19.....	}	(c)..... Before me- (d)..... (e).....
--	---	--

(a) Here insert name, address and occupation of person making the declaration.  
 (b) Here insert the matter declared to. Where the matter is long it should be set out in numbered paragraphs.  
 (c) Signature of person making the declaration.  
 (d) Signature of person before whom the declaration is made.  
 (e) Here insert title of person before whom the declaration is made.

Note.- Any person who wilfully makes a false statement in a Statutory Declaration is guilty of an indictable offence, and is liable to imprisonment, with or without hard labour, for four years.

MPU: 10/97-238/20,000



**Answers to Activities****Activity 1****A.**

1. Application forms (from school, bank or government)
2. Tax forms
3. Forms for contests and competitions
4. Requisition or order forms
5. Birth or marriage registration form
6. Statutory declaration form

**B.**

1. B
2. A
3. A
4. B

**Activity 2**

A. The answers to this activity may vary. One box should be ticked for numbers 1, 3 and 4 while the required information for numbers 2, 5 and 6 must be written in the box

**B.**

1.
  - a. Legible – capable of being read and understood
  - b. proofread – to read and make corrections
  - c. void – to have no force or effect
  - d. attachment – the physical connection by which one thing is attached to another
2.
  - a. An error might make your form void or invalid.
  - b. A form is a formal document and you will be held accountable for all the things written on it.

## ANSWERS TO PRACTICE EXERCISES IN TOPIC 4

---

### Practice Exercise 17

1. Resumption of Duty Form
  2. This document is filled when employees come back from their leave and resume work.
  3. This document belongs to the University of Papua New Guinea.
  4. This document is addressed to the Human Resource Management Division.
  5. A memorandum is a document that is used for internal communication by employees from the same organization.
  6. The name of the person filling in the resumption of duty form or the employee resuming work.
  7. The date in which he or she fills in the form.
  8. Resumption of Duty.
  9. I would classify this document as a personal work related document as it has to do with the employees personal welfare needs.
  10. If the resumption of duty form is not filled in by the employee, he or she is not likely to be put back on his or her normal pay.
- 

### Practice Exercise 18

1. Meeting Minutes
2. Parks and Landscape Division of NCD.
3. The purpose of this document is to capture or record the issues that were discussed and resolved at the meeting to be circulated to all the members who were present.
4. This document was first taken note of during the meeting in the Aiyura Room at Hide Away Hotel on the 21<sup>st</sup> of June 2009 at 10am.
5. 7 people participated in the meeting.
6. „Apologies“ on the document means that some members were absent or not present in the meeting.
7. No matters arose from the last meeting.
8. The 3 agenda items discussed in the meeting are:

1. Posters for Keeping Port Moresby Clean Awareness for 2009.
  2. Training the Trainer.
  3. It Appointment of Awareness Campaign Director.
9. The agenda item „AOB“ stands for „Any other business“ and is where any other issues outside of the agenda items are discussed.
10. The Chairman, S Berra chaired the meeting.
- 

### Practice Exercise 19

- A. Students' answers may vary.
- B. Dealing with many paper documents can take up a lot of our time. We need to process them quickly so that it is easy to retrieve them at the right moment when we need them. It is important that you keep these documents in order to manage your time well. It is good for the organization and your clients.
- 

### Practice Exercise 20

Answers may vary. The parts of the statutory declaration should include

- a. the full name of the person filling it up
- b. the statement of events on how, when and where the Grade 8 certificate has been lost
- c. signature of the writer of the declaration
- d. signature of the witness who may be the commissioner of oaths or a lawyer.
- e. the title of the witness.

The place where the declaration form was stamped (a police station or a courthouse) and the date when the declaration was made should also be included

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

## UNIT SUMMARY

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You have come to the end of this Unit 2, The World of Work. This unit has four topics.

In **Topic 1 - Research Skills: Finding Information** you learned about the types of research, how to do research, taking and making notes, summarizing, how to conduct survey, conducting a community survey and report writing.

In **Topic 2 - Research Skills: Using Information**, you learnt about data analysis, comparative sentences, bar graphs, line and pie graph, and organising data in tables

In **Topic 3 - Job Applications** you learned how to do interpret job information and studied how to do a letter of application, curriculum vitae and job interview.

In **Topic 4 - Documents in the Workplace** you learned the different types of workplace documents, organisational documents and public documents. You also had some activities on completing forms.

## GLOSSARY

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### A

Advancement - progress

Ambiguous - unclear

Advocate - supporter

Accountable – answerable

### B

Buy-in – commitment

### C

Scenario - situation

Chimpanzees - monkeys

Collate - collect

Conformity - traditionalism

Courteous - polite

Compressed - crushed

### D

Deforestation - the clearing of trees, transforming a forest into cleared land

Dependent variables - value of things depends on that of another

### E

Elaboration - explanation

Emigrated - relocated

Embark - get on

Exude – radiate

### F

Formulate - Express

### H

Horizontal - parallel

### I

Inexpensively - cheaply

Incorporating - integrating

Internalize - internalize

### M

Methodologies.- procedures

**P**

Precision.- exactness

**Q**

Quantitative - measurable

Qualitative - qualitative

Quantitatively - of, relating to, or expressible in terms of quantity

**R**

Respondent - a person who replies to something, especially one supplying information for a questionnaire or responding to an advertisement.

Requisition - request

**S**

Scrupulously - carefully

Statistical - numerical

Sloppy - slack

Superfluous - extra

Systematic - orderly

Statutory declaration – a prescribed declaration, made under statutory authority, which may in certain cases be substituted for a statement on oath.

**T**

Tactful - considerate

Tremendously - extremely

**W**

Wantok - literally translated from Pidgin **wantok** means "one talk", but in reality like most pidgin words its **definition** encompasses a wide scope. **Wantok** is a term used to denote anyone who is from your family or anyone who is a close, or sometimes not so close, friend

**Y**

Yellow fever - a tropical virus disease affecting the liver and kidneys, causing fever and jaundice and often fatal. It is transmitted by mosquitoes.

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## FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/ FAX	CUG PHONES	CONTACT PERSON	WIRELESS PHONES	SENIOR CLERK	CUG PHONE
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## FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics - Mathematics General/Advance
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

### REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified. Your Provincial Coordinator or Supervisor will give you more information regarding each subject and course.

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics General/Advance	Mathematics General/Advance	Mathematics General/Advance
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

**Notes:** You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

### CERTIFICATE IN MATRICULATION STUDIES

No	Compulsory Courses	Optional Courses
1	English 1	<b>Science Stream:</b> Biology, Chemistry, Physics
2	English 2	<b>Social Science Stream:</b> Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

### REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional.