No. 133   **13 February 2004**

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Communication and Language

Registered by NSB 04, Communication Studies and Language, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 13 March 2004.* All correspondence should be marked **Standards Setting – SGB for Communication and Language** and addressed to

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JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

NATIONAL DIPLOMA IN GENERAL TRANSLATION (NQF LEVEL 5)

a) **Qualification Title: National Diploma in Translation (NQF Level 5)**

b) **Field: Communication Studies & Language**

Sub-field: Language

c) **Credits: 241**

d) **Rationale**

A National Diploma in General Translation (NQF Level 5) is required because there is a need for improved competence and recognition of competence in the areas of translation, interpreting and editing. The qualification is intended to build on entry-level language practice competence, and allows progression to NQF Level 6.

Pragmatic translation in the context of this qualification refers to translation of general (pragmatic), "non-live" (not real time) text for general readership, rather than technical text for specialised readership. The attainment of a qualification in general translation allows the transfer of knowledge by the translator to the general public, thus empowering both learners and public. Applying translation competence fosters and promotes multi-lingualism, and cultural linguistic tolerance. In addition, improving intercultural communication maximises understanding thereby facilitating resolution of potential conflict. Translation facilitates the formation and strengthening of social relationships and contributes towards empowerment by making accessible information and knowledge in the language of all South African citizens language. Translation facilitates understanding and meaning.

This qualification intends providing translators with access to the profession of language practice. The qualification has also been designed to provide access to education and training by means of Recognition of Prior Learning within the competence areas. It is also intended to allow learners to obtain credit towards part of the qualification, as the majority of learners who have not had access to education and training regarding translation, interpreting and editing have attained sets of competence through workplace experience. For this reason, the qualification contains an exit point, namely, a National Certificate in General Translation (NQF Level 5). Learners often work as freelance service providers, and the qualification is set to improve employment opportunities for them in this field. Learners include speakers of all official African, South African and other languages.

e) **Purpose of the qualification**

The purpose of this qualification is to enable learners to translate pragmatic text between languages for general readership. The qualification requires learners to be able to use computers in the context of translation, collect the information required for translation, build up information resources and networks, and earn a living by providing quality translation services professionally, ethically and with a focus on

customer service. Qualifying learners can contextualise text within a target culture when translating pragmatic text, to ensure an autonomous text (that is, a text that reads as if generated independently, and not based on an original in another language). Competent pragmatic text translators are able to involve readers, translate between two cultures, edit between two languages, proof read, and analyse pragmatic text by consulting references or sources. Learners are able to decode (interpret) source text in order to encode (transfer) into target text.

Qualifying learners are capable of:
- Transforming text from one language group to another
- Ensuring the relevance of translations
- Transferring source language cultures to target language cultures
- Transferring target language cultures to source language cultures
- Building information sources
- Writing and interpreting translation briefs
- Writing text in different contexts in source language and target language
- Assessing and adapting source text and target text, also in conjunction with others
- Creating or recreating various text types in source language and target language
- Processing pragmatic text in source language and target language

In addition, the learner is equipped to contribute economically, by electing to attain outcomes for:
- Business administration, financial management, and customer service, and/or
- A third language, and/or
- Facilitating the learning of others
- Related communication and information areas, such as public relations, marketing and journalism

Minimum credits required at each NQF level:

Credits	NQF Level								
Component	1	2	3	4	5	6	7	8	Total
Fundamental	-	6	10	-	-	-	-	-	**16**
Core	-	-	-	20	185	-	-	-	**205**
Subtotal	-	*6*	*10*	*20*	*185*	*-*	*-*	*-*	*221*
Elective	-	-	*4*	*45*	*37*	*-*	*-*	*-*	*20*
Total	*-*	*6*	*14*	*65*	*222*	*-*	*-*	*-*	*241*

f)   Rules of combination

This qualification is designed as follows:

Compulsory	**All Fundamental** Unit Standards (16 Credits); Computer Literacy
	All Core Unit Standards (205 Credits)
Optional at least 20 credits, from Elective Unit Standards, in the following "packages"	**Manage business** Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (6 Credits), and/or Create and use a range of resources to effectively manage teams, sections, departments or divisions (4 Credits), and/or Manage time and the work process in a business environment (4 Credits), and/or Negotiate an agreement or deal in an authentic work situation (5 Credits), and/or Develop a business plan for a small business (5 Credits), and/or Investigate the possibilities of establishing and running a small business enterprise (3 Credits)
	Facilitate learning Plan learning events (10 Credits), and/or Facilitate an adult learning event (16 Credits), and/or Managing a learnership/learning programme (12 Credits), and/or Manage staff development (6 Credits), and/or Plan and conduct assessment of learning outcomes (15 Credits).

	Manage information and communication
	Demonstrate understanding of the basic concepts of databases and the ability to plan and create a simple database (3 Credits), and/or
	Plan, monitor and control an information system in a business environment (3 Credits), and/or
	Produce presentation documents for business (5 Credits), and/or
	Present an informed argument on a current issue in a business sector (5 Credits), and/or
	Manage customer requirements and needs and implement action plans (8 Credits)
	Communicate proficiently in a third language
	Engage in sustained oral communication and evaluate spoken texts (5 Credits), and
	Read, analyse and respond to a variety of texts, and
	Write for a wide variety of texts, and
	Use language and communication in occupational learning programs

Learning components:

Proposed Unit Standard Title	Level	Credits	Component
1. Produce a word processing document for business (7570)	3	5	Fundamental
2. Produce and use spreadsheets for business (7567)	3	5	
3. Demonstrate ability to use the World Wide Web (7573)	2	3	
4. Demonstrate the ability to use electronic mail software to send and receive messages (7571)	2	3	
Subtotal: Fundamental 16			
5. Transfer pragmatic text from one language to another	5	15	Core
6. Transfer (encode) target language	5	15	
7. Decode source language	5	15	
8. Transfer (encode) target culture	5	15	
9. Ensure relevance of pragmatic translation	4	16	
10. Interpret (decode) source culture	5	15	
11. Build information resources for translation	5	15	
12. Write and interpret pragmatic translation briefs	5	16	
13. Write various texts in different contexts in source and target language	5	15	
14. Assess source and target texts	5	15	
15. Adapt source and target texts	5	15	
16. Transform source and target text types/genres	5	15	
17. Process pragmatic texts in source and target language	5	15	
18. Develop and implement a strategy and action plans for a team, department or division (15219)	5	4	
19. Participate in management of conflict (14609)	5	4	
Subtotal: Core 205			
Electives: Manage business			*Elective*
20. Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134)	*4*	*6*	
21. Create and use a range of resources to effectively manage teams, sections, departments or divisions (15231)	*5*	*4*	
22. Manage time and the work process in a business environment (13918)	*3*	*4*	
23. Negotiate an agreement or deal in an authentic work situation (13948)	*4*	*5*	
24. Develop a business plan for a small business (10385)	*4*	*5*	
25. Investigate the possibilities of establishing and running a small business enterprise (SMME) (10386)	*4*	*3*	
Electives: Facilitate learning			
26. Plan learning events (9950)	*4*	*10*	
27. Facilitate an adult learning event (7384)	*4*	*16*	
28. Managing a learnership/learning programme (9935)	*5*	*12*	

29. Manage staff development (7863)	*5*	*6*
30. Plan and conduct assessment of learning outcomes (7978)	*5*	*15*
Electives: Manage information and communication		
31. Demonstrate understanding of the basic concepts of databases and the ability to plan and create a simple database (7569)	*2*	*3*
32. Plan, monitor and control an information system in a business environment (13933)	*3*	*3*
33. Produce presentation documents for business (7575)	*3*	*5*
34. Present an informed argument on a current issue in a business sector (14525)	*5*	*5*
35. Manage customer requirements and needs and implement action plans (10053)	*5*	*8*
Electives: Communicate proficiently in a third language		
36. Engage in sustained oral communication and evaluate spoken texts (8974)	*4*	*5*
37. Read, analyse and respond to a variety of texts (8975)	*4*	*5*
38. Write for a wide variety of texts (8976)	*4*	*5*
39. Use language and communication in occupational learning programs (8979)	*4*	*5*
Subtotal: Elective 20		
TOTAL: 241		

g)   Access to the qualification

Because of the impact of language competence on the effectiveness of translation, interpreting and editing, access to this qualification is limited to learners who have attained NQF Level 4 language competence in their home language as well as another language. Credit can be obtained through Recognition of Prior Learning.

This qualification is based on Unit Standards. Therefore, any learner who demonstrates competence as required by the fundamental, core and elective components and stated in the qualification, will have access to this qualification.

h)   Assumptions of learning already in place

It is assumed that learners have already attained the following competencies:
- Communicating proficiently in at least their first language and a second language within their community context
- Organising bilingual and intercultural communication flow and assessing the power relations in a community context
- Interpreting and conveying verbal and non-verbal communication within and between language groups
- Managing own interpreting and translation activities
- Appreciating interpreting and translation as professional activities, keeping to deadlines and performing activities ethically
- Starting a new business venture, and/or Supervising a team of interpreters and/or translators, and/or Collecting research data through field work and/or Proof-reading text within and between languages contained in the National Certificate in Community Language Practice (NQF Level 4)

i) Exit level outcomes and associated assessment criteria

Exit Level Outcomes	Associated Assessment Criteria
1. Collect, analyse, organise and communicate information	• Production of word processing documents meet specified business requirements • Production and use of spreadsheets meet specified business requirements • Use of the World Wide Web meet specified requirements and purpose • Use electronic mail software to send and receive messages meet specified business requirements and purpose
2. Communicate effectively using language skills in the mode of written presentation in two languages	• Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts • Texts are design-based on context-specific requirements • The writing process is planned effectively • Errors in text are accurately identified and analysed • Feedback regarding text is obtained and provided • Linguistic or textual features are accurately assessed • Text assessment findings are justified • Strategies selected to improve and transform text are context-appropriate and justified • Comparison of own composition with similar text types is relevant • Text quality is improved where relevant • Adaptations of text for different readerships is appropriate for specific readership profiles • The conceptual level of text is adjusted to correct readership level
3. Situate text in terms of culture	• Text conforms to target culture norms • Text created is a second, original, autonomous text *Range: translation and/or adapting text* • Terminology used is acceptable in terms of level of readership • Grammatical features meet requirements of target language • Cultural features in target language reflect assessment of source compared to source message type and functions *Range: cultural features include relationships between stakeholders*
4. Translate pragmatic text	• Text is coherent with context • Strategies are appropriate in context • Text form, type and function coincides with given form, type and function • Translations meet required readership profile/expectations • Translations adhere to grammatical rules and translation and language conventions • Translations reflect source context in line with brief • Register and tenor of authors are adapted in line with readership requirements
5. Collect and organise information resources for pragmatic text translation *Range: Networking, storing information, annotation of text, etc.*	• Sources are referenced using agreed conventions • Sources used are credible within the profession • Methods selected for collection and storage are productive in terms of spread of sources • Data and information selected is relevant for the purpose of collection • Selection of data and information is governed by text type, function, culture, topic, readership and brief
6. Organise and manage quality of own translation and translation activities responsibly and effectively ensuring quality of own and other translations	• Guidelines in briefs include extra and intratextual features • Reformulations are justified with reference to extra and intratextual features • Consensus between the learner and translation initiators is reached regarding briefs before translation commences • All errors are identified • Text contains no errors (grammatical, orthographic, terminology, textual and presentation)

	• Text meets requirements of brief
	• Changes are justified in terms of the translation process
	• Translations ensure rights and representations
	• Translations conform to cultural norms
	• Translations are based within appropriate registers
	• Evaluation criteria are based on comparison with parallel text
	• Comparison include all textual features on encoding and decoding levels

Elective (two outcomes are required to qualify)

7. Manage business	• Contribution to estimation and preparation of cost budgets for elements of work is accurate and adequate for specified contexts
	• Monitoring and controlling of actual costs against budgets are accurate and meet specified requirements
	• Creation and use of a range of resources to manage teams, sections, departments or divisions are effective in terms of required management objectives and outputs
	• Management of time and work processes is effective in relation to a business environment
	• Negotiation in an authentic work situation results in an agreement or deal
	• Business plan development for small business takes into account relevant factors that impact on feasibility and meets context-specific requirements
	• Investigation of the possibilities of establishing and running a small business enterprise (SMME) is comprehensive in terms of relevant considerations
8. Facilitate others' learning	• Planning of learning events meets specified requirements
	• Facilitation of adult learning events meets specified requirements
	• Management of learnerships/learning programmes facilitates achievement of programme objectives
	• Management of staff development meets specified requirements
	• Assessment of learning outcomes meets specified, recognised requirements for good assessment practice
9. Develop information database and presentations	• Basic concepts of databases are correctly described
	• Planning and creating a simple database meets specified database development specifications and purpose
	• Planning, monitoring and controlling an information system in a business environment facilitates effective use of information
	• Production of presentation documents for business meet specified business requirements
10. Address customer requirements	• Presentation of informed arguments on a current issue in a business sector is justified in terms of relevant sector information
	• Management of customer requirements and needs and implementation of action plans meet client requirements
11. Communicate effectively using language skills in the mode of written presentation in a third language	• Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts
	• Texts are design based on context-specific requirements
	• The writing process is planned effectively
	• Errors in text are accurately identified and analysed
	• Feedback regarding text is obtained and provided
	• Linguistic or textual features are accurately assessed
	• Text assessment findings are justified
	• Strategies selected to improve and transform text are context-appropriate and justified
	• Comparison of own composition with similar text types is relevant
	• Text quality is improved where relevant
	• Adaptations of text for different readerships is appropriate for specific readership profiles
	• The conceptual level of text is adjusted to correct readership level

j)   International comparability

These standards have been developed in line with international standards for the same level of learning and application. Specific comparisons have been made with the standards employed in New Zealand, Australia and Scotland.

New Zealand

The New Zealand National Qualifications Framework has ten levels of progression. The Translating and Interpreting Unit Standards (no qualification exists on the New Zealand framework) are registered at Levels 6 and 7. Level 6 is described as involving carrying out processes that require a command of wide-ranging highly specialised technical or scholastic skills, a wide choice of standard and non-standard procedures, often in non-standard combinations, in highly variable routine and non-routine contexts. This is the equivalent of the South African NQF Level 5 or 6.

- The New Zealand standards also include credits for Management practice at Level 6
- The New Zealand standards include 20 credits each at Level 7 for conference interpreting, court and legal interpreting, and interpreting in health care settings
- The New Zealand standards include translating literary text (Level 7) from one language to another, assigned 15 credits
- Credits assigned to each unit standard are generally higher for the South African standards.

Australia

Australia has three Translation and Interpretation qualifications which compare to the present qualification:
- Diploma of Interpreting and Translation
- Advanced Diploma of Translating
- Advanced Diploma of Interpreting and Translating

Diplomas and Advanced Diplomas recognise capacity for initiative and judgement across a broad range of technical and/or management functions. The Advanced Diploma is a more specialised qualification and signifies skill and knowledge of a greater complexity and a higher level of personal accountability than is required at a Diploma level.

Scotland

Scotland provides a range of registered Unit Standards that comprise a Scottish Vocational Qualification in Translation. The Unit Standards, which compare well to this qualification's Unit Standards include:
- Mandatory Unit Standards: Translate technical texts; Translate creative texts and Develop own performance as a translator
- Optional Unit Standards: Research, prepare and present information for translation purposes, and Assess the requirements for the translation service

k)   Integrated assessment

Before qualifying, the learner will be expected to demonstrate competence that integrates the assessment of all specific outcomes, for all Unit Standards, for example, applying competence in a practical scenario. This will require learners to translate between at least two languages. In addition, during the learning process to attain the outcomes of each Unit Standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

l)   Recognition of Prior Learning (RPL)

Learners who have met the requirements of any Unit Standard in this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA).

The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standard or Unit Standards. A qualification will be awarded should a candidate demonstrate that all the Unit Standards outcomes have been attained.

m)   Articulation possibilities

This qualification was developed for **articulation** between translation, interpreting and editing areas of competence.

- Horizontal articulation on the Framework is possible with various qualifications containing the above registered Unit Standards addressing business management, learning facilitation, database use, and information and communication management.
- Vertical articulation upward is possible with most generic first degrees. The competencies attained during this qualification provide a basis for further learning, for example, towards business management and entrepreneurship.

n)   Moderation options

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for the National Diploma in General Translation (NQF Level 5). The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed below.

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in Unit Standards as well as the integrated competence described in the qualification. Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

To register as an assessor, the following are required:
- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained (a Portfolio of Evidence)
- NQF recognised assessor credit

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:
- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- Taking into account that the relationship between practical and theoretical is not fixed but varies according to the type and level of qualification.

A. Existing Unit Standards

Registered Unit Standard Title	Level	Credits	Component
Produce a word processing document for business (7570)	3	5	Fundamental
Produce and use spreadsheets for business (7567)	3	5	
Demonstrate ability to use the World Wide Web (7573)	2	3	
Demonstrate the ability to use electronic mail software to send and receive messages (7571)	2	3	
Develop and implement a strategy and action plans for a team, department or division (15219)	5	4	Core
Participate in management of conflict (14609)	5	4	
Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134)	4	6	Elective
Create and use a range of resources to effectively manage teams, sections, departments or divisions (15231)	5	4	
Manage time and the work process in a business environment (13918)	3	4	
Negotiate an agreement or deal in an authentic work situation (13948)	4	5	
Develop a business plan for a small business (10385)	4	5	
Investigate the possibilities of establishing and running a small business enterprise (SMME) (10386)	4	3	
Plan learning events (9950)	4	10	
Facilitate an adult learning event (7384)	4	16	
Managing a learnership/learning programme (9935)	5	12	
Manage staff development (7863)	5	6	
Plan and conduct assessment of learning outcomes (7978)	5	15	
Demonstrate understanding of the basic concepts of databases and the ability to plan and create a simple database (7569)	2	3	
Plan, monitor and control an information system in a business environment (13933)	3	3	
Produce presentation documents for business (7575)	3	5	
Present an informed argument on a current issue in a business sector (14525)	5	5	
Manage customer requirements and needs and implement action plans (10053)	5	8	
Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	
Read, analyse and respond to a variety of texts (8975)	4	5	
Write for a wide variety of texts (8976)	4	5	
Use language and communication in occupational learning programs (8979)	4	5	

B. New Unit Standards

New Unit Standard Title	Level	Credits	Component
1. Transfer pragmatic text from one language to another	5	15	Core
2. Transfer (encode) target language	5	15	Core
3. Decode source language	5	15	Core
4. Transfer (encode) target culture	5	15	Core
5. Ensure relevance of pragmatic translation	4	16	Core
6. Interpret (decode) source culture	5	15	Core
7. Build information resources for translation	5	15	Core
8. Write and interpret pragmatic translation briefs	5	16	Core
9. Write various texts in different contexts in source and target language	5	15	Core
10. Assess source and target texts	5	15	Core
11. Adapt source and target texts	5	15	Core
12. Transform source and target text types/genres	5	15	Core
13. Process pragmatic texts in source and target language	5	15	Core

UNIT STANDARD TITLE: TRANSFER PRAGMATIC TEXT FROM ONE LANGUAGE TO ANOTHER

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

The purpose of this Unit Standard is to enable to transfer pragmatic text from one language to another, to contribute to ensuring multi-lingualism in South Africa, and allow for the involvement of readers from various language groups. Pragmatic text transfer facilitates access to information. There is a need for appropriate pragmatic text transfer that is relevant, credible, and readable to all language groups. By improving pragmatic text transfer, reader access, appreciation, communication and interest are improved.

Credited learners are capable of:
- Choosing words, types of words and combinations of words (clauses) that are appropriate for specified contexts
- Selecting translation strategies appropriate for specified contexts
- Setting (initial) translation norms appropriate for target language and culture
- Writing in target languages in line with target language requirements

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
- Engage in sustained oral communication in a first and a second language
- Read, analyse and respond to a variety of texts in two languages
- Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Choose words, combinations and type of words appropriate for specified contexts	• Words selected fulfil the communication purpose • Combinations of words are grammatically and syntactically correct • Words reflect target language conventions • Words are at the level of target readerships
Specific Outcome 2: Select translation strategies appropriate for specified contexts	• Correct context is identified • Strategies selected correspond with identified contexts • Strategies ensure delivery of intended message • Justification of strategy selected is based on brief, reader expectations, and communication process

Specific Outcome 3: Write in target language in accordance with target language requirements	• Contexts are correctly identified • Target language structures represented are appropriately applied • Translation incorporates target language structures • Language usage relates to target language readership level
Specific Outcome 4: Set translation norms appropriate for target language and culture	• Norms set are based on target language and target culture • Norms set coincide with readers' expectations • Norms reflect convictions and behaviour of target reader profile • Norms selected adhere to time and space

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to the translation of pragmatic text for general readership, rather than specialised and technical text for specialised readership.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving pragmatic text translation problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding translation strategy selection.
2. Working effectively with others as a member of a team, group, organisation or community to set norms appropriate for target language and culture.
3. Organising and managing oneself and one's activities responsibly and effectively to justify translation strategy selected based on brief, reader expectations, and communication process.
4. Collecting, analysing, organising and critically evaluating information regarding context, readership, target language and target culture.
5. Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation when transferring text from one language to another, for example, selecting words that fulfil the communication purpose.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that translation contexts do not exist in isolation when selecting translation strategies, and choosing words, combinations and type of words appropriate for specified contexts.

Essential embedded knowledge

Credited learners understand and can explain:
- Readership profile, requirements, and needs
- Pragmatic text/function types

- Translation methods and strategies
- Maxims of communication
- Genre-specific language or register
- Target language structures and norms
- Quality criteria
- Ethical conduct

UNIT STANDARD TITLE: TRANSFER (ENCODE) TARGET LANGUAGE

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

Credited learners are required to encode target language in order to transfer language from a source to a target. Such translation techniques promote the involvement of readers from various language groups by ensuring that translated target text is autonomous, facilitating access to information, and multi-lingualism. There is a need for appropriate pragmatic text translation that is relevant, credible, and readable to all language groups. By improving the transfer of target language, reader access and interest are improved.

Credited learners are capable of:
• Distinguishing between language features and structures of source language and those of the target language
• Identifying problem areas and findings solutions
• Describing features and problems in target language
• Justifying solutions to identified problems

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
• Engage in sustained oral communication in two languages
• Read, analyse and respond to a variety of texts in two languages
• Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Distinguish between language features and structure of source and target language	• Language structures and features distinguished reflect given context • Unfamiliar features are correctly identified • Language reflects target language
Specific Outcome 2: Identify problem areas in terms of target language conventions	• Problem areas are identified on the basis of target language conventions • Language reflects target language
Specific Outcome 3: Describe features and problems in terms of target language	• Description of features and problems is based on target language • Language reflects target language

Specific Outcome 4: Solve problem areas to meet context requirements	• Solutions are reader oriented • Language reflects target language
Specific Outcome 5: Justify solutions in line with context requirements	• Justification of solutions is based on target language conventions, reader expectations, and communication process • Language reflects target language

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to the encoding of target language for general readership, rather than specialised and technical text, for specialised readership.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving problems in target text where responses to these problems show that such critical and creative thinking has been used to make responsible decisions that are reader oriented.
2. Working effectively with others as a member of a team, group, organisation or community. N/A
3. Organising and managing oneself and one's activities responsibly and effectively to justify solutions to target language encoding problems.
4. Collecting, analysing, organising and critically evaluating information about target language structures and features.
5. Communicating effectively using language skills in the mode of written presentation to encode target text when translation.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that encoding problem-solving contexts do not exist in isolation from a given context.

Essential embedded knowledge

Credited learners understand and can explain:
- Language features and structure
- Terminology
- Target language conventions
- Readership profile/requirements/needs
- Maxims of communication
- Quality criteria
- Ethical conduct

UNIT STANDARD TITLE: DECODE SOURCE LANGUAGE

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

Credited learners are required to be able to decode source language in order to transfer language from a source to a target. Learners will compare language features and structure of source with target language, identify problem areas in terms of source language conventions and solve problem areas to meet context requirements. Such translation capabilities ensure the involvement of readers from various language groups by ensuring that target language accurately represents source language, facilitating access to information, and multi-lingualism. There is a need for appropriate pragmatic text translation that is relevant, credible, and readable to all language groups. By improving the interpretation of source language, accuracy and relevance are improved.

Credited learners are capable of:
- Compare language features and structure of source with target language
- Identify problem areas in terms of source language conventions
- Describe features and problems in terms of source language
- Solve problem areas to meet context requirements
- Justify solutions in line with context requirements

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
- Engage in sustained oral communication and evaluate spoken texts in two languages
- Read, analyse and respond to a variety of texts in two languages
- Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Compare language features and structure of source with target language	• Language structure and features compared reflect given context • Language reflects source language
Specific Outcome 2: Identify problem areas in terms of source language conventions	• Unfamiliar features are correctly identified • Problem areas are identified on the basis of source language conventions
Specific Outcome 3: Describe features and problems in terms of source language	• Description of features and problems is based on source language

Specific Outcome 4: Solve problem areas to meet context requirements	• Solutions are reader-oriented
Specific Outcome 5: Justify solutions in line with context requirements	• Justification of solutions is based on source language conventions, reader expectations, and communication process

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to decoding of source language for pragmatic text translation for general readership, rather than technical and specialised text for specialised readership.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving problems in target text where responses to these problems show that such critical and creative thinking has been used to make responsible decisions that are reader oriented.
2. Working effectively with others as a member of a team, group, organisation or community. N/A
3. Organising and managing oneself and one's activities responsibly and effectively to justify solutions to source language decoding problems.
4. Collecting, analysing, organising and critically evaluating information about source language structure and features.
5. Communicating effectively using language skills in the mode of written presentation to decode source text when translating pragmatic text.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that decoding problem-solving contexts do not exist in isolation from a given context.

Essential embedded knowledge

Credited learners understand and can explain:
- Language features and structure
- Terminology
- Source language conventions
- Readership profile/requirements/needs
- Maxims of communication
- Quality criteria
- Ethical conduct

UNIT STANDARD TITLE: TRANSFER (ENCODE) TARGET CULTURE

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

There is a need for appropriate pragmatic text translation that is relevant, credible, and readable to all language groups. By improving the transfer of target language, reader access, appreciation, and interest are improved. Credited learners are required to encode target culture in order to transfer culture from a source to a target. Such translation techniques promote the involvement of readers from various language groups by ensuring that translated target text is autonomous, facilitating equal access to information, and multi-lingualism.

Credited learners are capable of:
• Identifying and describing norms and conventions specific to target culture
• Conforming to target culture conventions within the communication context
• Assessing transference into target culture against relevant criteria
• Justifying conforming to target culture for specified contexts

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
• Engage in sustained oral communication in two languages
• Read, analyse and respond to a variety of texts in two languages
• Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Identify and describe norms and conventions specific to target culture	• Description of target culture is accurate • Description of target culture reflects variety • Distinction between target language and source language is accurate
Specific Outcome 2: Conform to target culture conventions within the communication context	• Strategies promoting intercultural communication are context specific • Distinction between target language and source language is accurate

Specific Outcome 3: Assess transference into target culture against relevant criteria	• Assessment criteria are valid and reliable • Distinction between target language and source language is accurate
Specific Outcome 4: Justify conforming to target culture for specified contexts	• Justification is based on brief, reader expectations and communication situation • Distinction between target language and source language is accurate

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to the encoding of target culture for general readership, rather than specialised and technical text, for specialised readership.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions, when selecting context specific strategies promoting intercultural communication.
2. Working effectively with others as a member of a team, group, organisation or community. N/A
3. Organising and managing oneself and one's activities responsibly and effectively to conform to target culture conventions and to justify conforming to target culture for specified contexts.
4. Collecting, analysing, organising and critically evaluating information regarding target culture, target language and source language.
5. Communicating effectively using language skills in the mode of written presentation.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that encoding problem-solving contexts do not exist in isolation, when conforming to target culture conventions.

Essential embedded knowledge

Credited learners understand and can explain:
- Quality criteria
- Ethical conduct
- Target culture
- Strategies promoting intercultural communication
- Assessment of target culture encoding
- Reader expectations

- Client expectations or brief
- Maxims of communication
- Grammatical features
- Cultural norms
- Terminology
- Cultural stereotypes

UNIT STANDARD TITLE: ENSURE RELEVANCE OF PRAGMATIC TEXT TRANSLATIONS

Unit Standard NLRD Number:
NQF Level: 4
Credits: 16
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

Credited learners are required to be able to be able to promote reader involvement by ensuring relevance of pragmatic text translations for specific readers. Relevance of pragmatic texts ensure the involvement of readers, facilitating access to information, and multi-lingualism. There is a need for relevance of pragmatic text translation that is credible, readable, and visually and stylistically appropriate to target readers. By improving the relevance pragmatic text translation, reader involvement, access, appreciation, and interest are improved.

Credited learners are capable of:
• Adapting text to specific readership profiles
• Presenting information credibly to ensure readability
• Selecting visual impact strategies (layout) appropriate to specific contexts
• Selecting stylistic features appropriate to specific contexts

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
• Engage in sustained oral communication and evaluate spoken texts in two languages
• Read, analyse and respond to a variety of texts in two languages
• Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Adapt text to specific readership profiles	• Translation reflects the requirements of specific readership in terms of quality, quantity, manner, relevance, correctness and politeness • Translation reflect readers' conceptual level • Translation reflects the cultural context • Translation reflect readers' background *Range: readers' background includes their level of information about the topic and prior knowledge* • Language usage promotes reader involvement • Reader involvement is justified • Reader profiles and requirements are considered and respected

Specific Outcome 2: Present information credibly to ensure readability	• Necessary sources and sources relevant to the context and readers were consulted • Information presented is identified correctly on the basis of the source text • Language used to present information is neutral • Information is organised logically on the basis of recognised techniques • Organisation reflects and is justified in terms of the target cultural norms
Specific Outcome 3: Select visual impact strategies/layout based on context-specific requirements	• Layout is user-friendly *Range: user-friendliness involves vocabulary, information, language and layout* • Typography promotes effective communication • Justification of visual impact strategies take into account reader expectation and cultural norms
Specific Outcome 4: Select stylistic features relevant to given contexts	• Familiar words are relevant to given contexts • Justification of familiar words is based on reader requirements • Structures are relevant *Range: structures include features of speech, style, metaphors and similes* • Justification of structures is based on reader requirements • Style features are concise and precise

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to ensuring relevance of translations for general readership, rather than specialised readership, and technical text.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions. N/A
2. Working effectively with others as a member of a team, group, organisation or community. N/A
3. Organising and managing oneself and one's activities responsibly and effectively. N/A
4. Collecting, analysing, organising and critically evaluating information about readership.
5. Communicating effectively using visual and language skills in the mode of written presentation, presenting information credibly to ensure readability.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that

problem-solving contexts do not exist in isolation thus reflecting the requirements of specific readership in a translation.

Essential embedded knowledge

Credited learners understand and can explain:
- Quality criteria
- Ethical conduct
- Requirements of specific readership
- Cultural context
- Sources
- Typography
- Visual impact strategies
- Cultural norms
- Stylistic features

Unit Standard NLRD Number:
NQF Level:	5
Credits:	15
Field:	NSB 04: Communication Studies and Language
Sub-field:	Language
Issue Date:	
Review Date:	

Purpose:

Credited learners are required to be able to decode source culture in order to transfer language from a source to a target. Learners will identify and describing norms and conventions specific to target culture, assess interpretation of source culture against relevant criteria and justify interpretation of source culture for specified contexts. Such translation capabilities ensure the involvement of readers from various language groups by ensuring that target language accurately represents source language, facilitating access to information, and multi-lingualism. There is a need for appropriate pragmatic text translation that is relevant, credible, and readable to all language groups. By improving the interpretation of source culture, accuracy and relevance are improved.

Credited learners are capable of:
• Identifying and describing norms and conventions specific to target culture
• Conforming to target culture conventions within the communication context
• Assessing interpretation of source culture against relevant criteria
• Justifying interpretation of source culture for specified contexts

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
• Engage in sustained oral communication and evaluate spoken texts in two languages
• Read, analyse and respond to a variety of texts in two languages
• Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Identify and describe norms and conventions specific to source culture	• Description of source culture is accurate • Description of source culture reflects variety • Distinction between target language and source language is accurate
Specific Outcome 2: Interpret source culture conventions within the communication context	• Strategies promoting intercultural communication are context specific • Distinction between target language and source language is accurate

Specific Outcome 3: Assess interpretation of source culture against relevant criteria	• Assessment criteria are valid and reliable • Distinction between target language and source language is accurate
Specific Outcome 4: Justify interpretation of source culture for specified contexts	• Justification is based on brief, reader expectations and communication situation • Distinction between target language and source language is accurate

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to interpretation of source culture for the translation of pragmatic text for general readership, rather than specialised and technical text for specialised readership.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions. N/A
2. Working effectively with others as a member of a team, group, organisation or community. N/A
3. Organising and managing oneself and one's activities responsibly and effectively to conform to source culture conventions and to justify conforming from source culture for specified contexts.
4. Collecting, analysing, organising and critically evaluating information regarding source culture, source language and target language.
5. Communicating effectively using language skills in the mode of written presentation.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that intercultural communication are context specific and strategies to solve problems do not exist in isolation from such contexts.

Essential embedded knowledge

Credited learners understand and can explain:
- Language features and structure
- Terminology
- Source culture conventions
- Readership profile/requirements/needs
- Maxims of communication
- Quality criteria
- Ethical conduct

UNIT STANDARD TITLE: BUILD INFORMATION RESOURCES FOR TRANSLATION

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

The purpose of this unit standard is to ensure that credited learners can collect and analyse information that ensures good quality of translations. Credited learners can build information resources regarding the field, the context of translations, and the range of translations. In addition, reference sources and a network of expertise are developed. Application of the competence attained for credit against this unit standard improves quality control for intertextual purposes, general translation quality, translation products, and translation processes, and parallel texts can be stored for comparison during translation. Credited learners attain the competencies required for effective and appropriate networking.

Credited learners are capable of:
- Selecting and using sources appropriate to specified contexts
- Selecting information collection methods and data appropriate for information types
- Storing information using recognised categories
- Collecting and recording information using recognised techniques
- Verifying strategies, data, methods and sources using relevant criteria

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
- Engage in sustained oral communication and evaluate spoken texts in two languages
- Read, analyse and respond to a variety of texts in two languages
- Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Select and use sources appropriate to specified contexts	• Selected sources reflect the given context
Specific Outcome 2: Select information collection methods and data appropriate for information types	• Methods for using sources are effective • Methods for collecting data are appropriate for specific purposes • Process selected for data collection is accurately described

Specific Outcome 3: Store information using recognised categories	• Selected data are classified in terms of text type, function, culture, topics, readership, and brief • Data stored are classified in terms of a recognised classification method • Data stored is accurate and up to date
Specific Outcome 4: Collect and record information using recognised techniques	• Referencing employs recognised conventions • Collected data is pure, correct and accurate • All sources are referenced
Specific Outcome 5: Verify strategies, data, methods and sources using relevant criteria	• Strategies, methods, sources and data are verified against accepted recognisable verification methods

Accreditation process and moderation:

• Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
• Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
• Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
• The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to building information resources, but does not require database management competence. The information resources relate to pragmatic text translation for general readership, rather than specialised and technical texts for specialised readership. Information classification includes text type, function, culture, topic, readership, brief, etc.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions, when selecting information collection methods and information categories.
2. Working effectively with others as a member of a team, group, organisation or community to select and use sources appropriate to specified contexts.
3. Organising and managing oneself and one's activities responsibly and effectively to collect and store information using recognised categories.
4. Collecting, analysing, organising and critically evaluating information regarding text types, functions, cultures, topics, readerships, and briefs.
5. Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation when verifying strategies, data, methods and sources using relevant criteria.

Essential embedded knowledge

Credited learners understand and can explain:
- Quality criteria
- Ethical conduct
- Referencing conventions
- Sources
- Methods of using sources
- Data classification methods and systems
- Text type, function, culture, topics, readership, and brief

UNIT STANDARD TITLE: WRITE AND INTERPRET PRAGMATIC TRANSLATION BRIEFS

Unit Standard NLRD Number:
NQF Level: 5
Credits: 16
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

The purpose of learning in this unit standard is to ensure competent development and interpretation of a brief for a translation. Credited learners are able to structure work plans and processes, ensuring planned pathways to prevent miscommunication, and to ensure relevance to the needs of translation initiators. The credited learner can ensure that agreement is reached, is proactive in identifying potential problems, ensures consistency of function, and assures quality of translations. Competent learners will write and interpret a brief translate correctly the first time, leading to return business, sustainability, and their own empowerment, as well as empowerment of translation initiators and audiences.

Credited learners are capable of:
- Negotiating translation briefs with initiators to ensure agreement
- Preparing translation briefs in line with good practice requirements
- Justifying changes to translation briefs based on specified context
- Communicating briefs to others in a way that facilitates understanding
- Structuring work plans and processes in line with good practice requirements

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard::
- Engage in sustained oral communication and evaluate spoken texts in two languages
- Read, analyse and respond to a variety of texts in two languages
- Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Negotiate translation briefs with initiators to ensure agreement	• Agreements are based on consensus between the learner and initiators • Actions during negotiations promote, reflect and facilitate positive interpersonal relationships • Problem areas are discussed with initiators

Specific Outcome 2: Prepare translation briefs in line with good practice requirements	• Translation briefs include all relevant and agreed components • Brief components are accurately described
Specific Outcome 3: Justify changes to translation briefs based on specified context	• Justification is based on reader requirements • Justification is based on purpose of translation • Justification is based on time and place of delivery • Justification is based on intentions of a specific initiator
Specific Outcome 4: Communicate briefs to others in a way that facilitates understanding	• Communication processes are coherent ,with given briefs • Communication processes are clear • Ethical conduct is adhered to *Range: upholding confidentiality is included in ethical conduct*
Specific Outcome 5: Structure work plans and processes in line with good practice requirements	• Work plans and processes are workable • Work plans and processes are feasible • Work plans and processes include contingency plans • Work plan and process data are accessible and readily available

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to writing and interpreting briefs for the translation of pragmatic text for general readership, rather than specialised readership, and technical text.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving problems during negotiation where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding brief scope, readership requirements, etc.
2. Working effectively with others as a member of a team, group, organisation or community, to attain consensus during negotiation.
3. Organising and managing oneself and one's activities responsibly and effectively to justify changes to translation briefs based on specified context.
4. Collecting, analysing, organising and critically evaluating information. N/A
5. Communicating briefs to others effectively using visual, mathematical and language skills in the modes of oral and written presentation.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation by discussing problem areas with initiators.

Essential embedded knowledge

Credited learners understand and can explain:
- The components that make up a brief
- Requirements for agreement
- Reader requirements
- Purposes of translations
- Intentions of initiators
- Communication processes
- Structuring work plans and processes
- Quality criteria
- Ethical conduct

UNIT STANDARD TITLE: WRITE VARIOUS TEXTS IN DIFFERENT CONTEXTS IN SOURCE AND TARGET LANGUAGE

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to write text using one of two languages (source and target language). Writing is an essential component of pragmatic text translation competence. A competent writer involves readers from a specific language group, and facilitates access to information through relevant, credible, and readable text to the language group. By improving writing competence, reader access, appreciation, communication and interest are improved. Credited learners can write copy, edit, proofread, etc.

Credited learners are capable of:
• Identify text types, text features and text functions relevant for a source language
• Select all text types, text features and text functions relevant for specified contexts
• Verify all text types, text features and text functions in relation to parallel texts
• Design texts for specific audiences and functions
• Plan the writing process for specified contexts

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
• Engage in sustained oral communication and evaluate spoken texts in two languages
• Read, analyse and respond to a variety of texts in two languages
• Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Identify text types, text features and text functions relevant to a source language	• Division of discourse fields into subject domains is accurate in relation to recognised discourse fields • Division of texts is in terms of their contexts/functional locality/ audience • Various text types, text features and text functions are considered on the basis of the communicative goal(s) • Classification of written matter is accurate in terms of the given text type • Specific text types corresponding with the function of discourse

	are considered
	• Specific text features associated with text types are considered
	• Variety of register and style is considered
	• The purposes for communication and target audience are considered
	• Communication barriers are considered
Specific Outcome 2: Select all text types, text features and text functions relevant for specified contexts	• Field of discourse identified is relevant to and coincides with communicative purpose
	• A variety of text types are considered on the basis of their communicative purpose
	• Selection of text types is appropriate in terms of the intended text function
	• Selection of text features is in accordance to text type and text function
	• Selection of register, mood and tenor of discourse is in accordance with the communicative purpose.
	• Language use is in accordance with selected text type and function
Specific Outcome 3: Verify all text types, text features and text functions in relation to parallel texts	• Parallel text selected as sample/source is adequate in terms of their text function, text type, text features
	• Text type(s), text features and text function(s) of sample/source text are decoded accurately in context
	• Identification of cultural context of sample/source relates to communicative purpose, cultural setting and audience
	• Determining text type, text features and text function of own text is in accordance with norms of source culture and conventions
	• Cultural context depicted in text identified corresponds with specific culture
	• Adaptation of textual aspects and cultural context of text are in relation with identified cultural norm
	• Promoting reader involvement is considered in relation to language specific strategies that are recognised
Specific Outcome 4: Design texts for specific audiences and functions	• Fields of discourse are considered
	• Identification of register, mood, tenor of discourse is corresponds to specific (intended) audience
	• Determining the intended text function is appropriate in relation to audience and authors intention
	• Selection of a text type is accurate in accordance with the intended text function
	• Different text designing formats that conveys information effectively is considered
	• Selection of text features is accurate in accordance to text type and text function
	• Aligning text form and language use is accurate in terms of existing alignment strategies
Specific Outcome 5: Plan the writing process for specified contexts	• Different stages of writing are considered
	• Gist of the message is conveyed accurately
	• Determining communication strategies is in accordance with text function, type and audience
	• Selecting text type(s), text features and text function(s) is in accordance with the gist and determined communication strategies
	• Selected layout and presentation is in accordance with recognised reader involvement strategies, text type and function. All relevant tools/elements for effective writing are adhered to

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to the writing of pragmatic text for general readership, rather than specialised readership, and technical text. Text includes mixed genres.

Notes:

Critical cross-field outcomes

1. Identifying and solving problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions. N/A
2. Working effectively with others as a member of a team, group, organisation or community. N/A
3. Organising and managing oneself and one's activities responsibly and effectively when planning the writing process for specified contexts.
4. Collecting, analysing, organising and critically evaluating information for identifying text types, text features and text functions relevant for a source language.
5. Communicating effectively using language skills in the mode of written presentation.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation when verifying all text types, text features and text functions in relation to parallel texts.

Essential embedded knowledge

Credited learners understand and can explain:
- Quality criteria
1. Ethical conduct
2. Text types, text features and text functions
3. Subject domains
4. Register and style
5. Maxims of communication
6. Communication barriers
7. Audiences and authors intention
8. Stages of writing
9. Reader involvement strategies
10. Tools/elements for effective writing

UNIT STANDARD TITLE: ASSESS SOURCE AND TARGET TEXTS

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to assess texts that is written in any one of two languages – a first or a second language. This is an essential component of pragmatic text translation competence. Competent writers must assess their own and others' text to ensure quality. Text must be relevant, credible, and readable to the language group for which it is written. By improving this competence, the quality of translation texts will be improved. Credited learners can edit, proofread, etc.

Credited learners are capable of:
•   Identifying errors in own or other source text
•   Analysing text errors critically
•   Obtaining feedback regarding text
•   Assessing linguistic or textual features of source text at word and sentence level
•   Giving feedback of text assessment results
•   Justifying text assessment findings

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
•   Engage in sustained oral communication and evaluate spoken texts in two languages
•   Read, analyse and respond to a variety of texts in two languages
•   Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific outcome 1: Identify errors in own or other source text	• Description of common errors on word level is accurate (in relation to recognised grammar rules) • Description of common errors at sentence level is accurate in relation to recognised grammar rules • Description of common errors on textual level (style, structure, cohesion, register, etc.) is accurate in relation to recognised writing principles • Description of relevant punctuation errors is accurate in relation to recognised grammar rules • Description of typographical/presentational errors is accurate in relation to recognised reader involvement strategies • Description of legibility errors is accurate in terms of recognised reader

	involment strategies
	• Specific content is considered in terms of reader profile and context
Specific outcome 2: Analyse text errors critically	• Common errors on word level are considered and corrected
	• Common errors at sentence level are considered and corrected
	• Common errors on textual level (style, structure, cohesion, register, etc.) are considered and corrected
	• Effective punctuation is considered and corrected
	• Typographical/presentational errors are considered and corrected
	• Legibility of text is considered and corrected
	• Specific content is rendered appropriately in terms of the readership profile
	• Specific content is rendered consistently and truthfully in terms of the given communicative context
	• Summative and formative methods of assessment are considered in the writing process
Specific outcome 3: Obtain feedback regarding text	• Reports on common errors identified are considered
	• Suggestions made on errors are critically addressed/ discussed in terms of recognised grammar rules and reader involvement strategies
	• Listening skills demonstrate appropriate listening behaviour and promotes good interpersonal relations
Specific outcome 4: Assess linguistic or textual features of source text at word and sentence level	• High frequency words are considered
	• Words used are correct in terms of given context
	• Word order is accurate in terms of recognised grammatical patterns of the source language
	• Sentence parts and types are accurate in terms of recognised grammatical rules of source language
	• Ideas/Statements conveyed on sentence level are complete in terms of recognised syntax structures of source language
	• Ideas/Statements conveyed on sentence level are correct in terms of recognised gender and number rules of source language
	• References (anaphoric expressions) in the text are clear in accordance with recognised reader involvement strategies
	• Coherence in text is adhered to
	• Fonts, type size, type faces, etc. are legible
	• Punctuation features reflect pace, mood, intention of sender
	• Other conventions (abbreviations, capitalization) are in accordance with recognised reader involvement strategies
	• Specific content rendered is appropriate in terms of the readership profile
	• Specific content rendered is consistent and truthful in terms of the given communicative context
Specific outcome 5: Give feedback of text assessment results	• Explanations of assessment is accurate in terms of recognised assessment criteria and models
	• Discussion of specific criteria that text should embody is in accordance with recognised assessment criteria and models
	• Relevant communicative skills are considered to convey assessment results
Specific outcome 6: Justify text assessment findings	• Assessment findings identified correspond to recognised source language grammar rules, text type, text function, writing principles and reader profile
	• All relevant assessment criteria and models selected are considered
	• Solutions provided for assessment findings are accurate in terms of recognised source language grammar rules, text type, text function, writing principles and reader profile

Accreditation process and moderation:

• Assessment of learner achievements takes place at providers accredited by a relevant ETQA

(RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to the assessment of pragmatic text for general readership, rather than specialised readership, and technical text. Text includes mixed genres, and can be self-generated, or someone else's text.
This Unit Standard covers both a first and a second language (source and target language)

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying errors where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding assessment of texts and giving feedback.
2. Working effectively with others as a member of a team, group, organisation or community to assess the quality of text.
3. Organising and managing oneself and one's activities responsibly and effectively to justify text assessment findings.
4. Collecting, analysing, organising and critically evaluating information regarding text quality.
5. Communicating effectively using language skills in the mode of oral and written presentation to obtain and give feedback.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation. N/A

Essential embedded knowledge

Credited learners understand and can explain:
- Readership profile/requirements/needs
- Linguistic or textual features
- Errors in text
- Pragmatic text and function type
- Grammar rules
- Writing principles
- Reader involvement strategies
- Maxims of communication
- Genre-specific language/register
- Quality criteria
- Ethical conduct
- Summative and formative methods of assessment

UNIT STANDARD TITLE: ADAPT SOURCE AND TARGET TEXTS

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to adapt texts in one of two languages (first and second language) to be improve delivery quality to various other specific reader profiles. This is an essential component of pragmatic text translation competence. Competent writers must adapt their own and others' text to ensure that text is relevant, credible, and readable to the language group and level for which it is written. By improving this competence, the quality of translation texts will be improved. Credited learners can write copy, edit, etc.

Credited learners are capable of:
- Identifying strategies to improve source text
- Justifying strategies to improve source text
- Assessing composition against similar source text types
- Improving source text (quality) by making necessary amendments to adapt text

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
- Engage in sustained oral communication and evaluate spoken texts in two languages
- Read, analyse and respond to a variety of texts in two languages
- Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Identify strategies to improve source text	• The original self-generated or other source text has been analysed and the text type (genre), text function/purpose and all the relevant text features have been accurately described (i.e. the text has been accurately "decoded") • A wide range of strategies for amending the text has been identified and described • The strategies are relevant to the particular text type, text function and the intended readers • Where relevant, the strategies that are considered include a complete change of text type or text function/purpose • The strategies that are considered will assist in producing an

	amended text in accordance with the brief that was received
	• Where no specific description of the target readership was received with the brief, a description of the target readership has been compiled
Specific Outcome 2: Justify strategies to improve source text	• A rational and clear argument is formulated to justify each of the strategies that are proposed to improve the text
	• The justification refers to linguistic as well as extralinguistic (e.g. cultural and situational) elements, including the nature of the target readership
Specific Outcome 3: Assess own composition against similar source text types	• A range of texts that are similar with regard to function/purpose and text type has been considered and the elements of these texts were compared with the same elements in the draft composition.
	• Amendments that are to be made on the basis of this comparison have been pointed out
Specific Outcome 4: Improve source text (quality) by making necessary amendments to adapt text	• The adapted text is suitable for the target readership in terms of text features.
	• The features in the adapted text are similar to the corresponding features in text that are intended for the same target readership, have the same communicative purpose and are of the same text type
	• The adapted text is in line with the requirements specified in the brief

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to the adaptation of existing pragmatic text for general readership, rather than specialised readership, and technical text. Text includes mixed genres, and can be self-generated, or someone else's text.
Text features include: lexical items, syntax, grammar, textual cohesion and register, factual and culture-specific information contained in the text (e.g. conversion of measurements to units used in the target culture).
This Unit Standard covers both a first and a second language (source and target language)

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving problems to improve text where adaptations of text show that such critical and creative thinking has been used to make responsible decisions to improve text (quality) and suitability for the target readership
2. Working effectively with others as a member of a team, group, organisation or community. N/A
3. Organising and managing oneself and one's activities responsibly and effectively in order that the

adapted text is in line with the requirements specified in the brief.
4. Collecting, analysing, organising and critically evaluating information regarding the text type (genre), text function/purpose and all the relevant text features (e.g. lexical items, syntax, grammar, textual cohesion and register).
5. Communicating effectively using language skills in the modes of written presentation to adapt text.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation by justifying strategies to improve text, referring to linguistic as well as extralinguistic (e.g. cultural and situational) elements, including the nature of the target readership.

Essential embedded knowledge

Credited learners understand and can explain:
- Readership profile/requirements/needs
- Pragmatic text type and function
- Maxims of communication
- Genre-specific language/register
- Text features
- Strategies for amending text
- Quality criteria
- Ethical conduct

UNIT STANDARD TITLE: TRANSFORM SOURCE AND TARGET TEXT TYPES/GENRES

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to transform text types or genres in any one of two languages (first and second language). This is an essential component of pragmatic text translation competence. Competent writers must be able to transform the type or genre of their own and others' text to ensure that text is accessible, relevant, credible, and readable to the language group and level for which it is written. By improving this competence, the quality of translation texts will be improved.

Credited learners are capable of:
• Identifying text types/genres, features and functions within source text
• Comparing text types/genres, features and functions to purpose, culture and audience
• Structuring plans of action for the writing process
• Reworking textual aspects to meet context requirements
• Reflecting on text product and transformation process to ensure quality

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
• Engage in sustained oral communication and evaluate spoken texts in two languages
• Read, analyse and respond to a variety of texts in two languages
• Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Identify text types/genres, features and functions within source text	• The purpose for communication and the target audience are considered • Various text types, text features and text functions are considered on the basis of the communicative goal(s) • Specific text types corresponding with the function of discourse are considered • Division of texts is in terms of their context and discourse fields
Specific Outcome 2: Compare text types/genres, features and functions to purpose, culture and	• Text type, text features and text functions of sample/source text are decoded accurately in context • Text type selected as target is adequate in terms of the purpose for communication

audience	• Adaptations to be made are pointed out correctly
	• Text type, text features and text function of target is in accordance with communicative purpose, cultural setting and audience
Specific Outcome 3: Structure plans of action for the writing process	• Different stages of the writing process are considered
	• Selected communication strategies are appropriate to convey the message
	• Selected text type, function and features are able to accommodate the communication strategies adequately
	• Selected grammatical and textual aspects are in accordance with the reader profile
	• Selected layout and representation are in accordance with the text type
Specific Outcome 4: Rework textual aspects to meet context requirements	• Selection of text features is in accordance to text type and text function
	• Word and language use are in accordance with the selected type and function
	• Selected register, mood and tenor of discourse are in accordance with the communicative purpose
	• The structuring of the text reflects logical rules of textual organisation accurately
	• Sentence structure is appropriate in terms of text function
	• Content is represented accurately in terms of the communicative purpose
	• Cultural specific information is represented accurately in terms of the readership
	• Selected layout and representation are in accordance with the text type
Specific Outcome 5: Reflect on text product and transformation process to ensure quality	• Gist of message is conveyed accurately
	• Selection of text type is in accordance with the text function
	• Text features of the product are accurate in terms of the text type
	• Text format conveys message effectively

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to the transformation of text types as part of the translation of pragmatic text for general readership, rather than specialised readership, and technical text.
This Unit Standard covers both a first and a second language (source and target language)

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying and solving problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions. N/A
2. Working effectively with others as a member of a team, group, organisation or community. N/A
3. Organising and managing oneself and one's activities responsibly and effectively to structure plans of action for the writing process.
4. Collecting, analysing, organising and critically evaluating information regarding text types/genres, features and functions.
5. Communicating effectively using language skills in the modes of written presentation.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation. N/A

Essential embedded knowledge

Credited learners understand and can explain:
- Readership profile/requirements/needs
- Text types, text formats, text features and text functions
- Writing process
- Word and language use
- Maxims of communication
- Sentence structure
- Register, mood and tenor of discourse
- Quality criteria
- Ethical conduct

UNIT STANDARD TITLE: PROCESS PRAGMATIC TEXT IN SOURCE AND TARGET LANGUAGES

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to process text in any one of two languages (first or second language), in order to plan a way forward for adjusting source text. Competent translators must be able to process their own and others' text to ensure that text is accessible, relevant, credible, and readable to the language group and level for which it is written. By improving this competence, the quality of translation texts will be improved.

Credited learners are capable of:
•   Assessing the conceptual level of source text in terms of processing required
•   Comparing conceptual level of source text with given requirements
•   Identifying textual features to adjust relevant for reader profile
•   Selecting strategies to adjust conceptual level of source text
•   Recording adjustments of conceptual level of source text

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
•   Engage in sustained oral communication and evaluate spoken texts in two languages
•   Read, analyse and respond to a variety of texts in two languages
•   Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Credited learners are able to:	Evidence shows that:
Specific Outcome 1: Assess the conceptual level of source text in terms of processing required	• Reader variables (age, reader potential, level of motivation and interest) are considered • Various cognitive-linguistic processes of reading are considered • Decoding process such as word recognition, syntax and semantic analysis are considered • Processes that promote high level generalisations by means of vocabulary, references in text, inference, text structure are considered • Text variables that may influence comprehension are considered
Specific Outcome 2:	• Style and register of information offer conform to reader profile and

Compare conceptual level of source text with given requirements	recognised reader involvement strategies • Parallel text selected as comparison is adequate in terms of reader and text variables • Description of problematic features is accurate in terms of text type, text function, communicative components, reader profile and readability • Classification of problem areas is accurate in terms of reader and text variables and reader involvement strategies
Specific Outcome 3: Identify textual features to adjust relevant for reader profile	• Description of lexis is in accordance with the reader profile and recognised reader involvement guidelines • Description of syntax is in accordance with the reader profile and recognised reader involvement guidelines • Description of register/ tenor of discourse is appropriate in terms of reader profile • Conceptual coherence represented is accurate in terms of recognised guidelines on linguistic organisation • References (i.e. demonstratives, pronouns, etc.) are reflected in the text • Advance organizers and headings are considered • Relevant culture specific information is in accordance with the reader profile
Specific Outcome 4: Select strategies to adjust conceptual level of source text	• Selection of strategies to facilitate reader involvement is in relation to reader profile and recognised reader involvement strategies • Selection of strategies to adjust typography are adhered to • Selection of strategies to make internal and external structure appropriate for reader are considered • Selection of strategies to facilitate the purpose of the text is accounted for • Selection of strategies that facilitates correctness, consistency, correspondence and aspects of text quality are adhered to
Specific Outcome 5: Record adjustments of conceptual level of source text	• Categorisation/cataloguing of collected data/adjustments is accurate in terms of recognised grammar conventions, reader involvement strategies, text types, text function and context • Different recording devices/systems are considered • Organising/locating/cataloguing data is easily accessible • Data is updated

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

The typical scope of this unit standard is competence relating to the processing of pragmatic text for general readership, rather than specialised readership, and technical text.
This Unit Standard covers both a first and a second language (source and target language)

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:

1. Identifying problematic features in terms of text type, text function, communicative components, reader profile and readability and solving problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding classification of problem areas in terms of reader and text variables and reader involvement strategies.
2. Working effectively with others as a member of a team, group, organisation or community. N/A
3. Organising and managing oneself and one's activities responsibly and effectively so that data is updated.
4. Collecting, analysing, organising and critically evaluating information regarding conceptual level of source text, selecting strategies to adjust conceptual level of source text, etc.
5. Communicating effectively using language skills in the mode of written presentation to record adjustments
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation by organising/locating/cataloguing data in a way that is easily accessible in future, or by others.

Essential embedded knowledge

Credited learners understand and can explain:
- Readership profile/requirements/needs
- Reader and text variables
- Cognitive-linguistic processes of reading
- Vocabulary
- References in text
- Inference
- Text structure
- Styles and registers of information
- Categorisation/cataloguing of collected data
- Maxims of communication
- Quality criteria
- Ethical conduct