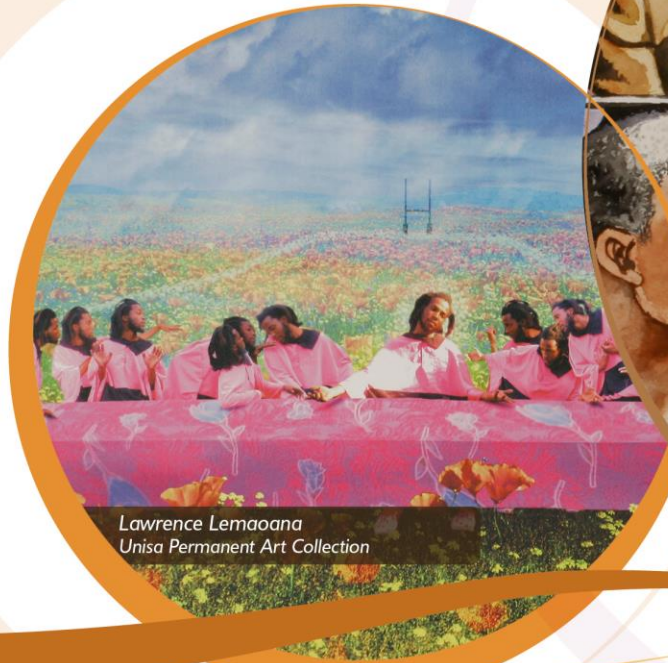


# Communication In Business Contexts

## CBC1501



Lawrence Lemaona  
Unisa Permanent Art Collection



Michael Mmutle  
Unisa Permanent Art Collection

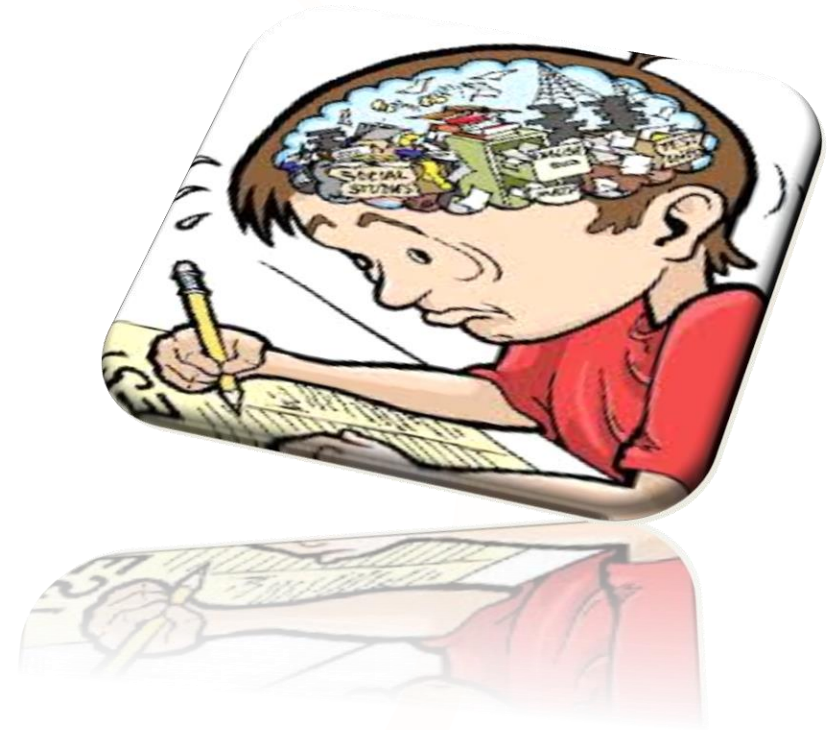
Define tomorrow.

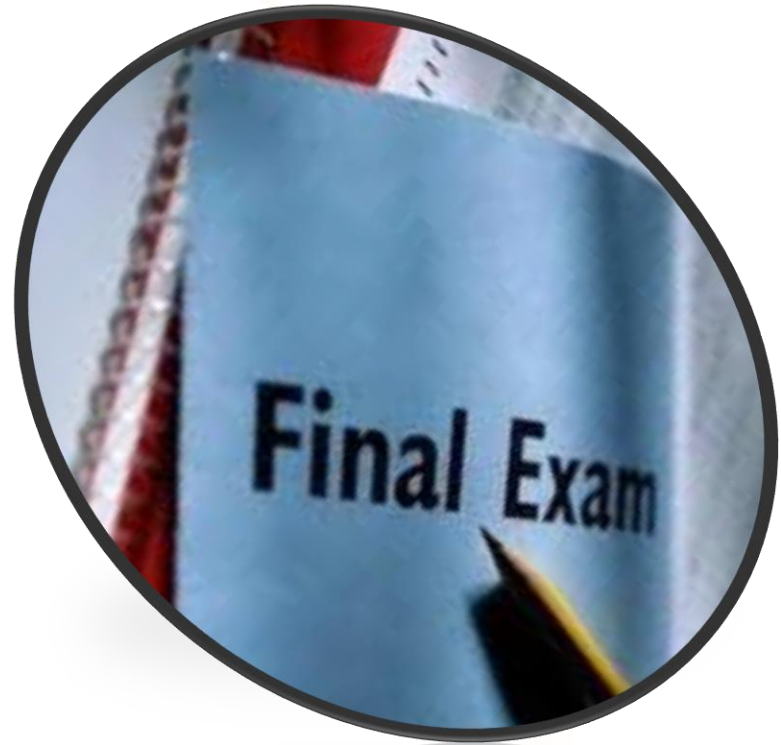
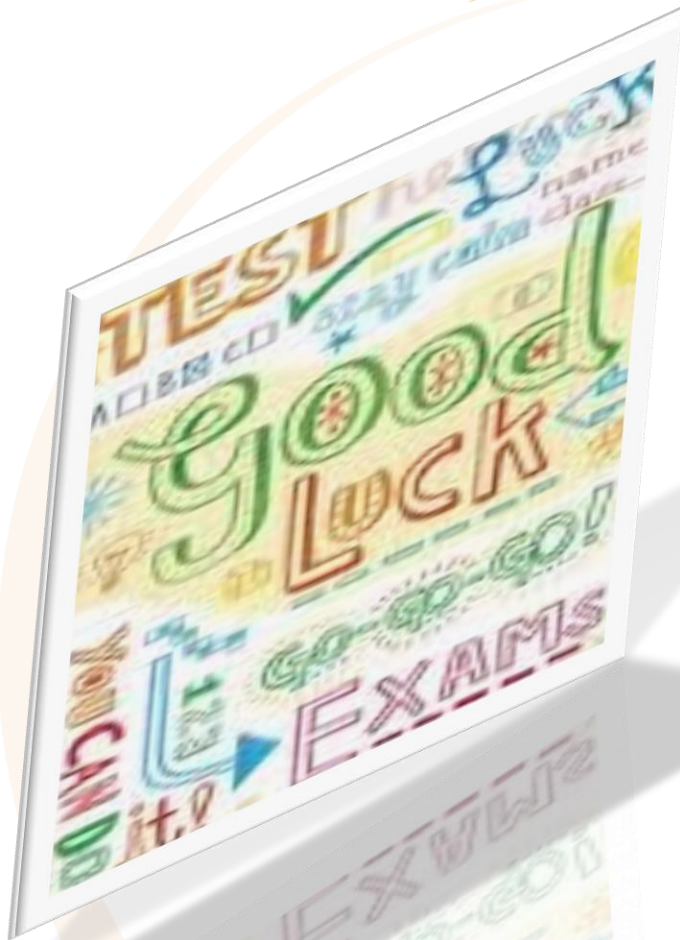
# EXAMINATION GUIDELINES :

## May / June 2018

Presenters:

- *Ms. A. Abdool Satar*
- *Mr. M. Mntungwa*





# EXAMINATION –MAY/ JUNE 2018



## NO AUTOMATIC ADMISSION

- You had to have submitted assignment 01 to have gained examination admission
- Duration: 2 hours
- Total marks: 100
- Two sections
- **Both** sections and **all** questions are compulsory and **MUST** be answered
- you have to answer **ALL** of the questions (*no choice*):



*THIS*  
PRESENTATION

UPLOADED TO  
MyUnisa

You can click on the below link to view  
the broadcast at a later stage

<http://portal.joininvideo.com#/player/aa443789-e022-4220-b672-9b899c253e4c/1099>

# COMPULSORY: ALL STUDY MATERIAL



- **ALL** questions in the examination question paper are **compulsory** and need to be answered.
- Therefore, there is **NO** choice in terms of which questions you would like to answer. The two sections in the examination question paper are as follows:

# GENERIC GUIDELINES

## Format Of The Examination Paper

### Section A

- Multiple-choice questions (MCQs)
- Must be answered on a mark-reading sheet provided
- Answers must be filled-in in pencil on the mark reading sheet



### Section B

- Long questions
- Involves academic writing skills and formatting of business documents
- It is important to study ALL the chapters involving writing and formatting of various business documents
- Must be answered in the answer book provided
- Answers must be filled-in in pen







# ADDITIONAL INFORMATION

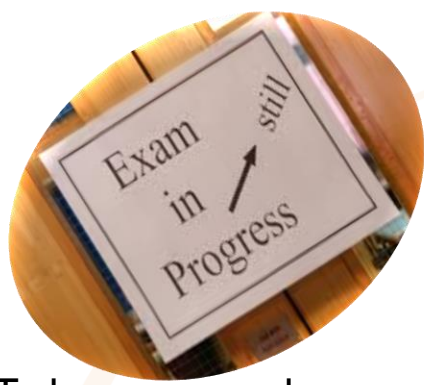
Due to time constraints, you are **NOT** required to provide:

- a table of contents;
- NOR a declaration of own work;
- NEITHER a list of sources consulted for the examination.

These requirements are **ONLY** applicable for the assignments, **NOT** for the examination.

- ✓ However, the correct formatting structures, headings, numbering, grammar, spelling and punctuation is of the **UTMOST** importance for the examination **AND** the assignments.
- ✓ start each question on a new page.
- ✓ Also remember that your examination mark contributes 80% towards your final module mark. For detailed information on this, as well as how sub-minimums will be applied, please refer to your Tutorial Letter 101/3/2018.

**IMPORTANT**



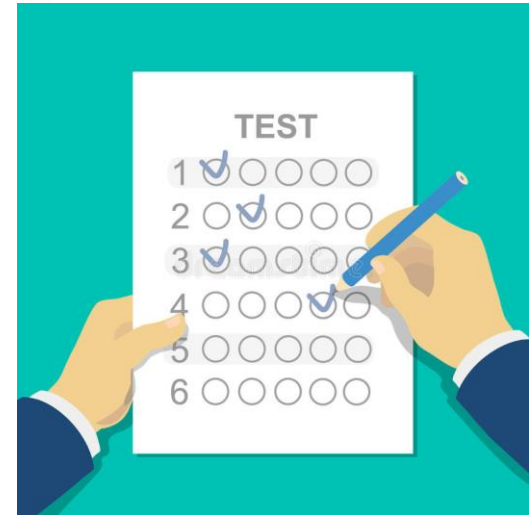
## SECTION A - MCQs

- To be answered on a **mark-reading sheet** on a **mark-reading sheet** that will be provided to you
- You need to fill in the MCQ answers in **PENCIL**
- Do NOT duplicate MCQ answers in the answer book – only fill in the mark reading sheet for this section
- Failure to fill in the answers in pencil will result in the computer not being able to mark the mark-reading sheet, and, therefore, you will get 0% for this section of the examination
- These questions are similar (albeit NOT the same of course) to those in assignment 2
- The focus of the MCQs of the examination will be on the content of the entire prescribed book and the study guide. I have included generic guidelines on answering MCQs to give you a basic understanding of how to answer them
- Ensure that you study ALL the sections of the prescribed book and your study guide carefully. You need to know your theory extremely well to apply your knowledge to the relevant scenarios provided in these questions.

# ANSWERING MCQ'S - GUIDELINES

## How MCQ's are compiled

- The stem asks a question, poses a problem, or presents an incomplete sentence
- The correct answer appears among other alternatives
- There are a number of alternatives referred to as “distracters” or “seductive alternatives” that may take your attention away from the correct answer or alternative
- With this regard, the lecturers do not intend to mislead you – and all alternatives come from your study contents
- Your task is to identify the correct answer, that is the best answer from the alternatives given
- Many students find MCQ's difficult to answer



# ANSWERING MCQ'S - GUIDELINES

- However, if you study your content well enough, you will become more confident in answering MCQ's
- The following suggestions should help you to prepare yourself for answering MCQ's in the examination
- Some (sometimes all) of the MCQs will be based on a scenario provided – therefore read the scenario carefully and apply your theoretical knowledge to the practical scenario provided in these instances
- The MCQ's of the examination focuses on the content of the [entire prescribed book](#) and [study guide](#).
- Make sure you study **ALL** the sections of the prescribed book and your study guide carefully.

# 10 suggestions for coping with MCQs

1. Understand the meaning of each alternative – do not just choose the most familiar answer, Therefore, study for the test as though you were preparing for an essay or short-test.
2. Reflect on what you know, before you answer the question – recalling and understanding the content is vital
3. Beware of jargon – the correct answer may contain technical language to test whether you know the relevant scientific terminology
4. Always read the alternatives carefully, before jumping to conclusions about the correct answer

# 10 suggestions for coping with MCQs

5. Beware of answer alternatives that are correct statements in themselves, but are not correct – look for the most correct alternative.
6. Be particularly careful of answer alternatives such as “All of the above” and “None of the above”. These choices are usually the most difficult – look carefully at all the other sloppy reading can be disastrous with these items
7. Watch out for double negatives. A question that reads: “Which of the following is not true?” or “Which of the following is incorrect?”. This situation becomes more difficult if the alternatives also contain negatives. Approach such a question by identifying the true answer alternatives and begin a process of elimination

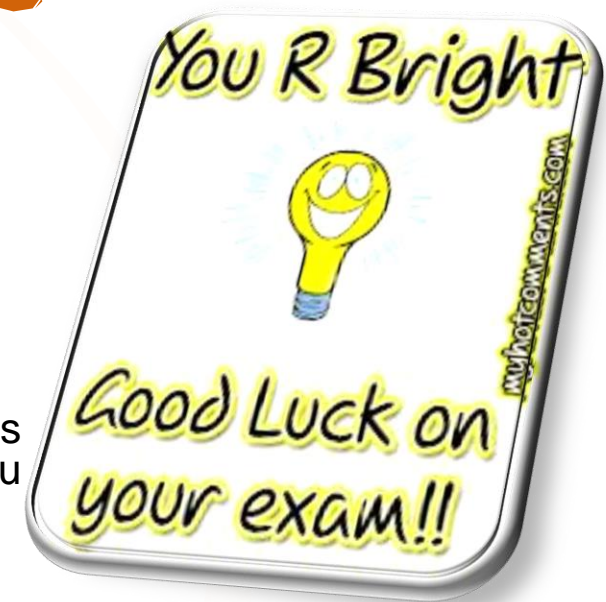
## 10 suggestions for coping with MCQs

8. A good strategy to use when answering MCQ's is to answer the easy questions first and then return to the more difficult ones – this will give you the confidence to approach the questions you are uncertain about and reduce anxiety
9. Pace yourself throughout the test – on average you will have just over one minute per question – this will give you a bit of extra time to answer the difficult questions and to review your answers
10. Review your assignments questions and answers and look for patterns in your wrong answers.

# SECTION B - LONG QUESTIONS

## Paragraph-/essay-type questions section

- You must answer **all** the questions
- To be answered in an examination answer script
- You will be required to answer the paragraph-/essay-type questions in an **examination answer script** that will be provided to you. You need to answer these questions in **PEN**.
- You may **NOT** complete the paragraph-/essay-type questions in pencil. If you do, the examination answer script will **NOT** be marked, and, therefore, you will get 0% for this section of the examination.
- These questions follow a similar questioning style (albeit NOT the same of course) to those in assignment 1





# Answering long questions - guidelines

- You need to know ALL your study material for this section as you will have to learn how to formulate various written documents and how to use the appropriate language within these written pieces.
- Additionally, you will have to apply the communication theory, where applicable, in your writing as well.
- Your prescribed book and study guide cover all these aspects, namely, language, business writing and communication theory. Read the questions and the scenarios, where applicable, carefully to understand what is required of you.



## ADDITIONAL INFORMATION:

- Section B of your examination entails the written questions and requires you to produce different written documents.
- There are three (3) broad aspects that you must focus on for each question in this section to earn your marks, namely:
  1. **fluent and grammatically correct writing:** your language, grammar, spelling and punctuation are of utmost importance and also contribute to the marking criteria.
  2. **format:** each question requires you to produce a different piece of writing. Read the instructions carefully to ascertain what type of document or writing piece is required of you and adhere to all the formatting structures (such as headings, numbering, alignment, and so on) applicable to that document or writing piece. This is an important aspect that contributes to the marking criteria as well.
  3. **content:** each question is based on a given scenario in this section. You must know your theory (that is the content of this course) well and then you need to *contextualise your writing within the given scenario*. This is called application of theory. Read the instructions carefully to ascertain what is required of you. The content of your writing too is a vital aspect that contributes to the marking criteria.

# Answering long questions - guidelines

- Start each question on a new page
- Additionally, write the question numbers on the front cover of your answer book
- The correct formatting and numbering; as well as excellent use of language, grammar and punctuation is of **UTMOST** importance for the assignments **AND** examination
- Grammar, spelling, punctuation, headings and numbering structure and the correct formatting conventions as applicable to the question asked in the examination should be adhered to

**NB:** *It is also important to study ALL the formatting structures of the various documents outlined in your prescribed book and in the related chapters in the prescribed book. All tutorial letters and past exam papers are available on myUnisa under official study material*

- Study **ALL** the different document formats and the various writing forms that could be asked of you. Therefore study all the sections mentioned above to familiarise yourself with the various types of documents and writing forms in this course. The **past exam papers** will also give you some exposure of similar types of questions that could possibly be asked of you.

# Answering long questions - guidelines

Technical presentation refers to the overall format of your examination as well - there is a standardised way in which you must present your work - in other words:

- Headings and heading formats (we will not focus on bolding of headings in the examination though – but focus on capital letters, sentence case, etcetera of different headings will be considered)
- margins, font, line spacing, numbering conventions,
- grammar, spelling, punctuation
- We are encouraging you to write in a formal, impersonal business tone, therefore we insist on this tone. Refer to the additional guidelines for writing in the third person uploaded on myUnisa. If you feel you need to express yourself in a personal tone in some instances, do so VERY SELECTIVELY. We will only overlook very few instances of the use of a personal tone – thereafter you will be penalised.
- **NOTHING** in your examination should be underlined – that is **NO** underlining please. *The **ONLY** exception in this regard is when **handwriting** words that should be in italics (as you cannot write in italics when writing by hand – you can **ONLY** underline those words that should have been in italics, for example third-level headings ).*

# Additional tips on formatting

- Use the required format for the specific business document that you have been instructed to present for each specific question
- Do not use fancy numbering systems. We do NOT want to see Roman numerals **nor** alphabetical numbering systems
- There should be NO punctuation or brackets after numbering
- Use a logical numbering system
- Make sure you use the correct heading styles and formats as indicated in your Tutorial Letter 301 – CMNALL\_E. In other words, first level headings, second-level headings and third-level headings **MUST** be structured **CONSISTENTLY** as indicated in the above-mentioned tutorial letter.

QUESTIONS

QUESTION!

# VERY IMPORTANT INFORMATION

Familiarise yourself with the formatting guidelines of all the basic writing pieces in this course. Also ensure that you study the different formatting guidelines in preparation for the examination.

The types of documents that you could be expected to produce in the examination:

1. *standard operating procedures (SOPs)*
2. *memorandum (memo)*
3. *report writing (usually the short version of the report)*
4. *essay writing (know the different types of essays, such as argumentative, descriptive, critical and persuasive)*
5. *designing interview questions*
6. *business letters (formal letters)*
7. *outline of a talk using Monroe's motivated sequence (keeping in mind the purpose of the talk)*



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Document

# COMMON ERRORS FOUND IN ASSIGNMENTS

## QUESTION 1 – ESSAY WRITING

- Poor formatting – no title – incorrect use of headings, subheadings, and numbering in a short essay
- Poor planning of the essay - No brainstorming – or brainstorming not related to content of essay – idea is to PLAN the essay (main concepts/ideas/topic sentences/ claims had to be identified)
- Students did not start with a clear introduction and thesis statement indicating position taken, for example:  
*“Team work has been associated with high productivity”*  
or  
*“Team work has been associated with low productivity”*
- Even though a position had to be taken - you had to discuss both advantages and disadvantages, without diluting your claim – this was discussed in the first live broadcast
- Relevant chapters in the prescribed book and study guide were not studied, specifically chapter 6 on argumentative writing
- Poor or no substantiation of arguments with facts
- No referencing and too many instances of plagiarism – rewriting theory verbatim – not paraphrasing and citing sources of information.



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# COMMON ERRORS FOUND IN ASSIGNMENTS

## QUESTION 1 – ESSAY WRITING



- mark allocation not adhered to:

*The theoretical and practical application carried a total of 20 marks, and there were 4 sub-topics that needed to be covered. This meant that each sub-topic required around three relevant theoretical points and relevant application to an organisational setting.*

- Even if you chose a positive topic, you had to mention the disadvantages of groups:, for example:

*“Even though conflict management in groups can be challenge if group members have different personalities, conflict can be avoided by proactively dealing with conflict before it escalates” (du Plessis, Dowling, & Steinberg 2009:190)*

- Explanations of the required theories, such as of conflict management (mentioned in the example above) were not provided nor applied in an organisational setting.

# COMMON ERRORS FOUND IN ASSIGNMENTS

## QUESTION 1 – ESSAY WRITING



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Document

- Poor use of theory, which indicated a poor understanding of these concepts
- Poor application of theory
- Poor or no referencing of sources used when stating theory
- Sometimes students used practical examples from the scenario without citing theory
- Some students listed the advantages and disadvantages in a form of a list – this is not an argumentative essay - this was not required
- Students did not end with an appropriate conclusion – where you had to reaffirm your position and provide a summary of key points already made. No new ideas should have been included here.
- Logical linking of ideas and paragraphs missing
- Language and grammar errors
- Wavering between positions in the essay

# COMMON ERRORS FOUND IN ASSIGNMENTS

## QUESTION 2 – BUSINESS LETTER

- Grammatical and language errors
- Formal tone not maintained – very limited use of personal pronouns had to be used
- Mark allocations ignored
- UK block format not followed
- Students rewrote the scenario in the body of the letter
- Too little or no reasons and/or persuasions provided
- Letter not written from Bobby Steenkamp
- Date / subject not provided
- Students did not start by introducing the company
- No/vague invitation forwarded to Mr Mabane to visit the offices of Africa Earthworks

**\*\*NB:** xxxxxxxxxxxxxxxxxxx indicates a line break before the commencement of subsequent text.

Must be left-aligned

Mr Bobby Steenkamp  
Sales Representative:  
Africa Earthworks  
57 Aloe Crescent  
Springfield Park  
Durban  
4001

Must be right-aligned

xxxxxxxxxxxxxxxxxxxxxxxx

16 March 2018

Dear Mr Samuel Mabane, or  
Dear Mr Mabane (Should **NOT**  
be Dear Sam)

- [must be followed by a  
comma]

Mr Samuel Mabane  
The CEO: Umhlanga Construction  
Gateway Office Park  
300 Lagoon Drive  
Umhlanga  
0031

xxxxxxxxxxxxxxxxxxxxxxxx

Dear Mr Samuel Mabane,

xxxxxxxxxxxxxxxxxxxxxxxx xxxxxxx

**INTRODUCING AFRICA EARTHWORKS: SUPPLIER OF CONSTRUCTION EQUIPMENT**

xxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxx xxxxxxxxxxx

*Paragraph 1 should be about 3-5 sentences long.*

I am Bobby Steenkamp from Africa Earthworks.

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XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXX XXXXXXXXXXXX

*Paragraph 2 should be about 6-8 sentences long.*

I am writing to introduce our company, Africa Earthworks, to you. Africa Earthworks has featured in the *Business Insider* magazine, which showcased our innovative business strategies and unique client service.

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XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXX XXXXXXXXXXXX

*Paragraph 3 (conclusion) should be about 1-2 sentences long.*

Africa Earthworks looks forward to hearing from you and building a lasting working relationship with you.

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XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXX XXXXXXX XXXXXXX

Yours faithfully [this is the complimentary close – must be followed by a comma] –  
the missing commas will be penalised in the grammar section under punctuation.

Yours sincerely,  
*B. Steenkamp*

Signature (could appear before or after the name)

**Bobby Steenkamp**  
Sales Representative: Africa Earthworks

The name that appears **MUST** be Bobby Steenkamp.

# COMMON ERRORS FOUND IN ASSIGNMENTS

## QUESTION 3 - MEMORANDUM WRITING

- Grammatical and language errors
- Formal tone not maintained
- Mark allocations ignored
- Correct format not followed
- Students rewrote the scenario in the body of the letter
- Too little or no reasons and/or persuasions provided
- Memo not written from the financial manager
- Memo not written to the Accounting Department
- Date of memo confused with date of training
- subject not provided
- No persuasions/motivations provided – such as providing the purpose of the team-building activities, the benefits of these activities, etcetera.

**South African Financial Services Corporation** (1/2 mark)

**MEMO (or MEMORANDUM)** (1/2 mark)

**From:** The Financial Manager, Mrs Smith (1 mark)

**To:** All Accounting Department teams (or all Accounting Department staff members) (1 mark)

**Date:** 20 March 2018 (1 mark)

**Spirit Team Weekend Programme**

(Note that the title is in bold.) (1 mark)

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Do not use **any** salutation or close for a memorandum. If you include one (or both of these), you will be penalised. The lecturer/marker could subtract half a mark for each incorrect aspect (see criterion 1).

Therefore, if you received all five marks for criterion 1 of question 3, but included a salutation and a close, 1 mark would have been subtracted and the lecturer/marker will indicate it as such on the marking scheme.

# COMMON ERRORS FOUND IN ASSIGNMENTS

## TECHNICAL PRESENTATION AND SELF-ASSESSMENT

- Students lost 10 marks for overlooking the 5 aspects of technical presentation
- The overall introduction and conclusion were missing, vague or unrelated to the content presented
- The table of contents, assignment headings and numbering of headings were not formatted correctly – students did not refer to TL 301 (CMNALLE) for formatting guidelines
- Poor/no referencing techniques – this amounts to plagiarism
- List of sources consulted missing or incorrectly structured – again students did not refer to TL 301 (CMNALLE) for formatting guidelines
- Students either did not complete the self-assessment questions or answered these questions vaguely. Many times, full sentences were not used and the specific learning outcomes were not referred to

## LANGUAGE AND GRAMMAR

- Not using British English spelling
- Too long sentences
- Not separating long sentences into appropriate clauses
- Too short paragraphs
- Punctuation errors
- Not linking sentences and/or paragraphs logically.
- Using contractions and abbreviations in your writing
- Being too informal and personal in the business writing context
- Use of mixed tenses
- Inappropriate use of rhetorical questions
- Students DO NOT read the instructions carefully
- Scenarios are not taken into consideration when approaching questions
- Mark allocations not adhered to



