

8963 Access and use information from texts

Purpose of this Unit Standard

Learners at this level are able to read or view, understand and respond to texts on a range of topics.

Learners credited with this unit standard are able to:

- identify the main ideas in different text types
- read and respond to texts for a variety of purposes
- use a range of reading and viewing strategies to make meaning of texts
- identify and discuss how language structures and features may influence a reader.

Learning Assumed to Be in Place and Recognition of Prior Learning

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge laid down in the national curriculum statements up to and including GETC or NQF level 1.

Learners can:

read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

Outcomes

SO1: Identify the main ideas in different text types.

SO2: Read and respond to texts for a variety of purposes.

SO3: Use a range of reading and viewing strategies to make meaning of texts.

SO4: Identify and discuss how language structures and features may influence a reader.

SAQA US ID	NQF LEVEL	CREDITS	US TITLE
8963	NQF Level 2	5	Access and use information from texts

Duration: 1-Day

Content

Outcome 1

Identify the main ideas in different text types.

- The main ideas are identified and distinguished from supporting information.
- The author's purpose is identified, and the identification is justified by reference to the text.
- Information or ideas from the text are presented in a form appropriate to a learning task or activity.
- Socio-cultural beliefs in texts are identified and explained with reference to relevant passages or extracts from the text.

Outcome 2

Read and respond to texts for a variety of purposes.

- Different text types categorised in terms of their intended target audience.
- The purpose of the text is identified, and the identification is justified by reference to the text and context.
- Different points of view in texts are identified and observations are justified by reference to the text and context.
- One's ideas and/or arguments are supported with a simple range of reasons and facts relevant to the topic of discussion.
- The relevance of texts is evaluated and justified in terms of meaning to self and others in peer, community or work group.
- Implicit and explicit messages in texts are identified and explained with reference to the purpose of the text.

Outcome 3

Use a range of reading and viewing strategies to make meaning of texts.

- Reading and viewing strategies employed in searching for meaning in texts are flexible and appropriate to the particular text and nature of the search.
- Simple questions used are appropriate to the context; the type of information required and/or attempts to clarify meaning.
- Information from texts is recorded logically and coherently according to the purpose of the task or learning activity.
- Simple instructions and directions are read and interpreted, and subsequent explanations are consistent with the intention of the text.
- The structural features of texts are identified and their uses in accessing meaning are explored.

Outcome 4

Identify and discuss how language structures and features may influence a reader.

- The choice of words, language usage, symbols, pictures and tone are described in terms of how a point of view is shaped or supported.

<https://www.stafftraining.co.za/workshops/8963-access-and-use-information-from-texts>