



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY  
FACULTY OF HUMAN SCIENCES**

**DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

<b>QUALIFICATION:</b> VARIOUS	
<b>QUALIFICATION CODE:</b> VARIOUS	<b>LEVEL:</b> 5
<b>COURSE CODE:</b> EPR 511S	<b>COURSE NAME:</b> ENGLISH IN PRACTICE
<b>SESSION:</b> NOVEMBER 2019	<b>PAPER:</b> Reading and Directed Writing
<b>DURATION:</b> 3 HOURS	<b>MARKS:</b> 100

<b>FIRST OPPORTUNITY EXAMINATION</b>	
<b>EXAMINER(S)</b>	Ms C. Botes Ms J. Indongo Ms E. Ithindi Ms T. Kavihuha Ms C. Sibalatani Mr A. Tjijoro Ms J. Brandt Ms M. Chimwamurombe
<b>MODERATOR:</b>	Ms J. Mungenga

<b>INSTRUCTIONS</b>
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers clearly.

**PERMISSIBLE MATERIALS**

1. Examination paper
2. Examination script

**THIS EXAMINATION PAPER CONSISTS OF 11 PAGES** (Including this front page)

Read the passage below and then answer all the questions that follow.

**Depression in Men: The cycle of toxic masculinity, by Henry A. Montero**

1 One of the reasons I became a therapist is my interest in helping people suffering from anxiety, social awkwardness, bipolar disorder, and depression. Over the years I've observed that many men with depression have trouble admitting they are depressed. They often can't even verbalise the words, "*I am depressed.*" According to Mental Health America, six million men suffer from depression. Research conducted by US Department of Health and Human Services shows that depressive symptoms in boys have increased from 4.3 to 5.7% nationwide. Grim numbers for certain but the most worrisome aspect of all is the fact that untreated depression can lead to anti-social behaviour and suicide.

2 Does depression in men really differ from depression in women? Men seem to experience and cope with depression in different ways than women but it is important to consider the impact of societal ideals of masculinity on the differences. There is a simplistic view that may be partially rooted in truth: women get sad, men get mad. Other male symptoms include fatigue, body pain, severe sleep disturbance, and suicidal thoughts.

3 Many men have difficulty expressing emotions due to toxic masculinity. Toxic masculinity refers to actions that discourage displays of emotions—other than anger—in men while also encouraging behaviour that will deem the male "dominant" in a given situation. Even as children, young boys who express feelings are compared to girls in a negative context. Common responses to young males who become emotional include: "*boys do not cry*", "*be a man*" or "*do not be such a baby*". You have likely heard these phrases directed at you or someone around you. You have probably noticed them in dialogue or in storylines on television shows and movies. And, you may even be guilty of uttering them yourself.

4 Imagine being a young boy, crying over a painful injury or an emotional heartbreak that feels like the end of the world, and then being told to "*man up,*" instead of being gently asked what is making you cry, how you feel about it, and what you think you can do about it. When feelings are dismissed and gender-defining thinking is heard repeatedly, a young person learns to avoid expressing their real feelings and begins **to bottle up sadness**. Over time, such behaviour can lead to a dysfunctional emotional expression and ultimately, depression.

5 When a young boy grows up after absorbing the negativity portrayed by others, they often raise their own children—especially boys—the same way. Society dictates that boys be raised to believe that confidence, strength, success, and composure are the core elements of being a man, and anything “emotional” is girly or womanly, and should therefore be stifled and ignored. For this reason, symptoms of depression in men often **manifest** differently than they do in women.

6 Men raised in a system that promotes traditional masculinity have complicated feelings towards their own emotions. Often, they attempt to shut them off or avoid them completely. This is the reason why men are more likely to use external methods to cope with the inward **turmoil** and pain caused by depression. Men often deal with depression by overworking. They also self-medicate by turning to substances such as drugs and alcohol as a way to avoid dealing with depression and anxiety. People bury what they are ashamed of. In 2003, the work of Harvard Professor of Psychiatry, EJ Khantzian, linked **repression** of emotions to self-medication as way of achieving emotional and psychological stability. Lastly, many men express their internal conflicts by directing anger at those around them, like their partners or children. What do all of these external “coping” methods have in common? None of them actually help men cope with, or even face, what they are actually struggling with.

7 There are some tips that can help you build trust and encourage the men you love to be more comfortable sharing their emotions. Use **empathy** and provide moral support to your male friends and family members who are depressed instead of **belittling** them. Finding the right words can be difficult and saying them can feel awkward but being willing to listen, without judgment, is often the best thing you can do for someone who is depressed. Also, men suffering from depression never share their feelings because they would be **mocked**. The fact is that when someone is suffering from depression, sharing their feelings and emotions is necessary to help them cope with the problem. Encouraging men to express emotions better helps them to get rid of their hesitation in sharing their emotions. We must accept the fact that expressing emotions and crying are normal tendencies for all people, regardless of gender. Addressing and processing emotions is what makes us human. These lessons will have a positive effect on men’s lives in the future.

8 Depression is often a life-long illness. In most cases, long-term help may be needed to stay well, which includes sticking with treatment and developing and facilitating a plan for when symptoms return. Setbacks can happen to anyone even if you’ve been feeling well for a long time.

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[Adapted from: <https://www.psychom.net>]

1. What could be the main driving force behind the writer's intention to publish this article? (2)
2. Give any two examples of expressions that are used to instill gender-defining thinking in men. (2)
3. Explain the phrase "to bottle up sadness" in paragraph 4 in your own words. (2)
4. Mention three potential consequences of withholding emotions due to toxic masculinity. (3)
5. List any three adjectives that one may use to describe a real man as portrayed in society. (3)
6. Explain how toxic masculinity results in a vicious cycle. (2)
7. What observable superficial techniques do men struggling with unexpressed emotions use as coping mechanisms? (3)
8. Mention two strategies that one may use to better assist men when they are depressed. (2)
9. Say whether the following statements are True or False: (3)
  - (a) A grandmother comforting a young boy crying due to hunger pangs is a suitable illustration of toxic masculinity.
  - (b) The statistics provided in the first paragraph illustrate how a large percentage of men in the USA suffer from depression compared to women.
  - (c) Men do not express their emotions due to stereotyped manhood.
10. What two main claims does the writer make in the concluding remarks? (2)
11. Vocabulary (6)

The following words are used in the passage. Match them with their correct explanations from the list given below the words. Write down only the letter of the meaning of your choice next to each word.

- (a) manifest (paragraph 5)
- (b) turmoil (paragraph 6)
- (c) repression (paragraph 6)
- (d) empathy (paragraph 7)
- (e) belittling (paragraph 7)
- (f) mocked (paragraph 7)

- A. Being insensitive to the feelings of others
- B. To be teased in a scornful manner
- C. A state of extreme outrage
- D. The ability to understand and share other people's feelings
- E. Show or demonstrate through one's acts
- F. Putting someone down
- G. A state of great disturbance or confusion
- H. The action or process of suppressing a feeling

**Section B: Grammar**

**[30]**

Read the article below and then answer all the questions that follow.

**Changing our view of men and depression**

Unfortunately, I have had several male clients relay painful stories about the insensitive responses they **(i) (to receive)** when they confided in a loved one about their struggles with depression. Sadly, they were not met with sympathy or encouragement. It **(ii) (to be)** easy to understand why men often prefer to keep depression to themselves—hidden from their friends and family members. We need to change how we see depression in men; depression is not related to gender. No man or woman **(iii) (to choose)** to live with depression. Traumatic events often **(iv) (to lead)** to depression, and we need to accept this fact instead of dispiriting the problem and the sufferer.

We need to be better friends, better ears, better partners and be the supporting system that men need. We can change the model of masculinity by telling children that it is fine for boys to express and show emotions. Crying **(v) (to be associated)** with gender roles in the traditional model of masculinity for too long, but it should not be. Male role models can practise what they preach by expressing affection and emotions, telling their children they love them and being comfortable to hug them. They should show the children that crying at funerals or when they are injured are normal tendencies for all people, regardless of gender.

**If boys are taught to express their emotions adequately, they become emotionally expressive.** These lessons **(vi) (to have)** a positive effect on their life later. It has been too long that we have lived the traditional model of masculinity, and it is now a great time to change how society perceives emotional responses in men. Take it one step at a time, one day at a time. Your family, friends, and colleagues **(vii) (to be)** helpful resources.

[Adapted and abridged from *Sister Namibia* (31)1]

1. Change the verbs numbered (i) – (vii) in the passage above into the correct verb tense. Write down only the letter and the correct verb tense. (7)

2. From paragraph 2, identify and write down the following: (5)

- (i) two examples of gerunds
- (ii) two examples of infinitives
- (iii) one example of a past participle

3. Identify whether the sentences below are in the active or passive voice. (3)

- (i) In a traditional model of masculinity, it is difficult for many men to express emotions.
- (ii) A major role on how men react to depression has been played by societal ideals of masculinity.
- (iii) Men suffering from depression do not usually share sad feelings as they would be mocked.

4. Write the sentences in question 3 above in the opposite voice. (3)

5. Write the following sentence in reported speech. (5)

Montero said: "It has been too long that we have lived the traditional model of masculinity, and it is now a great time to change how society perceives emotional responses in men."

6.1 Identify the type of conditional used in the following sentence. (1)

If boys are taught to express their emotions adequately, they become emotionally expressive.

6.2 Change the sentence in 6.1 into:

- (a) a second conditional. (2)
- (b) a third conditional. (2)

6.3 Complete the following sentences with a suitable conditional or result clause. (2)

- (a) Men will feel free to express their emotions...
- (b) If society had not forbidden John to cry, ...

## **Section C: Critical Reading**

[40]

### **Part 1: Critical Reading**

(20)

Read the passage below and then answer the questions that follow.

#### **The Fourth Industrial Revolution and education**

The inauguration of one of the world's leading specialists in artificial intelligence (AI) as the Vice Chancellor of a South African university has brought the Fourth Industrial Revolution to the fore in the local media – and raised interest in what the Fourth Industrial Revolution might mean for education in general – and for post-school education in particular. A fusion of technologies that is blurring the lines between the physical, digital and biological domains, AI's precise beginning is not clear, but it was certainly in evidence 3 years ago, if not earlier, building on the digital revolution.

The implications of the AI revolution for business, industry and daily life remain to some extent in the realm of speculation but have nevertheless been discussed widely. Just what it might mean for education has had less attention, although the implications are extensive – both in terms of what universities can (or should) contribute to the advance of AI and its applications and how curricula and learning will need to change.

The most obvious matters are those that relate to the ways in which the nature of work and the job market are changing – and will continue to change at an increasing pace. It no longer makes sense to ask children what they would like to 'do' when they grow up. By the time they enter the world of work, a large portion of current job types will have disappeared, and as many (if not more) jobs, presently not defined, will have become both every day and essential. Apart from the nature of work, there is considerable disagreement as to whether or not the Fourth Industrial Revolution will create more employment or result in the loss of work opportunities.

Optimistic predictions, based on trends already measured, suggest that the next 3 years will see half a million more jobs created than those lost. As the global economy moves towards the widespread adoption of AI solutions, competition will grow for employees who have the scarce skills required to implement, manage and work alongside the new technology. Developing these skills is therefore vital for any young person wishing to remain relevant in an increasingly automated workplace.

As this skilled workforce supports the AI industry, the demand for even more highly trained professionals will grow accordingly. Workplaces will require adaptable people whose jobs are reimagined, enriched or facilitated by the technology they work alongside. The pessimistic view is that AI will replace more jobs than it will create – with more than half of today's jobs becoming automated within the next 35 years. This view might, however, prove to be overly pessimistic. For example, the Economist reported recently that while computers can

play chess better than almost all human beings, and help to diagnose diseases, excelling at abstract, cognitive tasks and at completing repetitive manual tasks, they are not yet as competent as people when it comes to undertaking non-repetitive physical tasks such as navigating randomly cluttered rooms or assembling pre-made furniture. This will undoubtedly change in time, but it will be the pace of that change that determines the rate at which such tasks no longer need human engagement.

The implications that arise for institutions of education are at least twofold. Firstly, researchers in relevant disciplines face the challenge of making AI increasingly more sophisticated and useful, not just in manufacturing or planning but also in the direct service of society. The work of scientists, policymakers, social workers, educationists and many others whose duty of care it is to aim for the achievement of the 17 Sustainable Development Goals can all benefit from sophisticated AI applications. Whether the goal is quality education, decent work, climate action, affordable and clean energy or sustainable cities, there are already AI options of value and importance, yet more can and should be developed. But there are also other ways in which research (perhaps of a different nature) is important. In the realms of voice and facial recognition, for example, current systems are based on American and European norms, so that (for example) African or Chinese accents or facial features remain marginal. AI needs to be revolutionised and deracialised – and this requires research and interventions from scholars and scientists, a new activism, that goes beyond the creation of new algorithms.

The second implication has to do with curricula, teaching and learning – rather than about robotic tutors. To succeed as a member of society, and as an employee, in the era of the Fourth Industrial Revolution, numeracy, literacy and an understanding of how the world operates are all essential. Students studying the basic and applied sciences need also to understand the political and social natures of the world in which they live. For the same reasons, students who study the humanities and social sciences need to understand at least the foundations on which AI is based and operates. This is a different kind of decolonisation of curricula – even requiring, perhaps, some of the elements of the kind of education provided (at least at first-year level) by liberal arts colleges.

The second implication has further requirements: people must have the skills required to implement, manage and work with the new technology, and with one another. And, not least, to be problem solvers, to be adaptable, and to be able to express themselves in both the written and spoken word – and to make the kinds of ethical and moral decisions that are not ever likely to become successful elements of AI. This challenge is one to which educators will have to rise.

[Source: South African Journal of Science]



Answer the following questions by choosing the option that best answers each of the questions. Write only the letter of your choice in the answer book.

1. The fourth Industrial Revolution became a topic of interest to the local media because: (2)

- A. Artificial intelligence is widely discussed.
- B. Human competition will increase for employees with scarce skills.
- C. Education implications are at least twofold.
- D. Technologies are said to take over all aspects of life.

2. Identify the tone in the article. (2)

- A. Critical
- B. Persuasive
- C. Dismissive
- D. Informative

3. According to the author, it no longer makes sense to ask children what they would like to 'do' when they grow up. Why? (2)

- A. The current types of jobs will no longer be the same in the future.
- B. There will be less employment opportunities in the future.
- C. The Fourth Industrial revolution dictates people to have multiple employment opportunities.
- D. All the above

4. Artificial Intelligence means: (2)

- A. The world will be more technologically advanced.
- B. People are more intelligent.
- C. Competition will grow for employees who have scarce skills.
- D. Intelligent machines that work and react like humans

5. In paragraph 4, the opinion that Artificial Intelligence (AI) will replace more jobs than it will create is labelled as a pessimistic view. Why is it referred to as a pessimistic view? (2)

- A. It is still a prediction.

- B. The author seems not to be sure of what Artificial Intelligence will be about.
- C. Artificial intelligence is too good to be true.
- D. It implies that the worst will happen.

6. Which of the following assumptions about the Fourth Industrial revolution in the education sector is more central to the author's argument? (2)

- A. The education sector will be dominated by the use of machineries and robotic tutors.
- B. It is not easy to map the future of education in the Fourth Industrial revolution.
- C. Children will no more be required to go to school as there will be no jobs.
- D. The Fourth Industrial revolution in the educational sector is a myth.

7. According to the author why is the current system of voice and facial recognition said to be American and European centric? (2)

- A. It excludes the recognition of non-American and European voices and faces.
- B. Chinese and African voices and facial recognition are difficult to be recognised by technical devices.
- C. Quality education is more American and European based.
- D. Artificial intelligence works better with American and European voices and facial recognitions.

8. According to the passage, the concept of Artificial Intelligence: (2)

- A. became a topic of discussion three years ago
- B. has no clear development
- C. has not yet been discussed
- D. none of the above

9. What is the purpose of the article? (2)

- A. To clarify what the Fourth Industrial Revolution may mean for education in general.
- B. To criticise the concept of a fourth industrial revolution.
- C. To give the general implications of artificial intelligence.
- D. All the above points.

10. Who is the intended audience?

(2)

A. University lecturers

B. South Africans

C. Educational stakeholders

D. Politicians

**Part 2: Summary**

**(20)**

Briefly summarise the two main implications of Artificial Intelligence that may arise for institutions of education. Your summary must also include the further requirements for the second implication. Keep your summary to **160-180 words**. Write down the number of words used. Note that the part of the answer exceeding the word limit will not be marked.