



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION: VARIOUS COURSES	
QUALIFICATION CODE: VARIOUS	LEVEL: 4
COURSE CODE: PLU411S	COURSE NAME: PRINCIPLES OF ENGLISH LANGUAGE USE
SESSION: JULY 2022	PAPER: THEORY
DURATION: 3 HOURS	MARKS: 100

SUPPLEMENTARY / SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	Ms N. Haimbodi Dr J. Indongo Dr E. Ithindi Ms G. Mathews Dr T. Mushaandja Dr R. Nekongo Ms C. Sibalatani
MODERATOR:	Mr C. Gwasira

INSTRUCTIONS
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers clearly.

THIS QUESTION PAPER CONSISTS OF 10 PAGES (Including this front page)

Read the following passage and answer the questions that follow:

The Sahara Film Festival

1. After a bumpy 225km drive from a meagre airstrip in Tindouf, south western Algeria, a sprawling single-story town begins to emerge from the desert's dust. As the sun climbs in the cloudless sky, visitors are rewarded with their first glimpse of Dakhla refugee camp. It isn't the most obvious setting for a film festival, but for seven years, just before the glitz and glamour of Cannes, the Sahrawi people of Dakhla have hosted actors and film-makers from around the world for this six-day event. This year, for the first time, direct flights were laid on from London, giving the opportunity for overseas visitors to play a part in this extraordinary occasion. But despite the energy and excitement, the background to the film festival is a serious one, as the Sahrawi people have been living for thirty years in this isolated desert outpost, having been forced to flee their native Western Sahara.
2. Western Sahara, Africa's last colony, was taken over by Morocco when the Spanish withdrew in 1976, despite a ruling from the International Court of Justice. This was followed by a brutal 16-year war, during which time tens of thousands of Sahrawis fled across the Algerian border to refugee camps. In 1991, a ceasefire agreement was drawn up, in which a referendum on self-determination was promised to decide the fate of the country and its people. However, almost twenty years later, the gears of diplomacy have turned slowly and nothing has happened. Meanwhile the refugees have been left stranded in five refugee camps dotted around the vast, inhospitable desert.
3. Dakhla, home to nearly 30,000 of these refugees, is the most remote of these camps, being located 175 km from the nearest city. Unlike its namesake, the beautiful coastal city in Western Sahara, this Dakhla has no paved roads and is entirely dependent on outside supplies for food and water. Temperatures regularly top 120 degrees, there is minimal vegetation and there are frequent sandstorms. Locally it is known as the Devil's Garden. Despite these obvious setbacks, the town is clean and well organised, with wide sandy streets. Houses and tents are grouped in neat family compounds. There are hospitals, funded by aid agencies, and a good standard of education. For the duration of the festival, an articulated lorry is parked in the central compound, and a multiplex-sized screen is mounted on its side. Around it are stalls and tents housing workshops and exhibitions.
4. The aim of the festival is to raise international awareness on the plight of the refugees. However, it also offers a rare chance for the refugees to go to the movies and experience some educational opportunities. It is hoped that **it might foster a new generation of Sahrawi film-makers**, especially as this year, the festival also celebrated the opening of a permanent film, radio and television school in a neighbouring camp.
5. The program of films for this year included over forty films from around the world. Films range from international blockbusters to various works on and by the Sahrawi people. The themes mostly centre on experiences of struggle and hope, but there were lighter moments, such as an animated film for the children and **a flash of Rachel Weisz's naked bottom** during the ancient Egyptian epic *Agora* which proved to be a highlight for many older boys. However, the runaway favourite was 'a Victime', a documentary about Ibrahim Leibeit, a 19-year-old Sahrawi who lost his leg to a land mine last year.
6. Films are screened at night, so the daytime is taken up with exhibitions, camel races and football matches. One afternoon the London-based charity 'Sandblast' put on a joint workshop with a film-maker, giving refugees the opportunity to learn about filmmaking and create their own video

messages. These were put online so that their extended families in Western Sahara, from whom they have been separated for more than 33 years, could watch them. Helen Whitehead, a film-maker from London said, 'Working together really broke down language and cultural barriers. It was very rewarding, and we came across some real talent.'

7. More than 500 visitors flew into Tindouf on charter planes and braved the rough drive to the settlement. All the visitors to the festival stay with Sahrawi families, sharing their homes and partaking of their food. Living with these displaced people gives overseas participants an invaluable insight into the conditions in which the refugees live. Alongside the film buffs there are real celebrities such as actors Victoria Demayo and Helena Olano. They are mostly B and C listers from the Spanish film industry, although the real stars do take an interest. Director Javier Cardozo was a visitor last year, and Penelope Cruz is a long-term supporter, but pulled out of attending the festival this year at the last minute. Will the celebrity backing make a difference to the plight of the refugees? Possibly. Cardozo's suggestion that the Spanish, as the ex-colonial masters of Western Sahara, were responsible for the situation received significant coverage in the Spanish Media and put some pressure on the government to take some action. However, although the campaign in Spain is growing steadily, the focus of attention cannot only be on the Spanish government.

8. On the final day of the gathering, there is a dusty red-carpet ceremony in which the White Camel award for best picture is presented to Jordi Ferrer and Paul Vidal for 'El Problema', their 2009 film about Western Sahara. Actors, activists and festival organisers gather on stage in high spirits to show their solidarity with the refugees. But as the stalls are dismantled and the trucks are driven away, the thoughts of the visitors turn to the people they are leaving behind. They may never get the chance to see the world or fulfil their dreams of becoming actors or film-makers. For them, there is nowhere to go. Dakhla is essentially a desert prison.

[https://www.examenglish.com/CAE/cae_reading_use_of_english5.htm]

Circle the correct answer for each of the following questions.

1. In the first paragraph, the writer emphasises: (2)
 - A. the enthusiasm that the festival instils
 - B. the sensational nature of the festival
 - C. the festival's increasing media attention
 - D. the festival's unlikely location
2. According to the writer, the refugees have been in the desert for so long because: (2)
 - A. International agencies do not know they are there
 - B. the Moroccan government disagrees with the UN
 - C. a proposed vote is yet to take place
 - D. there is a war in their home country
3. What does the writer say about the original city of Dakhla? (2)
 - A. It is by the sea.
 - B. It has good health and educational facilities.
 - C. It does not have proper roads
 - D. It gets food and water from aid agencies.

4. What is said about the films shown at the festival? (2)
- A. They mostly show the personal experiences of the Sahwari people.
 - B. All of the films are serious in content.
 - C. The variety of films suited a wide range of tastes
 - D. The international films were more popular than the local films
5. What was the British visitors' response to the workshops? (2)
- A. They were surprised by the refugee's film knowledge
 - B. The workshops enabled them to communicate with local people.
 - C. the workshops taught the visitors a lot about local culture.
 - D. They showed the local films to their families via the internet.
6. What point does the writer highlight in the final paragraph? (2)
- A. There is a contrast between the visitors' freedom and the refugees' confinement
 - B. The film festival only gives the refugees unattainable dreams
 - C. The visitors only care about the refugees for the duration of the festival
 - D. The festival is a poor copy of the more famous film festivals.
7. When and who took over the last Africa's colony of Western Sahara? (3)
8. State three setbacks of Dakhla found in Western Sahara. (3)
9. What were the two aims of hosting the festival? (2)
10. Explain the following expressions as used in the text (underlined and in bold):
- 10.1 it might foster a new generation of Sahrawi film-makers (Paragraph 3) (1)
- 10.2 A flash of Rachel Weisz's naked bottom (Paragraph 4) (1)
11. Why were the refugee's video messages put online? (3)
12. Which phrase best describe Dakhla? (1)
- 13. Vocabulary**
- Find words, in the passage, that have the same meaning (synonyms) as the words below.
- 13.1 olden (Paragraph 4) (1)
- 13.2 displays (Paragraph 5) (1)
- 13.3 important (Paragraph 6) (1)
- 13.4 pull to pieces (Paragraph 7) (1)

Read the article below and answer the following questions

Global Social Responsibility and the Internationalisation of Higher Education for Society

By Elspeth Johns, Betty Leaks, Uwe Brandenburg

(Note: This article is shortened and some features such as diagrams removed for purposes of this assessment)

1. In this article, **we** argue that there is an urgent need to align internationalization and university social responsibility agendas through the construct of Internationalisation of Higher Education for Society. **The** service or “third mission” of higher education **institutions** - to contribute to the social, economic, and cultural development of communities - has long been a core function of universities alongside teaching and research. However, the service mission **is** often disconnected from the internationalization agenda. Service to society is rarely the focus of internationalisation strategies, and third mission strategies are **predominantly** domestically oriented. We consider how universities might, **in** today’s fractured and **fragile** world, amplify their contributions to society and the global common good by **strategically** enacting their global social responsibility **through** internationalisation. Related concepts of relevance are discussed, and we conclude with recommendations for leaders, researchers, and those involved in teaching and learning who seek to contribute to these endeavours.

2. Universities play a critical role in our rapidly changing, fractured, and fragile world. It is vitally important that they remain relevant and evolve to meet new challenges. Citing the example of the dissolution of English monasteries in the 16th century reminds us that societies can learn to live without institutions that they assumed would last forever. Bortagaray (2009) notes the importance of institutions evolving with societal expectations and values, and maintaining a focus on their core roles. Society expects higher education institutions (HEIs) to be responsive to its needs, providing multiple public and private benefits, and to engage with a wide variety of external stakeholders. The risk for HEIs is arguably greater if the public role is neglected, because the private benefits could be produced elsewhere.

3. In this article, we argue that there is a need for closer alignment of the internationalisation and social responsibility agendas through the construct of Internationalisation of Higher Education for Society (IHES). In our super-complex world, the local and the global are intertwined and the concepts of social responsibility and the public good are themselves both global and local in their scope. Equally, the internationalisation and third mission agendas of institutions have been criticised for emphasising capitalist, competitive, neoliberal agendas over social, human, public benefits. **We suggest that aligning the third mission and internationalisation agendas would facilitate strategic realignment of both**, and assist universities to fulfill their public role nationally and internationally.

4. Approaches to internationalisation have long been criticized for being dominated by a narrow range of Anglo-centric and Eurocentric worldviews, “academic colonialism” and “academic ethnocentrism”. **It has been argued that this is evidenced across several contexts: by international education associations, the design of overarching graduate attributes**, and approaches to internationalisation of curriculum, including outcomes from study abroad, and in conceptualisations of student engagement with “otherness”. The privileging of Western (and largely White) perspectives in research, teaching, and learning is also seen as perpetuating global power relations, normalizing inequalities, and minimizing the potential contribution of diverse voices, as well as local, and indigenous. While it is true that the internationalisation of higher education is also associated with

progressive values such as cosmopolitanism, multiculturalism, diversity, and social justice, the tendency toward neoliberalism, competition, markets, and stratification largely takes precedence. Institutional strategies are often competitive rather than collaborative, focused more on commercial aspects of the global knowledge economy and a drive for entrepreneurialism and income generation than on benefits for society. In summary, academic capitalism, whereby universities sell knowledge as a commodity rather than as a public good is increasingly evident.

[Adapted from: <https:journals.sagepub.com>]

1. Name the **highlighted** parts of speech as used in the context of the article. (10)

Example: We = (Plural [common]) **pronoun**

- A. Align
- B. The
- C. Institutions
- D. Is
- E. Predominantly
- F. In
- G. Fragile
- H. Strategically
- I. Through
- J. And

2. State the tense of the sentence below as reflected in paragraph 2. (2)

Universities play a critical role in our rapidly changing, fractured, and fragile world.

2.1 Write the sentence referred to in question 2 in the following tenses:

2.1.1. present continuous tense (2)

2.1.2. past perfect tense (2)

3. Read the following sentence to answer questions 3.1 and 3.2 that follow:

Approaches to internationalisation have long been criticized for being dominated by a narrow range of Anglo-centric and Eurocentric worldviews.

3.1 In the sentence above, identify elements that show the tense of the sentence and name this tense (Introduction par 2). (2)

3.2 We have three types of sentences; what sentence type is this sentence? (2)

4. According to your knowledge of grammar and language usage; write a sentence with which you demonstrate your understanding of the use of articles 'a/an and the' Underline the articles. (2)

5. For any statement or sentence in English to be correct, the subject verb agreement (rule of concord) is key. In the following sentence, (a) identify the subject(s) and verb(s), and (c) indicate whether the subject and verb agree or disagree (d) indicate the subject or if there is no subject, clearly state so.

5.1 We suggests that the third mission and internationalization agendas would facilitates strategic realignment of both. (4)

- A. Subject
- B. Verb
- C. Agree/disagree
- D. Object

5.2 It has been argued that this is clear across several contexts. (4)

- A. Subject
- B. Verb (s)
- C. Agree/disagree
- D. Subject

SECTION C: ESSAY ANALYSIS

[30]

Online Education

1. A Education is an important part of people's lives; it will either make them or break them in the future depending on the careers they choose. B Education is greatly diverse today in comparison to the 1950s because of advancements in teaching and other great inventions that provide easier techniques of teaching. C One major issue that has been raised is online education. D Online education has been gaining popularity throughout the years because of the ease of the internet, it is cost effective, and it provides better teaching and learning aids.

2. To begin with, the Internet has made it easier for people to stay connected and has provided people with unlimited educational opportunities on the World Wide Web. Online courses may actually surpass traditional face-to-face classes in quality and rigour. It can provide a good education to many people. Also, online courses provide a good teaching environment where the individual is on his or her own all in the comfort of their room. Thus, the convenience of online courses provides busy individuals a chance to get the equal amount of education. As a student going to class. Busy individuals can opt for both face-to-face and distance education courses. All that is needed to get started is a computer with internet access. One computer can open the gates to a whole new world of learning and excitement.

3. Furthermore, online education is cheaper and saves time by not travelling to the university and trying to find a parking space. Students in rural areas who have to travel long distances to get to a class can save time and money by doing online classes. For example, a child of a farmer can help the family out with the farming chores in the morning. And then go to an online class later. In addition,

children in the movie industry may also take online courses to keep up with their studies while on the road filming movies. For example, Hillary Duff takes online courses while she films. Also, online courses provide a cheaper alternative for schools that have a problem with their budget and actual classroom space. No physical space is essential as discussion on issues is done in chat rooms and forums where everybody writes their views on the issue. There are many classes offered online which are equal to or even better than face to face classes.

4. Other attractive features of the online courses are the teaching and learning aids that can be used while taking the course. Certain programs can be made to increase the learning experience of the student, such as flash cards and games. These learning aids can be prepared on the students' time, and it does not require the teacher to be there. Furthermore, as there is no real person to person interaction with an instructor, message boards can come in handy. Message boards are in use if the students need to leave a question or a comment about the subject. WhatsApp can be used effectively to send urgent messages to acquaintances who live abroad. Also, instructors can record themselves and the students can download the recording if they miss the session. This gives students the chance to catch up on a class session. If they missed out on that day.

5. **A** Online education could be the tool of the future to provide the young and the old with schooling and instruction; it provides a cheaper and conducive way of learning, and it provides better learning resources. **B** The price of education continues to rise the rate of students applying for online education classes continues to increase. **C** All in all, online classes help provide many students with the education they require.

[Adapted from: <https://studymoose.com/>]

1. Which of the sentences numbered A to D in Paragraph 1 is the thesis statement of this essay? Write down only the correct letter. (2)
2. Fill in the following statement by choosing the correct answer from the options given below.
 - 2.1. The strategy that is used to introduce the topic under discussion in this essay is.....
 - A using an anecdote
 - B moving from general to specific
 - C using statistics
 - D none of the strategies above. (1)
3. List down two main ideas presented in the body paragraphs of the essay above. Do not copy full sentences; use meaningful key words only. (2)
4. Identify and write down three fragment sentences in the body paragraphs of the essay above. (3)

- 4.1 Correct the fragment sentence identified in paragraph 2 to form a meaningful sentence. (2)
5. Identify two transitional words or phrases that are used to link ideas between paragraphs. (2)
6. Identify two transitional words that are used to connect ideas within Paragraph 4. (2)
7. Choose the most appropriate answer from the choices given below.
- 7.1 The first sentence that is underlined in Paragraph 3 is
- A. a topic sentence.
 - B. the first supporting sentence.
 - C. development of the first supporting sentence.
 - D. the second supporting sentence. (1)
- 7.2 The second sentence that is underlined in Paragraph 3 is
- A. a topic sentence.
 - B. the first supporting sentence.
 - C. the second supporting sentence.
 - D. development of the second supporting sentence. (1)
- 7.3 The essay above is an example of one of the following essay types
- A Narrative
 - B Argumentative
 - C Explanatory
 - D Descriptive (1)
8. List down any two main ideas presented in Paragraph 3. Do not copy full sentences; use meaningful key words only. (2)
9. Say whether the following statements are **True** or **False**
- 9.1 The first sentence in Paragraph 1 "Education is an important part of people's lives; it will either make them or break them in the future depending on the careers they choose." is a comma splice. (1)
- 9.2 Paragraph 5 does not have a concluding sentence. (1)
10. Decide whether the sentence in bold in Paragraph 5 is a fragment, run-on or comma splice. (1)
- 10.1. Rewrite this sentence (in bold in Paragraph 5) so that it is grammatically correct. (2)
11. There is an irrelevant sentence in both Paragraphs 2 and 4. Identify and write down these irrelevant sentences. (2)
12. The sentence below was taken from Paragraph 4. Rewrite parts to indicate the topic and the controlling idea, e.g.
- 12.1 Topic (1)
- 12.2. Controlling idea (1)

Sentence: Other attractive features of the online courses are the teaching and learning aids that can be used while taking the course.

13. Identify a sentence in Paragraph 5 that best summarises the ideas presented in the essay above by choosing the correct letter of the sentence. (2)

SECTION D: PARAGRAPH WRITING

[10]

Choose any one of the prompts hereunder and write a body paragraph of about 100-150 words. Pay attention to structure, coherence, punctuation, and language. Begin the paragraph with a clear and suitable topic sentence.

1. Considering the world moving towards technology in education. Explain how online learning differs from traditional way of learning.
2. Breakfast is said to be the most important meal of the day, explain how this could be so OR how the statement could not be so. Choose only one idea to support.
3. Gender based violence has become a very big problem in most communities. Describe how this problem can be eliminated.
4. Most people plan their lives detailing the university they will go to, their dream job, where to live, when to get married and so forth. What hopes and dreams do you have for the next 10 years.
5. What is the significance of honouring the elderly?

-THE END-