



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION**

**DEPARTMENT OF COMMUNICATION AND LANGUAGES**

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<b>1<sup>ST</sup> OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
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<b>INSTRUCTIONS</b>
<ol style="list-style-type: none"><li>1. Answer ALL the questions and start each question on a new page.</li><li>2. Read all questions carefully before answering.</li><li>3. Number answers according to the numbering structure provided in the question paper.</li></ol>

**THIS QUESTION PAPER CONSISTS OF 16 PAGES (Including this front page)**

Read the following research article and answer the questions that follow. The original article has been adapted for assessment purposes.

### Graduate Employability of Business Students

By

W. Mainga, M.B, Murphy -Braynen, R. Moxey, and S. A Quddus

#### Abstract (Omitted)

#### Introduction

A Rapid technological change, digitisation, and globalisation are changing the structure of today's workplace. Technologies that did not exist barely a decade ago are increasingly changing the nature of jobs, work practices, and skills requirement today (PwC, 2018; WEF, 2016; Pennington and Stanford, 2019; World Bank, 2019). Technologies such as artificial intelligence, robotics, 3D printing, big data, the Internet of things, machine learning, drone technologies, nanotechnology, renewable energy technologies, and biotechnology are increasingly becoming mainstream in the workplace. In the process, these technologies are destroying old jobs as well as creating new ones (OECD, 2018; World Bank, 2019). New technologies have also changed the skill composition required to perform the remaining jobs, often moving them towards more skill-intensity (Campbell, 2018; De Vos et al., 2021). Consequently, the "lifecycle of competencies needed for successful performance in the job is shortening rapidly" (De Vos et al., 2021, p. 11). Rapid technological change and equally rapid knowledge obsolescence have meant that workers must continuously reskill and upskill to retain their employability (Deloitte 2020). In addition, the global trends towards massification of higher education have meant that more and more graduates are competing for fewer jobs, reducing the currency of a first degree, as well as increasing the competition in graduate labour markets (Pinto and He 2019; Tomlinson 2008; Moore and Morton 2017). Increasingly, new graduates are entering graduate labour markets that are very competitive, congested, dynamic, precarious, turbulent, and unpredictable (Lock and Kelly, 2020; Watzlawik and Kullasepp, 2016; Tomlinson, 2017b). In addition, more and more new graduates are entering non-graduate and recently graduated jobs (i.e., clerical and administrative jobs in banks (tellers), customer services, marketing, etc.), which are linked to wide-spread underemployment and problematic long-term career development trajectories (Osseiran, 2020; Erdsiek, 2017).

**B** The phenomenon of graduate underemployment and unemployment has become a policy issue in many developing and developed economies (Calvo and Garcia, 2021; Mgaiwa, 2021; Suleman, 2018; Succi and Canovi, 2020; Romgens et al., 2020). One supply side approach to tackling graduate underemployment and unemployment has been a focus on strengthening graduate employability. Consequently, employability has increasingly been adopted by some universities as a credible fourth mission, in addition to teaching, research, and community service (Campbell et al., 2019; Pereira et al., 2020; Bennett, 2018). Graduate employability broadly comprises of knowledge, skills, behaviours, and attributes that enables a graduate to get a job, stay on a job, do well on a job, find another job if necessary, and progress in their chosen career (Mainga et al., 2022; Wickramasinghe and Perera, 2010; Finch et al., 2013; Behle, 2020; Romgens et al., 2020; Van Harten et al., 2022). In this study, terms such as generic skills, soft skills, 21st century skills, and employability skills are used interchangeably. There is now a growing realisation that having a degree with good grades and technical knowledge (discipline-specific knowledge) is not enough for new graduates to succeed in today's dynamic labour markets (Pinto and He, 2019; Dolce et al., 2020; Tomlinson, 2008; Scott and Willison, 2021; McArthur et al., 2017). For example, a graduate who has excellent academic grades but has poor interpersonal, teamwork, critical thinking, and communication skills is unlikely to be successful in their first graduate-level job. Graduates need to develop additional soft/generic/employability skills needed to stand out and navigate inevitable challenges associated with transiting from school into the world of work, and to progress in their chosen careers (Succi and Canovi, 2020; Suleman, 2018; Okolie et al., 2020; Scott and Willison, 2021).

**C** Graduate employability is seen as a complex, dynamic, and multidimensional construct that includes both subjective and objective elements (Jackson, 2013; De Vos et al., 2021; Finch et al., 2013; Romgens et al., 2020; Suleman, 2018). Developing graduate employability is a multipronged endeavour involving multiple stakeholders, such as students, higher education institutions (HEIs), academics, career services, employers, employers' associations, government agencies, NGOs, parents, etc. (Clarke, 2018; Sin and Amaral, 2017; Presti and Pluviano, 2016). Despite this diffused responsibility, however, the literature generally seems to assign responsibility for employability to the individual student in the first instance, and higher education institutions (HEIs) in the second instance (Sin and Neave, 2016; Tomlinson, 2012; Cheng et al., 2021). Hence, our exploratory research focuses on the views of students. The views of students on their employability are crucial, as they are the main stakeholders who are directly impacted by their higher education learning experiences (Tymon, 2013). There is now significant research which suggest that students often have a blurred understanding of what graduate employability is, what skills are needed by employers for entry-level positions, and how to enhance their career prospects during their studies at university (Amoroso and Burke, 2018; Dolce et al., 2020). Students often fail to link their learning experiences at university to future careers (Lock and Kelly, 2020; Scott et al., 2019). Consequently, they may not always avail themselves of university-wide opportunities that

may exist to enhance their employability profile while studying at university. Garcia-Aracil et al. (2018) argued for the need to explore students' perceptions of their preparedness for transition to the world of work. Ergun and Sesen (2021) took note of the fact that there has been limited empirical research on students' perception of their employability. Andrewartha and Harvey (2017) observed that students' views and perceptions have largely been ignored in the employability arena. Academic researchers have not pursued research on students' views with the same vigour as they have done on employers' (Higdon, 2016; Tymon, 2013). There has been very little research done on graduate employability in the Caribbean. Though discussed widely in many public forums, there has been no systematic study of graduate employability. This exploratory study was undertaken to fill this gap. This is the first step on future planned regionwide study on graduate employability.

### **Significance of the Study**

**D** There are several reasons why a study on 'employability' of university graduating students is important. First, there has been relatively little systematic research on graduate employability in the Caribbean. Past studies have shown that while the Bahamas has higher-than-the-world average attainment at secondary school education level (i.e., partly due to free education), some indicators of quality education have lagged (IME, 2018). For example, the average grade for high school graduates was a 'D' in 2016, with only about 5.7% getting a 'C' or above in Maths, English, and a Science subject (IMF, 2018). Bahamas (n.d.) has also observed issues of education quality in the pre-tertiary education sector. Examining employability skills would reveal how pre-tertiary educational deficiencies are addressed at the university level. Employability skills are central to having flexible, adaptive, innovative, and productive workers. Workers with such skills and competencies are key to enabling efficient development of internationally competitive firms that are crucial to economic growth, especially within knowledge-based economies. Second, in some research, Bahamian enterprises have indicated that 'inadequate educated workforce and deficiencies in required skills' was one of the major problems they faced with recruiting new hires (IMF, 2018; Fazio and Pinder, 2014). Moreover, lack of 'soft skills' was a major cause of dismissal and turnover among young employees (Fazio and Pinder, 2014; IDB, 2016). The problem of skills gap, especially soft skills, was also emphasised in a recent study on employers' skill needs (Robertson, 2021). Third, if new Caribbean-based graduates decide to seek employment in other countries (i.e., US, Canada, UK, Australia, etc.), they will need to stand out and have positional advantage in very competitive congested global labour markets. Fourth, research on graduate employability is important for 'regular' updating of degree university programs, to ensure that knowledge and skills embedded in academic courses offered to students are in congruence with skills requirements of current and future employers. As the environment within which companies operate change over time, so will their skill requirements. Fifth, some have argued that the discourse on graduate employability needs to be embedded within the context of the characteristics of the local labour market (Hossain et al., 2020; Uddin, 2021).

E Employability studies should, therefore, consider the contextual environment of the local labour market. Fakunle and Higson (2021) have highlighted the importance of studies on employability in “non-Western contexts, an area that remains under-researched” (p. 8). Lam and Tang (2021) observed that most of the published work on graduate employment outcomes “do not tell us much about the contextualised processes that ‘match’ or ‘mismatch’ graduates’ qualifications with ‘appropriate’ graduate jobs” (p. 14). Winterton and Turner (2019) makes a case for local research on graduate employability that “develop solutions that fit specific cultural, economic and institutional contexts” (p. 536). Our study attempted to capture the perceptions of graduating business students. The overall objective of the research was to examine business students’ perception about their employability skills as they approach graduation. Relative to the views of employers, the perceptions of students on graduate employability are less understood (Tymon, 2013; Higdon, 2016). However, students’ perceptions are important, as individuals’ choice of action are often influenced by their perceptions irrespective of objective realities (Soares and Mosquera 2020; Vanhercke et al. 2014). The study contributes to literature by providing insight on graduating students’ perception on work-readiness in the Caribbean context.

### **Research Questions**

To achieve the above stated research objective, four research questions were developed for the study. The four research questions are:

1. Which employability skills do graduating students perceive as most important when employers are recruiting fresh business graduates for entry-level positions?
2. Which academic, personal management, and teamwork skills are perceived by graduating students as fully developed in new business graduates?
3. Which learning methods do students find most helpful in facilitating the acquisition of relevant knowledge and employability skills by business graduates?
4. Which factors affect perceived employability of new business graduates?

### **Literature Review**

#### *Definition*

F There is no global consensus on the definition of graduate employability (Clarke, 2018; Chhinzer and Russo, 2018; Kornelakis and Petrakaki, 2020; Romgens et al. 2020). This is partly because the topic has attracted researchers from different disciplines, such as management, human resources management, accounting, career studies, vocational and organisational psychology. Definitions of graduate employability has kept evolving in the literature (Scott and Willison, 2021; Romgens et al., 2020). For this study, an augmented definition is used. Graduate employability is defined as: A set of knowledge, skills, abilities,

behaviours, and attributes that make graduates more likely to get initial employment and be successful in their chosen careers, ultimately empowering them as critical and reflective lifelong learners, who are flexible and adaptive throughout their career span, to the benefits of themselves, their employers, the community, and the wider economy (CBI 2011; Knight and Yorke 2003; Harvey 2001; Bridgstock 2009; Weligamage 2009). In the context of globalisation, rapid technological change, and digitisation, the emphasis is on lifelong learning, being critical, reflective, flexible, and adaptive throughout one's career span. Employability is much more than academic knowledge (discipline-specific knowledge); it includes possession of skills, abilities, and behavioural attributes that are congruent with the targeted workplace or profession. There is an understanding that even when entry-level graduates have acceptable levels of technical skills specific to their discipline, they may still fail to perform on the job due to lack of soft or transferable skills (Osmani et al., 2017; Atfield and Purcell, 2010; Robinson and Garton, 2008). Employability skills such as problem-solving, effective communication, critical thinking, interpersonal skills, and ability to work in a team are very important for entry-level graduates to be effective and efficient on their first job (Finch et al., 2013; Lim et al., 2016).

**G** The traditional career where one joined one company and rose through the hierarchy to the top of the organisation, no longer exist for many graduates (Amoroso and Burke, 2018; Bridgstock, 2009; De Vos et al., 2021). Traditional careers that used to offer job security in exchange for loyalty to the employer are declining, being replaced with 'employability security'. A large portion of today's work is done in 'projects', which has a contracted start and end dates (Watzlawik and Kullasepp, 2016). In addition, new employment arrangements have developed, such as the gig economy, portfolio careers, and virtual and contingent work, which require frequent and radical career transitions (Presti et al., 2019). Today's graduate career trajectories are likely to involve relatively more frequent switching between jobs, employers, and even sectors (Mainga et al., 2022; Sullivan and Ariss, 2021). Employability/generic/soft skills enhance career mobility as they are applicable across jobs, professions, sectors, and contexts (Chamorro-Premuzic et al., 2010; Osmani et al., 2019; Sullivan and Ariss, 2021). One study suggested that today's graduates will experience as much as 17 job transitions/changes during their career span (ABDC, 2017). Career adaptability and ability for lifelong learning is critical in such a dynamic setting. The ability to continuously acquire new skills as one transit across different job roles becomes more important than 'skills' possessed at any one particular point in one's career span (Tomlinson, 2012; Bridgstock, 2009; Finch et al., 2016). Due to rapid knowledge obsolescence, the life span of any competences possessed at any one time has declined. As technologies change and companies restructure their processes, job structures and skills requirements will inevitably change over time; hence, the importance of continually enhancing one's employability throughout a career span. In much of the contemporary literature, employability skills are seen to be complementary to discipline-specific knowledge and skills

(Pang et al. 2019; Cheng et al., 2021). This study does not explicitly focus on discipline-specific knowledge and skills.

### *Employability Skills*

**H** The traditional conceptualisation of graduate employability has often focused on acquiring knowledge, skills, attributes, and behaviours that are valued by employers. The literature has identified a list of employability skills expected by employers to be possessed by new graduates. The most common employability skills identified as important to employers include the following: flexibility, critical thinking, time management, willingness to learn (learning skills), oral and written communication skills, problem solving, interpersonal skills, teamwork skills, numeracy, creativity, leadership skills, conflict management, ethical awareness, self-confidence, positive attitudes and behaviours, work experience, enthusiasm and motivation, self-management, working under pressure, independent working, organisation and planning, initiative, ICT literacy, perseverance, and others (Mainga et al., 2022; Chhinzer and Russo, 2018; Osmani et al., 2019). Later conceptualisation included the importance of psychological, cultural, and social capital (Behle, 2020; Tomlinson, 2017a; Romgens et al., 2020). Views have shifted from obtaining satisfying work to the adaptive capacity an individual need for obtaining and retaining work during an environment of fast-moving changes (De Vos et al., 2021; Presti et al., 2019). The later conceptualisation includes the need to strengthen self-awareness, self-efficacy, proactivity, career building skills, self-directedness, resilience, adaptability, agility, reflectivity, persistence/grit, social and cultural awareness, emotional intelligence, lifelong learning, growth mindset, and understanding of the labour market, as some of the bedrocks for a sustainable career in precarious, continuously evolving, and turbulent labour markets of the 21st century (Rowe, 2019; Van Harten et al., 2022; Masole and van Dyk, 2016; Lock and Kelly, 2020). What is clear is that employability skills are highly sort after by most employers when recruiting entry-level graduates (Robinson and Garton, 2008; Lim et al., 2016; Succi and Canovi, 2020). It is important for students to know which of the above listed skills and attributes are prioritised by employers.

**I** Acceleration in digital transformation of work processes is demanding the development of new additional soft skills and competences among new graduates. New competences, such as complex-problem solving skills, interdisciplinary and multidisciplinary skills, ability to handle and analyse large data, IT-enabled collaboration of virtual teams, systems thinking, reasoning and ideation, articulation ability, curiosity/imagination, and continuous self-directed active learning, will need to be developed among graduates. Such skills will enable future graduates tackle and solve ill-structured, complex, and interconnected global challenges, such as fighting poverty, climate change, food security, biodiversity, and water scarcity (World Bank, 2019; WEF, 2020; Sousa and Wilks, 2018; Deloitte, 2020).

## Research Methodology

**J** We adopted an exploratory descriptive research methodology. The triangular design approach was adopted from Rosenberg et al. (2012) and Wickramasinghe and Perera (2010). In our study, we administered questionnaires to final-year business students (as a proxy for graduates). Atfield and Purcell (2010) and Kenayathulla et al. (2019) also used final-year students' perceptions as a proxy for graduates. At the time of the survey, most final-year students were a semester away to completing their studies. Issues of first employment would certainly pre-occupy their thoughts at this stage of their degree program. A questionnaire was developed and put in SurveyMonkey. The questionnaire had seven major sections: demographic data, general employability skills, academic skills, personal management skills, teamwork skills, teaching/learning methods, and perceived employability. The demographic data asked questions about the department in which the student did their studies, what major was followed, gender, whether the student was working or not, whether any of the parents had a degree or not, and the age of the respondent.

**K** The general employability section had a list of important soft skills identified in the literature, including communication skills, problem-solving skills, learning skills, positive attitudes and behaviours, interpersonal skills, teamwork skills, etc. The section on academic skills listed several skills that a students had to rate based on the extent to which they were developed at the point of graduation. The list included skills such as critical and analytical skills, problem-solving using mathematics (numerical skills), ability to apply specialised knowledge from different fields, decision making skills, IT literacy skills, etc. The list of personal management skills included self-confidence, conscientiousness, self-awareness, ability to plan and manage time, accountability, positive attitudes, etc. The teamwork skills section included skills such as the ability to contribute to group problem-solving, plan and make decisions with others and support the outcomes, respect the thoughts and opinions of group members, exercise 'give and take' to achieve group results, team building skills, etc. The section on learning methods included lectures, assignments, tests and quizzes, final exam, group case studies, reflective learning portfolio, university career services, etc. Perceived employability included a number of items that needed to be rated between 1 (strongly disagree) to 5 (strongly agree), such as "I have achieved high grades in my studies", "I regard my academic work as high quality", "I am confident that I will secure graduate-level employment within 6 months after graduation", etc. The different items in the questionnaires were derived from the various literature reviews, especially from Wickramasinghe and Perera (2010), Bloom and Kitagawa (1999), Finch et al. (2013), and Weligamage (2009). Documentary analysis was done on various secondary sources, such as journal papers, books, and articles found in various internet databases.

**L** Convenient sampling was employed. Once the survey was uploaded on SurveyMonkey, a link was provided to fourth-year students. The link and associated information were given to several lecturers teaching fourth-year courses, so that they could



inform their respective classes/students about the employability skills survey and provide them with a link to the survey. Some lecturers also sent group emails to students via Microsoft Teams and Moodle. The survey targeted all fourth-year business students. The first three questions filtered potential respondents, so that they provided informed consent, were 18 years or older, and were business students. The total population targeted was 189 fourth-year business students. In total, 90 students filled in the questionnaire. This represented a response rate of 47.6%, which is respectable for survey designs. The data collection was done during two semesters: Spring 2021 and Summer 2021. In other words, the survey was run between January 2021 to June 2021. Data analysis was done using SPSS (V22).

### **Limitations**

**M** Larger sample sizes could be used in future research, by including final-year students from more than two semesters. This research could be replicated at other HEIs/colleges/faculties/departments in the Caribbean and elsewhere. Future research could include other factors that affect graduate employability but were not explicitly covered in this study (i.e., issues of balancing labour demand/supply, cultural/social/psychological capitals, extra-curricular activities, impact of discipline specific knowledge, institutional branding, company recruitment policies, role of personal factors, impact of the state of the local and global economy, etc.). While it is important to examine students' perceptions, studies have shown that students—especially Millennials and Generation Z—tend to overstate their capabilities. Hence, there is a need to do follow-up surveys on employers' views on graduate employability. A more realistic picture may be developed when students' views are triangulated with the views of employers. Future research should, therefore, conduct follow-up surveys on employers' views on graduate employability in the Caribbean.

### **Conclusion**

**N** The paper points out the importance of a) \_\_\_\_\_ (capture) students' views about their employability at the time of graduation. Such student insight—even with its flaws—can be one of the many inputs when HEIs are developing an institutional policy on graduate employability. The perceptions that learning skills are the second most important employability skills used by employers when recruiting graduates for entry-level positions is supported by recent research. Learning does not stop at undergraduate graduation. Learning to learn, willingness to learn, learning mindset, growth mindset, lifelong learning, active learning, learning agility, self-regulated learning, and self-directed learning are just some of the many terms used to capture the need to continuously learn, adapt, and grow throughout one's career span. Learning skills (as well as other soft skills) promote mobility across jobs and sectors in dynamic labour markets and is the only way to guarantee one's long-term employability in the face of continuous restructuring and b) \_\_\_\_\_ (automate) of jobs. Not all relevant soft skills can be developed in the classroom or at the university. Some

of the soft skills required to manage volatile labour markets will be c) \_\_\_\_\_ (develop) and refined long after the student has left university. All students—including those who might hate or are tired of school—need to be encouraged to develop a passion and drive for continuous skilling, reskilling, and upskilling throughout their career span. Long-term employability is much more than just in-demand skill acquisition; it is about being able to flexibly adapt and proactively remain relevant in dynamic and evolving labour markets.

**O** A combination of traditional teaching and student-centred learning methods and integrative innovative pedagogies are needed to develop a wide spectrum of soft skills needed by graduates to succeed in the workplace. It is up to each faculty/college/school/department to determine the 'right' portfolio of learning methods necessary to develop a targeted mix of soft skills appropriate for each discipline. The literature suggests learning methods that promote active learning, experimentation, real-world problem-solving, project- and team-based collaborative learning, reflexivity, and constructivist and dialogic approaches are more likely to be effective in developing soft skills relevant to the workplace. Efforts should also be made to ensure that the learning experiences are operating at the intersection of theory and practice. Achieving such aspirations is not a short-term objective. It requires experimentation, incremental innovation, organisational learning, and embarking on a continuous improvement journey with no destination. Developing graduate employability is a complex undertaking requiring multiple approaches and inputs from various stakeholders (i.e., students, employers, governments, employer associations, alumni, parents, etc.). At an institutional level, the contribution of career services in coordination with schools/faculties/departments will increasingly play a pivotal role in helping HEIs focus their effort on enhancing graduate employability. Other factors and contributions towards enhancing graduate employability that are outside the control of HEIs need to be addressed. Our study confirms that the strength of labour market demand does affect students' perceived employability.

**P** At a conceptual level, students' perceptions must be included as one of the 'partners' in the co-construction of HEIs policy on graduate employability. Students' role in higher education has evolved from being passive recipients of content knowledge, to 'market consumers', to being active partners in their own learning and knowledge construction. Not all students' perceptions will be in line with workplace reality or what employers expects, but such information is still an important and relevant data point. It is important to emphasise that major technological advances in Artificial intelligence (AI), advanced robotics, 5G technologies, Internet of Things (IoT), Big data analytics, bioengineering, nano technology, virtual and augmented reality, mobile and cloud-based data processing, machine learning, and Blockchain (to name a few) will have a revolutionary impact on how work is restructured and the future demand for skills, including in the developing world. The changes to job structures and skill requirements will have a wide-ranging impact on graduate employability. As a result, universities should not only be focusing on offering educational programs that

ensure work-ready graduates but must also be developing *future-ready* graduates. Higher education systems both in the developed and developing world will need to be reimagined to meet the demands of complex, dynamic, and continuously evolving labour markets.

Source: Mainga, W., Murphy-Braynen M, B., Moxey R., and Quddus S, A. (2022). Graduate Employability of Business Students. *Administrative Sciences*, 12(3):72. <https://doi.org/10.3390/admsci12030072>

**Part 1: Comprehension questions**

**[20 marks]**

1. What was the aim of the study? (2)
2. Mention any three technologies that have become indispensable in the workplace. (3)
3. What is OECD's (2018) and World Bank's (2019) stance on emergent technology? (1)
4. Using information in paragraph B, how would you describe 'Graduate employability'? (1)
5. As per paragraph C, graduate employability is perceived as challenging. Why? (2)
6. In which paragraph are you likely to read about the following? (2)
  - a) Considerations for future research.
  - b) The period in which the research was conducted.
7. With reference to paragraph F, what does 'Employability is much more than academic knowledge' entail? (1)
8. State whether TRUE or FALSE. (2)
  - a) A graduate who has excellent academic grades but has poor interpersonal, teamwork, critical thinking, and communication skills is likely to be successful in their first graduate-level job. (Par. B)
  - b) Students do not know their prospective employers' skills expectations. (Par. C)
9. According to paragraph H, what was/is the focus of graduate employability: (4)
  - a) Before
  - b) Now
10. According to paragraph I, why is there a need for the development of new additional soft skills and competences among new graduates? (2)

**Part 2: Language usage**

**[10 marks]**

1. Complete the missing spaces in paragraph N by writing the appropriate form of the word in brackets. (3)

2. Identify the word formation process used in the creation of the underlined words. (3)
  - a) skill-intensity (Par. A)
  - b) employability (Par. C)
  - c) IMF (Par. D)
3. Show the morpheme structure of the word 'multidimensional' as used in paragraph C. (1)
4. Identify whether the following words are a derivate, inflection, or both. (3)
  - a) organisational (Par. F)
  - b) restructure (Par. G)
  - c) reimagined (Par. P)

**Part 3: Research analysis questions**

**[10 marks]**

1. Write the research question 4 into an objective. (2)

*Which factors affect perceived employability of new business graduates?*

2. Who was the target population of the study? (2)

3. What does the statement below refer, as used in paragraph J. (2)

"The triangular design approach was adopted from Rosenberg et al. (2012) and Wickramasinghe and Perera (2010)"

4. What sampling approach did the study utilise? (2)
5. Briefly explain how the survey was administered. (2)

**SECTION B: ACADEMIC WRITING**

**[60]**

**PART 1: Report writing questions**

**[15 marks]**

Read the newspaper article below.

Vandalism is the destruction or defacement of property. This includes tagging, graffiti, or damaging furniture or school facilities. Vandalism costs schools money that could otherwise be used for educational purposes or school activities. The existence of vandalised property at schools degrades campus environment. The presence of vandalism at school costs money and

makes school facilities less attractive and even unusable. You deserve an environment that is free from graffiti and property damage. If you know about someone vandalising school or community property, tell an adult you trust or contact Students Speaking Out. Your voice can make a difference by creating an environment that is useable, and free from graffiti, and property damage.

### **Report writing instructions**

The Director of Education, in the Khomas region, is concerned about the rising cases of vandalism in schools. The Director instructed you as an Education Officer to investigate the situation of vandalism in schools and establish the main causes of vandalism of school property. You are also expected to suggest possible solutions.

Write your **Report title** and the **Recommendation section with three recommendations** only. Pay attention to format, paragraph structure, and the content required.

### **Part 2: Academic writing**

**[20 marks]**

**Observe the following paragraph carefully and answer the questions below.**

<sup>1</sup> Rapid technological change, digitisation, and globalisation appear to be changing the structure of today's workplace. <sup>2</sup> Technologies that did not exist barely a decade ago are increasingly changing the nature of jobs, work practices, and skills requirements today (PwC, 2018; WEF, 2016; Pennington and Stanford, 2019; World Bank, 2019). <sup>3</sup> Technologies such as artificial intelligence, robotics, 3D printing, big data, the Internet of things, machine learning, drone technologies, nanotechnology, renewable energy technologies, and biotechnology are increasingly becoming mainstream in the workplace. <sup>4</sup> In the process, these technologies are destroying old jobs as well as creating new ones (OECD, 2018; World Bank, 2019). <sup>5</sup> New technologies have also changed the skill composition required to perform the remaining jobs, often moving them towards more skill-intensity (Campbell, 2018; De Vos et al., 2021). <sup>6</sup> Consequently, the "lifecycle of competencies needed for successful performance in the job is shortening rapidly" (De Vos et al., 2021, p. 11). <sup>7</sup> Rapid technological change and equally rapid knowledge obsolescence has meant that workers must continuously reskill and upskill to retain their employability (Deloitte, 2020). <sup>8</sup> In addition, the global trends towards massification of higher education have meant that more and more graduates are competing for fewer jobs, reducing the currency of a first degree, as well as increasing the competition in graduate labour markets (Pinto and He 2019; Tomlinson 2008; Moore and Morton 2017). <sup>9</sup> Increasingly, new graduates are entering graduate labour markets that are very competitive, congested, dynamic, precarious, turbulent, and unpredictable (Lock and Kelly, 2020; Watzlawik and Kullasepp, 2016; Tomlinson, 2017b). <sup>10</sup> In addition, more and more new graduates are entering non-graduate and recently graduated jobs (i.e., clerical and administrative jobs in banks (tellers), customer services, marketing, etc.), which are linked to

wide-spread underemployment and problematic long-term career development trajectories (Osseiran, 2020; Erdsiek, 2017).

1. Identify any sentence that complies with the following academic writing conventions.  
Write only the correct sentence number. (2)
  - (a) Tentativeness
  - (b) Acknowledgment
2. Name the methods used to incorporate information from other scholars in the following sentences. (6)
  - (a) Sentence 6
  - (b) Sentence 7
  - (c) Sentence 9
3. The paragraph has three spelling errors. Identify and correct them. Write the misspelt word and its correct format only. (6)
4. (a) The paragraph has two sentences with subject-verb agreement errors. Identify them by writing their numbers only. (2)
  - (b) Correct the sentences with errors you identified in (a) above. Underline the corrected parts. (2)
  - (c) Specify the stage of the writing process you used to correct the errors in (b) above. (2)

**Part 3: Text structure**

**[10 marks]**

**Read the following paragraph and answer the questions that follow:**

Video game addiction is a serious problem in many parts of the world today. Most players can limit their usage in ways that do not interfere with their daily lives, but many others have developed an addiction to playing video games, which causes detrimental effects. Firstly, many people become addicted to video gaming to escape an unpleasant or threatening reality. They are looking for refuge in a virtual world where they feel secure. Secondly, sometimes individuals with a certain disorientation or lack of purpose in life will seek a sense of accomplishment in the virtual world. Furthermore, other players become addicted to the feeling of adrenaline and excitement provided by the game. These addictions involve unhealthy behaviours that ultimately disrupt the ability of a person to keep up with regular daily responsibilities. One common effect of video game addiction is isolation and withdrawal

from social experiences. Video game players often hide in their homes or Internet cafés for days at a time. Another unfortunate consequence that might accompany video game addiction is the disruption of the user’s career, resulting in challenges at their workplace or studies. Moreover, video game addiction may result in a decline in overall health and hygiene. Players who interact with video games for such significant amounts of time can go an entire day without eating and even longer without basic hygiene tasks. The causes of video game addiction are complex and can vary greatly, but just like everything else, the amount of time one spends playing video games needs to be balanced with personal and social responsibilities.

1. Identify the text structure used in the paragraph above. (2)
2. Write down the following from the paragraph:
  - (a) The topic sentence (2)
  - (b) The transitional sentence (2)
  - (c) The concluding sentence (2)
3. What type of model is this paragraph? (2)

**Part 4: Citation and reference (APA 7<sup>TH</sup> edition)**

**[15 marks]**

Use the reference list below to respond to all questions in this section. The reference list entries have been numbered for your convenience.

**References**

- [1] Bailey, S. (2006). *Academic writing - A handbook for international students*. London, UK: Routledge.
- [2] Hirvela, A., & Du, Q. (2013). 'Why am I paraphrasing?': Undergraduate ESL writers' engagement with source-based academic writing and reading. *Journal of English for Academic Purposes*, 12(2), 87-98. <https://doi.org/10.1016/j.jeap.2012.11.005>
- [3] Richards, J. C., & Schmidt, R. W. (2010). *Longman dictionary of language teaching and applied linguistics*. Harlow, UK: Pearson Education.
- [4] Khairunnisa, W., Sutapa, Y., & Surmiyati, Y. (2014). *Students' problems in paraphrasing*. Retrieved From <http://download.portalgaruda.org/article.php?article=266576&val=2338&title=STUDENTS' PROBLEMS IN PARAPHRASING>.

## Questions

4.1 Use the reference list to insert in-text citations as appropriate in the paragraph that follows. Use page 420 if you need to use a page number. Write only the letter and the correct answer next to it in each case. (6)

### Paragraph

Most researchers, when clarifying the meaning of paraphrasing, focus on changes in word use and syntactic structures and the similarity of meaning between the original and paraphrased texts. For example, <sup>a)</sup> \_\_\_\_\_ [Source 3] defined “paraphrase” as “an expression of the meaning of a word or phrase using other words or phrases, often in an attempt to make the meaning easier to understand.” In addition, <sup>b)</sup> \_\_\_\_\_ [Source 1] put forward the idea that paraphrasing involves changing a text while still retaining its meaning. As these definitions show, a paraphrased text contains different lexical and syntactic items from the source but retains the meaning. One further point is that paraphrasing does not shorten the length of text, which distinguishes paraphrasing from summarizing <sup>c)</sup> \_\_\_\_\_ [Source 2].

4.2 Use source 2 and source 4 of the reference list to insert in-text citations in the sentence below. (2)

Studies conducted with L2 English learners’ paraphrasing practices have reported on their failure to paraphrase effectively due to two main reasons: the lack of awareness of the importance of paraphrasing and techniques for doing it \_\_\_\_\_.

4.3 Identify the type of source represented by each reference list entry listed below. (6)

- a) Source 1
- b) Source 2
- c) Source 4

4.4 What is indicated by the information in bold in source 2 of the reference list in 4.1? (1)

**-END OF EXAM-**