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1ST OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS
1. Answer ALL the questions and start each question on a new page.
2. Read all questions carefully before answering.
3. Number answers according to the numbering structure provided in the question paper.

THIS QUESTION PAPER CONSISTS OF 15 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.

The impact of work placement on graduate employment in computing: Outcomes from a UK-based study

By

SALLY SMITH, ELLA TAYLOR-SMITH, COLIN F. SMITH & GEMMA WEBSTER

Abstract

A   This study followed recent computing graduates into the workplace and explored their undergraduate experiences of work placements and subsequent impact on graduate employment. Whilst studying at one of 14 Scottish universities, participants (n=99) had registered interest in a student placement. Factors influencing the ability to secure a placement included recognition of the benefits derived from completing a placement, and parental experience of higher education. **We** found that graduates had benefited from work experience financially, earning more than those who had not completed placements. They had also found graduate positions more quickly and were more likely to be in work than those who had graduated without completing a placement. The study provides evidence of the **long-term** benefits of work placements to inform students, university staff, employers, and, where appropriate, to influence government policy in increasing access to student work placements.

Introduction

B   Placements, co-operative education, and internships, where students use and extend the knowledge and skills gained at university in the workplace, are not a new feature of higher education (Linn, 2015). They are, however, increasingly cited as a panacea for bridging expectations between employers demanding skilled graduates and universities tasked with supplying them (Silva et al., 2016). The headline statistics would support this view (for example, Higher Education Statistics Agency, 2016): employment experience, such as a student work placement, is consistently associated with improved employment rates when graduates who did a work placement are compared with those who did not do a placement. On the face of it, this is a compelling reason for gaining work experience while studying, but not all students have access to work experience through their courses. Furthermore, many university-organised placements are competitive, so that even **those** who aspire to gain a placement may be unsuccessful, while some simply do not recognise the potential benefits and fail to pursue the opportunity. There is currently little knowledge and understanding about the ways in which students' backgrounds and contexts contribute to their decision-making around taking a placement, meriting further investigation. This article describes a

study exploring the experiences of recent computing graduates across Scotland, UK. The study investigated graduates' historical experiences of non-compulsory placement while they were at university and the impact of student work placement beyond graduation. This involved identifying participants' perspectives on the contribution of placement to the process of obtaining a graduate job and their subsequent career development. Participants included graduates who had completed a placement, alongside those who had expressed interest but had not completed one. A second area for consideration necessarily emerges: if placement is found to be beneficial, to what extent are all students equally placed to realise those benefits? Thus, the study also asked participants about their approaches to applications and asked about their parents' experience of higher education. In this article, the term placement is used to encompass all types of relevant paid work experience undertaken while studying, irrespective of length or academic credit. Previous work on the transition from study to work (in particular for the computing discipline) sets the context for the study.

Transitions into Employment

C   UK government research describes computer science (CS) graduates as "relatively slow to move into work" (Business, Innovation and Skills Research, 2016, p.62). In the UK, 10.3% of CS graduates are unemployed 6 months after graduation, compared to the overall average of 6.1% (Higher Education Statistics Agency, 2016). Data focusing on a greater longitudinal window shows that 4.9% of CS graduates from 2010-11 were unemployed 40 months later (Higher Education Statistics Agency, 2015), an improvement on the 6-month figure but still the highest unemployment rate across the disciplines surveyed. In an extensive review of unemployment in computing, Shadbolt (2016, p.57) describes the "confusion" of job roles and associated skills. In the process of securing graduate roles, computing graduates are required to demonstrate a wide range of skills, knowledge, and aptitudes (Fincher & Finlay, 2016). There are regular capacity and demand fluctuations in the sector, with international companies expanding and contracting their global workforce, according to demand and the cost of labour (Donnelly, Grimshaw, & Miozzo, 2011). While the likelihood of gaining stable employment in IT may be uncertain at times, there is evidence to suggest that it also offers relatively good prospects for upward social mobility: Marks and Baldry (2009, p.60) suggest that software work "offers open-access socio-economic mobility to those with the necessary talents without the significant value baggage which might be associated with the traditional professions". In the context of the current debate about the role of higher education in promoting social **mobility** (for example Marginson, 2016a), the relative success of computing, combined with the known positive impact of work placement on graduate employment (Shadbolt, 2016), sets access to work placement as a cornerstone for consolidating the social mobility of graduates.

D   While the literature around placement emphasises a wide range of benefits accruing to students and graduates, placement is also at the heart of an instrumental debate in the UK about the need for universities to produce work-ready graduates who can easily navigate the transition into employment. From employers' perspectives, placements bring new skills into

their organisations and provide good quality and good value workers, often later recruited to permanent positions (for example, Brooks & Youngson, 2016; Maertz, Stoeberl, & Marks, 2014). From students' perspectives, placements provide valuable real-life learning experiences, improve their employment prospects, and inform their career plans (BIS Research, 2016; Smith, Smith & Caddell, 2015). Indeed, the "majority of those who had not undertaken any form of work experience later rued this decision" (BIS Research, 2016, p.8) indicating, with hindsight, an appreciation of placement as a lost opportunity to enhance employment prospects, develop industry contacts and enhance study-based skills and knowledge. Similarly, Wilton (2012) found that graduates who had completed placement unanimously felt that it had bestowed an advantage in the labour market and cited both experience and new contacts as providing that advantage. Brooks and Youngson (2016) found evidence of work placements leading to better degrees and contributing to easier routes to graduate jobs. There are also wider benefits from work experience, including the development of skills and confidence (Linn, 2015; Matsouka, & Mihail, 2016) and acquiring dispositional knowledge (Clark & Zukas, 2016). Less positively, there is some evidence of a "shadow of exploitation" whereby some employers expect placement students to do the work of full-time staff for significantly less pay (Chillas, Marks, & Galloway, 2015, p.13). Furthermore Chillas et al. found that not all placements provided opportunities for learning.

Research methods

E   Participants were drawn from computing graduates who had previously registered for two national placement services in Scotland (e-Placement Scotland and Careerwise). Two complementary methods were used: a questionnaire and semi-structured interviews. Both placement service teams, together with university course leaders, emailed graduates across a range of Science, Technology, Engineering and Maths (STEM) disciplines using their last contact email address. Graduates were invited to complete an online questionnaire and be entered into a prize draw. This study concerns the 99 valid responses received from Computing graduates only. Survey respondents were invited to take part in a follow-up interview, and interviews were arranged with 14 participants. Over half the survey respondents and interviewees came from students who had attended the institution hosting the research. In developing the data collection approach, the project team adhered to the host institution's research ethics code of practice and, following a self-assessment of ethical issues arising, obtained approval as both the survey and interviews satisfied the requirements of anonymity and informed consent specified. The questionnaire was derived from previous studies into students' experiences of placement (e.g., Ramirez et al., 2016; Smith et al., 2015; Smith, Smith, Taylor-Smith, & Fotheringham, 2017). Both the questionnaire and interview protocol were piloted before implementation. The questionnaire and interviews asked respondents about their experiences of placements (and other work experience) whilst at university; their early careers, including the process of getting a graduate job; and their current status. The questionnaire and interviews also asked whether one or both of their parents had attended

university. The semi-structured interviews (n=14) explored participants' career narratives in detail, including their experiences of placements and related activities (from their current perspectives), getting jobs after graduation, and working. Interviewees were encouraged to discuss 'soft' skills, perceived work cultures, and networking. The interviews were recorded and then transcribed using intelligent verbatim transcription to minimise the appearance of filler words, repetition and digression, and the data utilised to further illuminate the questionnaire results.

Results (omitted)

Discussion

F   In spite of activity at universities to promote work placements, not all study participants recognised the benefits accruing from placement. Survey text responses from those who had not achieved a placement indicate a lack of social resources that might otherwise have encouraged them to pursue placement with more vigour. These comments indicate a lack of understanding of the part that a placement is likely to play in their career post-university. Previous research has revealed that developing an awareness of work culture, and consequent work-based social skills, is beneficial in facilitating access to workplaces (Smith & Smith, 2016). Of course this is not a level playing field: Bathmaker et al.'s (2013) study found that middle-class families with relevant social networks helped their children to get good placements and sometimes paid their travel and maintenance; whereas working-class students could not leave their paid part-time jobs to take on unpaid placements. This phenomenon was also observed by Smith et al. (2015), with two-thirds of their student participants expressing doubt about whether they could have taken up their placements if these had not been paid positions. The positive relationship between parents' HE and students getting placement in this study may reflect graduate parents being able to contribute more financial support to their offspring, enabling students to be more flexible about retaining part-time jobs and taking up (even paid) placements. Similarly, Chillas et al. (2015) found that instead of levelling the playing field for graduate jobs, the current emphasis on internships for employability within the ICT sector was "compounding social class advantage" (p.13) as cultural and economic capitals, such as soft skills and access to finance, facilitated a wider range of placements. Elsewhere, in terms of social mobility, Roberts, Brammar, and Cobb (2017) found recognition by students in disadvantaged cohorts that work placement would have lasting impact on their employability through enhancing their CVs and providing evidence of work for future job applications. The importance of university and national placement programs should not be underestimated; supporting infrastructures and contextualised activities can be crucial in promoting and opening up the possibilities of work experience to more diverse groups of students.

Work Placement Used to Secure Graduate Work

G   In this study, graduates with work placement experience were more likely to be employed at the time of the survey, reflecting findings elsewhere (for example, Shadbolt,

2016). From their perspectives as graduates, participants who had completed a placement felt that this work experience had been essential in gaining their graduate jobs, by establishing sought-after skills and experience. Several interviewees had purposively used work experience narratives in job interviews, to create a picture of both technical competence and having a good attitude to work. Clark, Zukas, and Lent (2011) similarly found placement to be a rich context within which to acquire an understanding of workplace culture. However, recognising the breadth of the IT profession, their study unearthed widely varying work cultures. Overall, participants felt that work placements were considered by graduate employers to be an indicator of merit. Merit, as recognised by recruiters, is commonly based on determination to find work, graduating from an elite university and having relevant work experience (Brown, Hesketh, & Williams, 2004; Marginson, 2016b; Morley, 2007; Smith et al., 2015). Most universities have policies designed to widen participation that take account of social context; the same is not true of most employers. As a means of overcoming prejudices amongst recruiters, Cai (2013) proposes that universities work to overcome employers' beliefs in a hierarchy of institutions and challenge the use of poorly understood educational credentials as a proxy for graduates' ability (e.g., see Fincher & Finlay, 2016). Our findings suggest a more inclusive approach to hiring for graduate roles may be too late for many in their transition to work—those who did not recognise the benefits of a work placement or manage to secure one are likely to find the graduate employment market more difficult to negotiate. Rather, universities should work with employers to provide good quality, inclusive, paid placements.

Work Placement, Graduate Jobs, and Salaries

H   Work placement was found to lead to both higher graduate salaries and a shorter time taken to find employment. However, there was considerable confusion in this study about the nature of work in terms of whether the participants deemed their job to be graduate-level or not. Many with professional job titles reported not being in graduate-level employment. In terms of salary alone, Wilton also found "notably higher earnings for work placement graduates" (2012, p.616), although he reported variation according to course studied. As Tomlinson (2017) observes, universities are not in a position to change "economic realities" (p.348). However, universities do have emancipatory potential through developing key skills in students, facilitating the recognition and articulation of those skills, and in providing opportunities to practice their skills. They have an important role to play in increasing awareness of work placements as a route towards graduate employment. Furthermore, universities have an important part to play in informing government policy and working with employers and employer bodies to create work placement opportunities for students. This study has provided evidence to inform universities in their approaches to work placements. In particular, by presenting evidence of the benefits of work placements in securing well paid graduate jobs, swiftly.

Work Placement as a Site of Challenge

I   As discussed in the literature review, work placement has been approached as a site of challenge as well as opportunity, with concerns around issues such as a lack of genuine learning opportunities on placement and the potential for placement students to be exploited (Chillas, Marks, & Galloway, 2015, p.13). Competition for placements is thought to present a barrier particularly to students with low self-efficacy facing complex application processes requiring time and effort. Perhaps most **fundamentally**, the role of placement as a mechanism for overcoming social and economic disparities is challenged by data suggesting that further employment disadvantages persist for those from lower socioeconomic backgrounds who have completed placement (Moores, Birdi, and Higson, 2017). In this study, some challenges are apparent around pre-access to placement, principally lack of knowledge and awareness of placement, however, the numbers reporting this are small. Perhaps more significant is the apparent positive relationship between parental experience of higher education and the likelihood of taking a placement, which could be potentially understood as a barrier for those whose parents have no higher education experience. More **reassuringly**, the study does not provide any further evidence for problematic experiences of students while actually on placement. However, the problem of unequal access to placement is perennial and enduring, and issues around inclusivity in placement practice (and in wider forms of work-integrated learning) and enablers of inclusive approaches (e.g., Mackaway, Winchester-Seeto, & Carter, 2014; Mackaway, Carter, Winchester-Seeto, & Whiteford, 2017) merit further examination by academics and placement professionals, as well as by policymakers.

Conclusion

J   This study investigated graduates' perspectives on placements: the role of placement in finding work, and, with the benefit of reflection, the impact of placement on their early careers. The study found that a work placement enhanced access to graduate roles and a link was found between work placement and graduate salary: overall, graduates who had completed a student work placement were in work more quickly and earned more. So, the benefits are clear; how all students realise these benefits is less clear. Explaining the value of the placement opportunity is something universities can work on. Universities and employers also need to work together to help students who are **dissuaded** from taking up placements by financial challenges, such as needing to prioritise part-time jobs. The challenge for universities is to consider how resources can best be directed to promote inclusivity in their approaches to work placement, especially with respect to their relationships with employer. Greater awareness of how students approach opportunities for work experience should feed into the design of meaningful placement preparation and post-placement reflection. Targeting resources, such as placement tutors and the development of new curricula, in order to increase access to work placements is a worthwhile activity for universities—as long as equality of opportunity is addressed. Government policies leading to initiatives to widen

access to university and increase work experience must encompass influence beyond university entrance, through universities and on to employers.

Source: Smith, S., Taylor-Smith, E., Smith, C. F, and Webster, G. (2018). The impact of work placement on graduate employment in computing: Outcomes from a UK-based study. *International Journal of Work-Integrated Learning, 19*(4), 359-369.

Part 1: Comprehension questions   [20 marks]

1. According to paragraph B, what research gap necessitated this study?   (2)

2. On what is this study contextualised (paragraph B)?   (1)

3. Using information in paragraph A, explain the contribution of this study.   (2)

4. Connect each source(s) to their findings. Write down the Roman number of the finding and the letter of the corresponding source(s). One of the study options is a distractor. (2)

The findings		The studies (sources)	
i)	In the UK, 10.3% of CS graduates are unemployed 6 months after graduation, compared to the overall average of 6.1%	a)	(Business, Innovation and Skills Research, 2016, p.62).
		b)	Marks and Baldry (2009, p.60)
ii)	Software work "offers open-access socio-economic mobility to those with the necessary talents without the significant value baggage which might be associated with the traditional professions".	c)	(Higher Education Statistics Agency, 2016)

5. According to the article, how are placements perceived by: (4)
   a) Students
   b) Employers

6. Despite its accrued benefits, work placement has its downside. State it.   (1)

7. State any two roles of universities in the work placement (paragraph H).   (2)

8. Find a word that is closest in meaning to each of the following descriptions in each of the given paragraphs. (3)

   a) A solution or remedy (Par. B)

   b) To find a way (Par. D)

   c) Accumulating or benefiting (Par. D)

9. To what do the following pronouns refer as used in the text? (2)

   a) We (Par A)

   b) Those (Par B)

10. The researcher recommends universities-employers collaboration in paragraph J. For what? (1)

Part 2: Language usage [10 marks]

1. Identify the word formation process that was used to form the following words. (2)

   a) Long-term (Par. A)

   b) CV (Par. F)

2. Identify any two cohesive devices used in paragraph F. (2)

3. State the functions of the cohesive devices mentioned in **Q2**. (2)

4. State whether the following words are derivational or inflectional morphemes. (2)

   a) Mobility (Par. C)

   b) Dissuaded (Par. J)

5. Show the morpheme structure of the following words used in the text: (2)

   a) Reassuringly (Par. I)

   b) Fundamentally (Par. I)

Part 3: Research analysis questions [10 marks]

1. Differentiate the 'population' and 'sample' of the study. (2)

2. Comment on the participants of this study. (2)

3. State the data collection tools used in the study. (2)

4. Explain how the researcher ensured that research ethics were adhered to. (2)

5. How were the interview data processed? (2)

SECTION B: ACADEMIC WRITING [60]

Part 1: Report writing questions [15 marks]

Read the newspaper article below.

Escalating pupil drop-out figures at SA schools remains greatest concern for authorities

Learner drop-out, although a global phenomenon, has tremendous effects on the communities of developing countries, including South Africa. According to the UNICEF about 250 000 school-going children drop out of school every year. Research shows alarming rates of pupil drop-out in South African schools, that is presumably escalating.

Pupils' failure to understand teachers in class is one of the many causes of them dropping out. The school drop-out rate is of particular concern because pupils who drop out of school prematurely will experience a lack of access to higher education, fewer job opportunities and lower wages than their peers who finished their schooling. The 2022 matric cohort faced insurmountable odds to get to their last grade. Many of these pupils had to skip some days of school attendance to comply with Covid-19 regulations.

The Grade 10 curriculum for the 2022 matric cohort was not completed in 2020, and this gap may have in some way led to some pupils dropping out. Black communities are already disadvantaged in terms of infrastructure, resources (material, human and financial), overcrowding, socio-economic dispensation, and a whole number of factors. All this contributes to the high dropout rate. Females, have to stop attending school due to family commitments (13.4%), while close to 5% of males stopped attending school because they had no interest in education.

Among the other factors linked to school drop-out rates is teenage pregnancy, which contributes to high girl-child absences from school. Motherhood responsibilities coupled with home chores and schoolwork weigh heavily on girl.

Report writing instructions

The Director of Education, Khomas region, is concerned about the rising cases of secondary school students who drop out of school. On 30 April 2024, The Director instructed you as Education officer to investigate the situation and avail your findings on or before 30 May 2024.

Write your **Report title** and the **Report introductory paragraph only**. Pay attention to format, paragraph structure, and the content required in the introduction section of a report, about 100 words in length.

Part 2: Academic writing   [20 marks]

1. Which part of the writing process is illustrated by each of the following activities? Write the letters a-e and the answer next to each letter.   (5)

(a) Creation of each paragraph, even if messy, to ensure that the structure and plan are working well.	(b) The analysis of the assignment questions or topic to fully understand what is required of you.	(c) Writing down all the information that comes to mind when you think about the topic in no specific order.	(d) Making any changes to work you have already done, at any point in the writing process, rewriting a paragraph, etc.	(e) Organising ideas into paragraphs to know exactly what you are going to say where.

2. Observe the following paragraph. Identify the academic writing conventions adhered or not adhered in the paragraph. Write the sentence number and the convention's name, e.g. 1-clarity.   (8)

[1] Several interviewees may have purposively used work experience narratives in job interviews, to create a picture of both technical competence and having a good attitude to work. [2]Clark, Zukas, and Lent (2011) similarly found the placement to be a rich context within which to acquire an understanding of workplace culture. [3] However, recognising the breadth of the IT profession, my study unearthed widely varying work cultures. [4] Overall, participants felt that work placements were considered by graduate employers to be an indicator of merit. [5] Most universities haven't policies designed to widen participation that take account of social context; the same is not true of most employers. [6] As a means of overcoming prejudices amongst recruiters, Cai (2013) proposes that universities work to overcome employers' beliefs in a hierarchy of institutions and challenge the use of poorly understood educational credentials as a proxy for graduates' ability (e.g., see Fincher & Finlay, 2016).

3. The sentences below exemplify ways in which writers can incorporate other scholars' ideas in their writing. Read the sentences and in each case identify the method used to incorporate other scholars' ideas.   (3)

(a) Marks and Baldry (2009, p.60) suggest that software work "offers open-access socio-economic mobility to those with the necessary talents without the significant value baggage which might be associated with the traditional professions".

(b) Merit, as recognised by recruiters, is commonly based on the determination to find work, graduating from an elite university and having relevant work experience (Brown, Hesketh, & Williams, 2004; Marginson, 2016b; Morley, 2007; Smith et al., 2015).

(c) Clark, Zukas, and Lent (2011) similarly found the placement to be a rich context within which to acquire an understanding of workplace culture.

4. Some of the common errors in students' assignments include subject-verb disagreements, comma splices, pronoun referent disagreements, run-on sentences, and sentence fragments. Which of these errors is exemplified in the sentences below?   (4)

(a) ..... were considered by graduate employers to be an indicator of merit.

(b) Graduates were invited to complete an online questionnaire and be entered into a prize draw this study concerns the 99 valid responses received from Computing graduates only.

(c) This article describes a study exploring the experiences of recent computing graduates across Scotland, UK, the study investigated graduates' historical experiences of non-compulsory placement while they were at university and the impact of student work placement beyond graduation.

(d) Rather, universities should work with employers to provides good quality, inclusive, paid placements.

Part 3: Text structure   **[10 marks]**

Read the following two paragraphs and answer the questions that follow:

A. Why was the Great Chicago Fire so disastrous? After all, Chicago had fire departments and fire alarms. One reason for the terrible fire is that the alarm malfunctioned. The local fire company noticed the fire by accident as it was returning from another fire. As another problem, a watchman who saw the flames directed other fire companies to a location that was nearly a mile away from the fire. Because of these two problems, a fire that could have been controlled rapidly spread across the city.

B. Freezer burn may have wasted more ice cream than sidewalks. If you don't know, freezer burn is when ice crystals form on the surface of ice cream. These ice crystals can ruin the texture and flavour of the ice cream. But you can prevent freezer burn. Since freezer burn is caused when melted ice cream is refrozen, rather than eating your ice cream from the container as it melts, scoop your ice cream into a bowl and put the container back in the fridge immediately. Doing this ought to help you solve your issues with freezer burn.

1. Identify the text structure used in each of the two paragraphs (4)
2. Write down two words from each paragraph that give you a clue about the type of text structure you identified above. (4)
3. Mention the type of model used in each of the two paragraphs. (2)

Part 4: Citation and reference (APA 7TH edition)   [15 marks]

Read the following sentences on communicable diseases and using the reference list below, answer questions 4.1 and 4.2. In each case select one answer from the options provided to complete the sentence. Write only the question number and the letter of the correct answer (e.g. 4.1. X).

References
[1] Wang P, Li Z, Jones A, Bodner ME, Dean E. Discordance between lifestyle-related health behaviours and beliefs of urban mainland Chinese: A questionnaire study with implications for targeting health education. AIMS Public Health. 2019;6(1):49-66.
[2] Phillips JA. Chlamydia Infections. Workplace Health Safety. 2019 Jul;67(7):375-376.
[3] Whitty CJM, Ansah E. Malaria control stalls in high incidence areas. BMJ. 2019 May 21;365: l2216.

4.1 Communicable diseases are illnesses caused by viruses or bacteria that people spread to one another through contact with contaminated surfaces, bodily fluids, blood products, insect bites, or through the air _____ [source 1].   (2)

a) Wang P, Li Z, Jones A, Bodner ME, Dean E, 2019
b) Wang, Li, Jones, Bodner, Dean (2019)
c) (Wang et al., 2019)
d) Wang, et al. (2019)

4.2 There has undoubtedly been a global decline in the number of infected children. However, the incidence among adults has increased due to the larger population of an adult who lacks antibodies that are protective against HAV _____ [source 2 and source 3].   (2)

a) Phillips JA (2019) and Whitty CJM, Ansah E (2019)

b) Phillips J.A., 2019 & Whitty C.M.J. and Ansah E., 2019

c) (Phillips, 2019 & Whitty and Ansah, 2019)

d) (Phillips, 2019; Whitty & Ansah, 2019)

4.3 Complete the sentence below. (1)

An integral/author prominent citation is integrated into the sentence and always has a reporting verb; however, if a quotation is longer than three lines, it must be _____ and quotation marks left out.

The following questions are based on the reference list above. Study the reference list and answer the following questions. For multiple-choice questions, write only the question number and the letter of the correct answer (e.g. 4.1. X).

4.4 What type of academic sources are presented by source 1 and source 2? (2)

a) printed books

b) online books

c) printed journal articles

d) online journal articles

4.5. Sources in the reference list are not aligned to the APA referencing style. Which of the

following versions of source 1 is aligned with the APA style of referencing? (2)

a) Wang P, Li Z, Jones A, Bodner M.E, Dean E. 2019. Discordance between lifestyle-related health behaviours and beliefs of urban mainland Chinese: A questionnaire study with implications for targeting health education. AIMS Public Health. 6(1): 49-66.

b) Wang, P., Li, Z., Jones, A., Bodner, M. E., Dean, E. 2019. Discordance between lifestyle-Related health behaviours and beliefs of urban mainland Chinese: A questionnaire Study with implications for targeting health education. AIMS Public Health. 6(1): 49-66.

c) Wang, P., Li, Z., Jones, A., Bodner, M. E., and Dean, E. (2019). *Discordance between lifestyle-related health behaviours and beliefs of urban mainland Chinese:*

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A questionnaire study with implications for targeting health education. AIMS Public Health. 6(1): 49-66.

d) Wang, P., Li, Z., Jones, A., Bodner, M. E., & Dean, E. (2019). Discordance between lifestyle-related health behaviours and beliefs of urban mainland Chinese: A questionnaire study with implications for targeting health education. *AIMS Public Health*, *6*(1), 49-66.

4.6 What is indicated by each of the following information in source 1 of the reference list?

(6)

a) 6

b) 2019

c) AIMS Public Health

-END OF THE EXAM-