



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

COURSE CODE: EAP511S	COURSE NAME: ENGLISH FOR ACADEMIC PURPOSES
DATE: JULY 2025	MODE: FM, PM, DI
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER

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INSTRUCTIONS

1. Answer all questions.
2. Write clearly and neatly.
3. Number the answers clearly.
4. Follow instructions for each question carefully.

THIS EXAMINATION QUESTION PAPER CONSISTS OF 10 PAGES (including this front page).

QUESTION 1: READING COMPREHENSION

[20 marks]

Bullying at school and mental health problems among adolescents: A repeated cross-sectional study

By Hakan Källmén and Mat Hallgren

Journal of Child and Adolescent Psychiatry and Mental Health (2021)

Introduction

A. Bullying involves repeated hurtful actions between peers where an imbalance of power exists (Oluwesu, 2013). Arseneault et al. (2010) conducted a review of the mental health consequences of bullying for children and adolescents and found that bullying is associated with severe symptoms of mental health problems, including self-harm and **suicidality**. Bullying was shown to have detrimental effects that persist into late adolescence and contribute independently to mental health problems. Updated reviews have presented evidence indicating that bullying is causative of mental illness in many adolescents.

B. There are indications that mental health problems are increasing among adolescents in some Nordic countries. Hagquist et al. (2019) examined trends in mental health among Scandinavian adolescents aged 11–15 years between 1993 and 2014. Mental health problems were operationalised as difficulty concentrating, sleep **disorders**, headache, stomach pain, feeling tense, sad or dizzy. The study revealed increasing rates of adolescent mental health problems in Finland and Sweden, with Sweden experiencing a sharp increase among older adolescents, particularly girls. Worsening adolescent mental health has also been reported in England. A study of 28,100 school-aged adolescents in England found that two out of five young people scored above thresholds for emotional problems, conduct problems or hyperactivity (Deighton & Casey, 2019). Female gender, deprivation, high needs status, ethnic background, and older age were all associated with higher odds of experiencing mental health difficulties.

C. Bullying is shown to increase the risk of poor mental health and may partly explain these detrimental changes. Children with more friends experienced fewer mental health problems. Hysing et al. (2019) investigated the association between experiences of bullying (as a victim or perpetrator) and mental health, sleep disorders, and school performance among 16–19 year olds from Norway. Participants were categorised as victims, bullies, or bully-victims - that is, victims who also bullied others. All three categories were associated with worse mental health, school **performance**, and sleeping difficulties. Those who had been bullied also reported more emotional problems, while those who bullied others reported more conduct disorders.

D. As most adolescents spend a considerable amount of time at school, the school environment has been a major focus of mental health research. In a recent review, Saminathen et al. (2020) concluded that school is a potential protective factor against mental health problems, as it provides a socially supportive context and prepares students for higher education and employment. However, **it** may also be the primary setting for protracted bullying and stress. Another factor associated with adolescent mental health is parental socio-economic status. A systematic review indicated that lower parental socio-economic status is associated with poorer adolescent mental health. It remains **unclear** whether school related factors, such as school grades and the school environment, influence the relationship between bullying and mental health. This information could help to identify those adolescents most at risk of harm from bullying.

Method

Participants

E. The Stockholm school survey in Sweden is completed every other year by students in lower secondary school and upper secondary school. The survey is **mandatory** for public schools, but voluntary for private schools. The purpose of the survey is to help inform decision making by local authorities that will ultimately improve **students'** wellbeing. The questions relate to life circumstances, including schoolwork, bullying, drug use, health, and crime. As the data are completely anonymous, the study was exempt from **ethical approval** according to an earlier decision from the Ethical Review Board in Stockholm. Details of the survey are available via a website.

Procedure

F. Students completed the questionnaire during a school lesson, placed it in a sealed envelope and handed it to their teacher. Students were permitted the entire lesson to complete the questionnaire and were informed that participation was voluntary and that they were free to cancel their participation at any time without consequences.

Primary exposure

G. Experiences of bullying were measured by the following two questions: *Have you felt bullied or harassed during the past school year? Have you been involved in bullying or harassing other students during this school year?* Alternatives for the first question were: yes or no. Alternatives indicating emotional bullying were feelings of being mocked, ridiculed, socially excluded, or teased. Alternatives indicating physical bullying were being beaten, kicked, forced to do something against their will, robbed, or locked away somewhere. The response alternatives for the second question gave an estimation of how often the respondent had participated in bullying others. Combining the answers to these two

questions, five different categories of bullying were identified: never been bullied **and** never bully others; victims of emotional bullying who have never bullied others; victims of **physical** bullying who have never bullied others; victims of bullying who have also bullied others; and perpetrators of bullying, but not victims. As **the** number of positive cases in the last three categories was low bully categories were combined into one primary exposure variable: bullied at school.

Results

Prevalence of bullying at school and mental health problems

H. Our findings indicate that mental health problems increased among Swedish adolescents between 2014 and 2020, while the prevalence of bullying at school remained stable, except among girls, where the prevalence increased by 2.5%. As previously **reported**, mental health problems were more common among girls and older adolescents. These findings align with previous studies showing that adolescents who are bullied at school are more likely to experience mental health problems compared to those who are not bullied. This detrimental relationship was observed after **adjustment** for school-related factors shown to be associated with adolescent mental health.

I. One novel finding was that boys who had been bullied at school reported a four-times higher prevalence of mental health problems compared to non-bullied boys. The corresponding figure for girls was 2.5 times higher for those who were bullied compared to non-bullied girls, which could indicate that boys are more vulnerable to the deleterious effects of bullying than girls. Alternatively, it may indicate that boys are on average bullied more frequently or more intensely than girls, leading to worse mental health. Social support could also play a role; adolescent girls often have stronger social networks than boys and could be more inclined to voice concerns about bullying to significant others, who in turn may offer supports which are protective. Related studies partly confirm this speculative explanation.

J. Other studies suggest that heritable traits, such as the tendency to internalize problems and having low self-esteem are associated with being a bully-victim (Tsous, 2016). Genetics are understood to explain a large proportion of bullying-related behaviors among adolescents. A study from the Netherlands involving 8215 primary school children found that genetics explained approximately 65% of the risk of being a bully-victim. This proportion was similar for boys and girls.

K. The relative stability of bullying at school between 2014 and 2020 suggests that other factors may better explain the increase in mental health problems seen here. Many factors could be contributing to these changes, including the increasingly competitive labour

market, higher demands for education, and the rapid expansion of social media (Janssen, 2004). Research is needed in examining possible gender differences in perceived school stress and how these differences moderate associations between bullying and mental health.

Strengths and limitations

L. Strengths of the current study include the large participant sample from diverse schools; public and private, theoretical and practical orientations. The survey included items measuring diverse aspects of the school environment; factors previously linked to adolescent mental health but rarely included as covariates in studies of bullying and mental health. Some limitations are also acknowledged. Previous studies indicate that students tend to under-report bullying and mental health problems; **thus**, our results may underestimate the prevalence of these behaviors.

M. In conclusion, consistent with our stated hypotheses, **we** observed an increase in self-reported mental health problems among Swedish adolescents, and a detrimental association between bullying at school and mental health problems. Bullying at school does not appear to be the primary explanation for these changes, bullying was detrimentally associated with mental health after adjustment for relevant demographic, socio-economic, and school-related factors, confirming our third hypothesis. The finding that boys are potentially more vulnerable than girls to the deleterious effects of bullying should be replicated in future studies. Future studies should examine the association between bullying and mental health, including which factors moderate this relationship.

READING
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END Source >

COMPREHENSION QUESTIONS

1. Identify the researchers who carried out this research study. (2)
2. From which source was this article taken? (2)
3. Define 'bullying' as presented in the passage. (2)
4. Give any two characteristics associated with a person who is experiencing mental health challenges. (2)
5. Vocabulary: Provide the meanings of the following words as used in the text.
 - 8.1 'suicidality' (paragraph A)
 - 8.2 'mandatory' (paragraph E) (4)
6. Pronoun reference: What do the following pronouns refer to as presented in the text?
 - 9.1 'it' (paragraph D)

- 9.2 'we' (paragraph M) (2)
7. Cohesive devices: Identify one cohesive device in
- 7.1 paragraph D
- 7.2 paragraph M (2)
8. State two important findings that were proven through this research study. (4)

QUESTION 2: LANGUAGE USAGE

[15 marks]

1. What is the meaning of the underlined morphemes in the following words as used in the passage?
- 1.1 unclear (paragraph D) (2)
- 1.2 students' (paragraph E) (2)
2. Analyse (break down) the following words according to their morpheme structure
- 2.1 disorders (paragraph B) (2)
- 2.2 performance (paragraph C) (2)
3. What part of speech are the words below as used in paragraph G?
- 3.1 'and' (1)
- 3.2 'physical' (1)
- 3.3 'the' (1)
4. State whether the following words are derivational or inflectional
- 4.1 'reported' (2)
- 4.2 'adjustment' (2)

QUESTION 3: RESEARCH ANALYSIS

[15 marks]

1. Identify one method of data collection used in this research study. (2)
2. State one main advantage of using the method you identified in question 1. (2)
3. Observe the two questions in italics in paragraph G. Are these two questions A. Close ended questions or B. Open ended questions? Choose one answer. (2)
4. True or False:
- 4.1 A study of this nature had never been done before. This was the first time it was done. (2)
- 4.2 Support your answer to 4.1 (2)
5. Explain the meaning of 'ethical approval' as stated in paragraph E. (2)
6. In paragraph H, the researchers identify a 'gap' in their research; that is, a specific area that remains uncovered by previous studies. Explain what the gap they have identified is. (3)

QUESTION 4: ACADEMIC WRITING

[20 marks]

1. When editing for correctness in academic writing, the writer focuses on grammar correctness, subject verb agreement, spelling, punctuation and word omissions. Read the article below and edit it for correctness. The article has ten errors. Copy the error and write its correct form. Do not rewrite the whole text. (10)

Climate change

Climate change is a mayor global challenge today. The world is becoming more vulnerable to this change. Climate change refer to the changes in earths climate condition. It describes the changes in the atmosphere which has taken place over a period ranging from decades to millions of years. A recent report from the united nations predicted that the average global temprature could increase significantly before the end of the century. Climate change have an adverse affect on the environment and ecosystem. With the help of this essay, students will get to know the causes of climate change and possible solutions. Also, they will be able to write essays on similar topics and can boost there writing skills

2. In academic writing, a writer incorporates information from other scholars through quoting, paraphrasing, summarizing and synthesising. Which of these methods is defined below? Write the number and the correct answer. Do not copy the definition.
 - 2.1 _____ using your own words to state the information that you read in a source while keeping the original meaning. (2)
 - 2.2 _____ shortening the original text, writing in your own words as well as presenting the main points only. (2)
 - 2.3 _____ getting information from more than one source and combining the ideas in your own work. (2)
3. Which of the following shows the correct stages of the writing process? (2)
 - 3.1 Preparation – Planning Drafting – Writing Revising – Editing – Proof reading
 - 3.2 Preparation – Planning Drafting – Editing - Writing Revising – Proof reading
 - 3.3 Preparation – Planning Drafting – Writing Revising – Proof reading – Editing
4. Indicate whether the following statement is True or False:
Objectivity refers to relying on the opinions of other writers and acknowledging them using standard conventions. (2)

QUESTION 5: TEXT STRUCTURE

[15 marks]

Choose one of the prompts below.

1. The positive influence of social media on the youth
2. The causes of student stress
3. How to overcome the high student drop-out rate at university
4. Successful entrepreneurship

Write one paragraph of about 100 words on the topic that you have chosen. (10)

Underline the topic sentence of the paragraph. (2)

Underline the concluding sentence of the paragraph. (1)

Underline any two cohesive devices or linking words that you have used in the paragraph. (2)

QUESTION 6: CITATION AND REFERENCING

[15 marks]

Some of the reference entries below are not aligned to the APA style of referencing. Select one option in each case that best represents the APA 7th edition style. Write the letter of the correct answer (a, b, c). Do not copy the whole entry.

1. Article from a journal (3)

- (a) Allport, G. W., & Cantrida H. (1934). Judging personality from voice. *Journal of Social Psychology*, 5, 37–55. <https://doi.org/10.1080/00224545.1934>
- (b) Allport, G. W., Cantrida H. Judging personality from voice. *Journal of Social Psychology*, 5, 37–55. <https://doi.org/10.1080/00224545.1934>
- (c) Allport, G. W., Cantrida H. (1934). Judging personality from voice. *Journal of Social Psychology*, 5. <https://doi.org/10.1080/00224545.1934>

2. Article from a journal (2)

- (a) Blair, I. V., Judd C. M., Sadler M. S., & Jenkins C. (2002). *The role of Afrocentric features in person perception: Judging by features and categories. Journal of Personality and Social Psychology*, 83(1), 5–25
- (b) Blair, I. V., Judd C. M., Sadler M. S., Jenkins C. (2002). The role of Afrocentric features in person perception: Judging by features and categories. *Journal of Personality and Social Psychology*, 5–25

- (c) Blair, I. V., Judd C. M., Sadler M. S., & Jenkins C. (2002). The role of Afrocentric features in person perception: Judging by features and categories. *Journal of Personality and Social Psychology*, 83(1), 5–25.
3. Article from a newspaper (2)
- (a) Davidson, J. (2018, January 9). Samsung vows to add artificial intelligence to everything it does. *The Windhoek Observer*, p. 13
- (b) Davidson, J. (2018). Samsung vows to add artificial intelligence to everything it does. *The Windhoek Observer*, p. 13
- (c) Davidson, Jack. (2018, January 9). Samsung vows to add artificial intelligence to everything it does. *The Windhoek Observer*, p. 13
4. Article from a newspaper (2)
- (a) Tillett A (2025, March 12). Rivers flow, vehicles swept away. *The Southern Times*, p. 5
- (b) Tillett, A. (2025, March 12). Rivers flow, vehicles swept away. *The Southern Times*, p. 5
- (c) Tillett, A. (March 12). Rivers flow, vehicles swept away. *The Southern Times*, p. 5
5. Printed book chapter (2)
- (a) martino, P. (2018). Inclusive practices. In A. Ashman (Ed.), *Education for inclusion and diversity* (6th ed., pp. 235-267). Pearson
- (b) Martino, P. (2018). Inclusive practices. In A. Ashman (Ed.), *Education for inclusion and diversity* (6th ed., pp. 235-267). Pearson
- (c) Martino, P. (2018). Inclusive practices. In A. Ashman (Ed.), *Education for inclusion and diversity* (6th ed., pp. 235-267). Pearson
6. Magazine article (2)
- (a) Schuman, M. (2011, October 3). Empowering youth through horticulture. *Farmers' Weekly*, 24-27
- (b) Schuman, M. (2011). Empowering youth through horticulture. *Farmers' Weekly*, 24-27
- (c) Schuman. (2011, October 3). Empowering youth through horticulture. *Farmers' Weekly*, 24-27

7. Electronic downloadable reference

(2)

(a) Maleh G *Analysis of global development* (2011). <http://www.nap.edu/>

(b) Maleh, G. (2011) *analysis of global development* <http://www.nap.edu/>

(c) Maleh, G. (2011) *Analysis of global development* <http://www.nap.edu/>

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