



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF COMMUNICATION AND LANGUAGES

COURSE CODE: EPR511S	COURSE NAME: ENGLISH IN PRACTICE
DATE: JUNE 2023	MODE: FM&PM
DURATION: 3 Hours	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers clearly.

PERMISSIBLE MATERIALS

1. Examination paper
2. Examination script

THIS QUESTION PAPER CONSISTS OF 11 PAGES (INCLUDING THIS FRONT PAGE)

Section A: Reading Comprehension

[25 marks]

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

The Generational Power Balance

Throughout history, the clash between the old and the young has been a defining feature of both reality and literature. Parents have power over their children... but as those juveniles approach adolescence, they begin to put pressure on their parents' power. They test the rules; they rebel; they create their own rules. The parents are puzzled, frustrated and resentful about the shift in the balance of power. They fight back; try to exert their leadership in an attempt to maintain their power. But as they grow towards old age, they are forced to relinquish it, while the world changes into a place they cease to recognize from their youth.

The friction between old and young is set to become a feature of the twenty first century, as we approach a period where the balance of power reaches **virgin territory**. This is not to say that relationships between the generations are expected to worsen; rather that the unprecedented demographic changes to come will have knock-on effects that we cannot yet imagine.

How can we be so sure that trials lie ahead? Demographic trends are incredibly easy to predict. Decades pass between the birth of children and their growth into adulthood, while rises in life expectancy due to affluence and better medical care are gradual. Consequently, it is possible to predict accurately what proportion of the population will be economically active, and what proportion will be dependant, for a considerable time in the future. Hence, we know that rising as people are living longer and having fewer children – and having them later in life - population structure will skew much more towards the aged.

Statistical prediction is one thing. Predicting the implications of such trends on society is another thing entirely. In the 1900s, demographers could – or at least should – have predicted that trend toward city-living as opposed to country-living was likely to continue, as indeed it did, becoming one of the most defining features of the twentieth century. The political, economic, social and environmental implications of this shift were much harder to predict, however.

Many economically developed countries already fear that by 2025, there will be too few young taxpayers in the working population to support those in old age. This is the generation that requires pensions, medical care, local services and other benefits. Governments are already putting in steps, such as compulsory work pensions and increases in the retirement age in an attempt to mitigate the problem. How effective these measures prove to be remains to be seen. Moreover, this isn't just a predicament for richer countries. All less economically developed countries outside the AIDS stricken regions of Sub-Saharan African are experiencing the same demographic trends, and, unless **their** economies develop extremely quickly, their populations will suffer much more.

Economically, therefore, adults will be at the mercy of the elderly. Governments will be obliged to put money and efforts into the provision for the elderly and working adults will have to forego their share. But perhaps such a conclusion is too glib. The scenario could pan out differently. After all, rising elderly populations also bring opportunities for the young, such as in employment in products and services geared towards the older generation. Moreover, the shift comes at a time when seniority is beginning to count for less in the workplace than in the past. Youthful traits, such as innovation, creativity and familiarity with new technology are being recognized more and more. Perhaps power will not shift towards the elderly as much as demographic data suggests.

Add another twist, and we realize that the older generation are not the old-fashioned bedridden fuddy-duddies that they perhaps were perceived to be in the past. The over-seventies look younger and are fitter than ever. Moreover, their tastes are less divergent from **those** of younger generations

than they used to be. They listen to rock music, study at university, embrace new hobbies, travel and socialize. The lines between youth and age, culturally at least, have blurred.

This may mean that a standard retirement age may become a thing of the past, as vigorous people in their seventies and eighties choose to carry on working. Such a trend would greatly ease the tax burden on the younger generations, as well as giving the older generation more choice. However, it comes as a two edged coin, as young, inexperienced workers would be forced to compete for jobs with the seasoned workers,; while those in employment may never get the promotion they desire if the old guy at the top refuses to quit.

Of course, the predictions envisaged in this scenario will only come to pass if the world develops in a relatively benign way. In the twentieth century population shifts were irrevocably altered by world war and economic depression, and similar events could afflict coming generations too. Until we know for sure, we can rest easy in the knowledge that **the problems which arise now are the problems of success** – problems that arise through economic growth, better medication, reduced inequality and by maintaining peace.

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1. According to the passage, how do teenagers challenge their parents' power? (3)
 2. Why are people growing older than in the past? (2)
 - 3 (i) According to predictions, which generation will make up the biggest percentage of the population in the future? (1)
(ii) Give two reasons for this prediction. (2)
 4. Which measurements are governments putting in place to curb the problems brought about by the changing demographic trends? (2)
 5. How could the youth benefit from the rising elderly population? (2)
 - 6 (i) Give two advantages of extending the retirement age. (2)
(ii) Give two disadvantages of a later retirement age. (2)
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7. Which events mainly caused population shifts in the past? (2)
 8. Explain the meaning of the following phrases from the passage in your own words:

(i) "virgin territory" (paragraph 2) (2)
(ii) "the problems which arise now are the problems of success" (paragraph 8) (2)
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9. Which of the following words is a suitable antonym for benign? (1)

A kind
B favourable
C unpleasant
D benevolent
 10. What do the following pronouns in bold in the passage refer to? (2)

(i) **their** (paragraph 5)

(ii) those (paragraph 7)

Section B: Grammar

[25 marks]

Read the passage below and then answer the grammar questions.

How are global demographics changing?

A generation ago, the *World Development Report 1984* (i) (to focus) on development challenges posed by demographic change, reflecting the world's concerns about run-away population growth. Global population growth rates (ii) (to peak) at more than two percent a year in the late 1960s and the incredibly high average fertility rates of that decade – almost six births per woman – provided the momentum to keep population growth rates elevated for several decades. Indeed, the population growth spawned works such as Ehrlich's 1968 book "Population Bomb," which painted apocalyptic images of a world struggling to sustain itself under the sheer weight of its people. The policy discussion of the WDR 1984 reflected these concerns, focusing on how to feed the growing populations in the poorest and highest fertility countries, while also presenting a case for policies that would reduce fertility.

Needless to say, the global population did not continue to grow at its breakneck pace and fertility rates ended up declining precipitously, due to a range of reasons, that includes but is not restricted to improvements in living standards, access to education and female empowerment. At the same time, some of the most populous countries (iii) (to grow) themselves out of poverty – as in the case of South Korea and China – while advances in biotechnology helped countries feed themselves, as in the case of India's Green Revolution. The population bomb does not seem to have detonated.

Now, more than 30 years later, demographic change is still one of the most pressing development issues of the day. Global demographic trends and patterns (iv) (to be) at a turning point, with the proportion of people aged between 15 and 64 – people most likely to be in the labour force – having reached a peak in 2012, at 65.8 percent. In coming decades, this share (v) (to decline), while the share of elderly – people aged 65 and up – will rise.

The GMR also shows that these global trends and patterns vary dramatically across countries and levels of development. Today 87 percent of the world's poor (vi) (to live) in countries that will still experience burgeoning working-age population shares, and are expected to have rapid population growth. If these countries are able to accelerate their job creation to keep pace with their growing working-age population they have the potential to boost their growth and poverty reduction in coming years. In contrast, a population decline is expected for many of the engines of global growth – the economies that account for three-fourths of recent global growth. These include almost all high-income countries and several upper-middle-income countries. The shares of people over 65 years (vii) (to rise) in these countries for some time in the future, but by making investments to boost productivity, extending the years of work, and adopting fiscally sustainable old-age support systems, they can maintain and continue to improve their incomes.

Currently, demographics (viii) (to change) both within the borders of countries and beyond. These changes present real opportunities to boost growth and poverty reduction. In particular, freer capital flows, migration and trade can help respond to growing demographic imbalances globally. With demography-informed policies, countries – old and young, developing and developed – have the chance to turn the past fears of the population bomb into development opportunities for the future.

1. Change each of the verbs numbered (i) to (viii) in the passage above into the correct verb tense. (8)

2. Identify whether the sentences below are in the active or passive voice. (2)

(i) Some countries have adopted a new approach to retirement policies.

(ii) Poor countries are expected to have rapid population growth.

3. Change the sentences in Question 2 above into the opposite voice. (2)

4. Write the following statement in reported speech:

Mr. Nekongo said: "I attended a conference two months ago where the implications of global aging were discussed at length." (4)

5. Read the paragraph below and then answer the question that follows.

Balancing demographic changes and social and development needs will be a global challenge. An increasing number of countries are undergoing and will continue to undergo a steady increase in the number of older persons, both in absolute terms and as a percentage of the total population. Those countries, which have technology and capital available, will not be those that have dynamic working populations. Public policies will have to be adopted to make up for the "missing" work force. The types of policy will depend on the degree and pace of aging as well as on their socially determined customs.

Write down one example of each of the following from the paragraph above. (4)

(i) Infinitive

(ii) Gerund

(iii) Present participle

(iv) Past participle

6 (i) Identify the type of conditional used in the sentence below. (1)

If these countries are able to accelerate their job creation to keep pace with their growing working-age population, they have the potential to boost their growth and poverty reduction.

(ii) Change the sentence above into a third conditional. (1)

(iii) Complete the following sentence with a suitable result clause: (1)

If older people retire later, ...

Section C: Critical Reading

[20 marks]

This passage is adapted from "Single-sex schools: Could they harm your child?" by Lise Eliot. The passage summarizes some research on the effects of separating students by sex or gender. Though sometimes used interchangeably, sex generally refers to an individual's anatomy, while gender generally refers to how an individual identifies themselves.

Single-sex schools

Parents who choose single-sex schools do so for many reasons, but a major one is the belief that boys and girls learn differently. Single-sex schools also claim to better tailor instruction to the gender of their students. However, brain and behavioural research does not support such beliefs. In-depth analysis of educational outcomes by Janet Hyde and colleagues at the University of Wisconsin has found **scant** evidence that single-sex schooling leads to better academic achievement. Research suggests that single-sex schooling may actually be harmful to children—by failing to prepare them for gender-integrated workplaces, shared leadership, and equal partnership in families.

Since the Supreme Court's 1954 ruling in *Brown v. The Board of Education*, the evidence has been clear that integration works for breaking down racial gaps in education. The Supreme Court asserted that "separate educational facilities are inherently unequal." The court's decision was based on social science evidence that found that separating and emphasizing differences between groups of people **breed** stereotyping and discrimination.

Research by Rebecca Bigler at the University of Texas and Lynn Liben at Penn State University has further corroborated this. Their work shows that children are especially susceptible to feelings of favouritism about members of their own group, and to prejudice against those in contrasting groups. Similarly, in classroom-based research, Valerie Lee at the University of Michigan found the greatest expression of sexism in all-boys' schools. She found such behaviour was not limited to males—all-girls' campuses could also foster stereotyping and a type of "pernicious sexism," or dumbing-down of challenging material.

Other researchers have found that gender segregation inhibits opportunities for girls and boys to learn from each other. For example, Carol Martin and her colleagues at Arizona State University (ASU) have found that boys and girls, who differ only modestly in infancy, grow further apart in their attitudes, abilities, and mutual understanding the more their environment distinguishes them from each other. They called this the "gender segregation cycle."

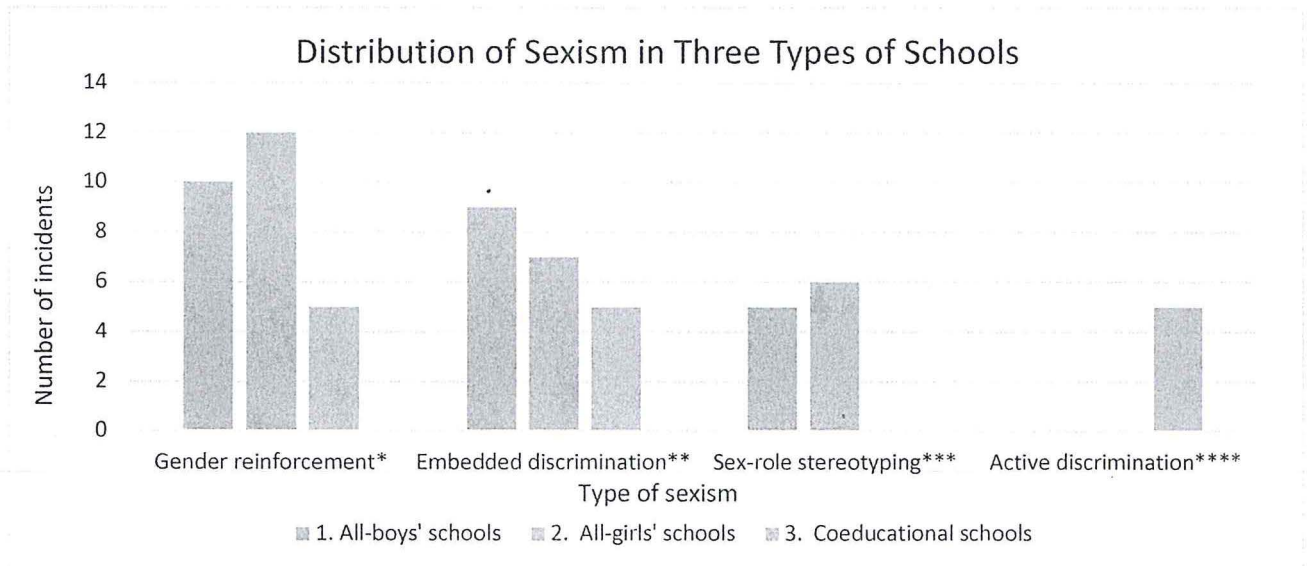
Girls who grow up with brothers tend to be more interested in playing sports and building toys than girls without brothers. It has been found that boys develop better verbal ability and relational skills, and achieve greater academic growth the more time and space they shared with girls. Single-sex education eliminates such co-learning opportunities and simultaneously increases discrimination and stereotyping. For example, the ASU research team found that among middle school students, the more single-sex academic classes they attended each day, the stronger was the belief of students that boys are better in math and girls are better in language arts.

In spite of such findings, single-sex schools are often promoted as effective at preparing girls for predominantly male STEM (science, technology, engineering, and mathematics) fields, such as computer science. But there is no evidence for this. In fact, research finds that women who attend single-sex colleges or enrol in all-female science classes are not more likely to pursue and persist in STEM careers.

That's because the problem is not girls' academic ability or even their confidence in STEM subjects. It's the culture of gender segregation: young women turn away from careers in engineering and computer science because they feel uncomfortable and unwelcome in overly male environments.

On the flip side, it is also cultural separation that inhibits many men from entering careers like nursing and teaching. In other words, gender segregation is the problem, not the solution, for getting more

women to advance in STEM fields and for more men to enter the HEAL professions—health, education, administration, and literacy.



* the perpetuation of conventional behaviours associated with males and females.

** sexism portrayed in forms such as literary texts and visual displays.

*** the projection of social roles in which women are disadvantaged.

**** the denial of opportunities to females that are available to males.

1. Over the course of the passage, the focus shifts from

- A research on single-sex schools to gender segregation in the work force.
- B the Board of Education’s legal cases in the 1950s to children’s relationships with each other.
- C research at the University of Wisconsin to studies of preschool classrooms.
- D sexism in single-sex classrooms to the academic abilities of girls.

2. According to the passage, which of the following best describes the relationship between segregation and stereotypes?

- A Stereotypes do not develop when people are aware that they are segregated.
- B Stereotypes are the only negative consequence of segregation.
- C Segregation is implemented primarily to instil stereotypes in children.
- D Stereotypes develop more frequently in segregated environments.

3. As used in paragraph 1, “scant” most nearly means

- A subtle.
- B stingy.
- C little.
- D impaired.

4. The author references the Supreme Court’s 1954 ruling in the Brown v. The Board of Education case (paragraph 2) primarily to

- A allude to the long history of evidence against segregation in education.

- B imply that the Supreme Court has a special interest in segregated schools.
C convey that segregation in educational institutions by race is worse than by gender.
D show that all stereotypes begin in early education classrooms.
5. As used in paragraph 2, “breed” most nearly means
- A select.
B instruct.
C multiply.
D cultivate.
6. According to the Arizona State University’s research
- A girls typically perform well in language arts and music despite their preference for math.
B boys only internalize stereotypes when those stereotypes are reinforced by their male teachers.
C children develop feelings of favouritism toward their own gender when separated.
D children separated by gender are likely to believe each gender has different intellectual abilities.
7. The author’s attitude toward gender segregation is best described as
- A optimistic.
B critical.
C curious.
D fearful.
8. Which choice provides the best evidence to the previous question?
- A Lines 1-2 (“Parents who...differently”)
B Lines 6-9 (“Research suggests ... families”)
C Lines 10-12 (“Since the ... education”)
D Lines 30-31 (“Girls who...brothers”)
9. Which concept is best supported by the passage and by the information in the graph?
- A Certain types of sexism have greater effects on students than others.
B The type of school a student attends determines the type of sexism they will exhibit.
C Sexism is more common in single-sex schools than in coeducational schools.
D Sexism is present in all types of schools because of its acceptance by teachers.
10. Data in the graph support which of the following statements about sexism in all-boys’ schools?
- A There are more sexist incidents in all-boys’ schools overall than in all-girls’ schools overall.

- B There are more incidents of sex-role stereotyping than of active discrimination in all-boys' schools.
- C There are fewer incidents of sex-role stereotyping in all-boys' schools than in coeducational schools.
- D There are fewer sexist incidents in all-boys' schools than incidents of gender reinforcement in all-girls' schools.

Section D: Creative writing

[30 marks]

Write an essay based on **ONE** of the following topics. You should write between **300 and 350** words (about one and a half pages). Indicate the number of words used.

1. Is it ethical to genetically modify children to protect them against diseases? Support your opinion with three reasons.
2. Discuss three reasons why so many people want to emigrate to another country.
3. An increasing number of young people suffer from anxiety and depression. In your opinion, what are the three main causes of these conditions?
4. Some people are addicted to cosmetic procedures. Discuss the advantages and disadvantages of cosmetic surgery.
5. Celebrities have no right to privacy. Write an essay to support and refute this statement.
6. Corruption will never be stamped out in Namibia. To what extent do you agree and disagree with this statement?