

HAROLD PUPKEWITZ GRADUATE SCHOOL OF BUSINESS

<b>QUALIFICATION: DIPLOMA IN BUSINESS PROCESS MANAGEMENT</b>	
<b>QUALIFICATION CODE:</b> 06DBPM	<b>LEVEL:</b> 6
<b>COURSE CODE:</b> PLU411C	<b>COURSE NAME:</b> PRINCIPLES OF ENGLISH LANGUAGE USE
<b>SESSION:</b> NOVEMBER 2023	<b>PAPER:</b> THEORY
<b>DURATION:</b> 3 HOURS	<b>MARKS:</b> 100

<b>SUPPLEMENTARY / SECOND OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER(S)</b>	Ms A. Smith
<b>MODERATOR:</b>	Ms C Botes
<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"><li>1. Answer ALL the questions.</li><li>2. Write clearly and neatly.</li><li>3. Number the answers clearly.</li></ol>	

**THIS QUESTION PAPER CONSISTS OF 11 PAGES** (Including this front page)

- 1 A lot has changed over the past year, including our brains! Or, rather, *re-shaped*, since the brain is changing all the time (this is called neuroplasticity). With our mind, we experience the events and circumstances of life and build these into our brain as actual physical structures made up of proteins. Understanding this mind-brain-body connection (otherwise known as psychoneurobiology) is the key to both recognising the effects the pandemic has had on our brain and biology *and* empowering ourselves to manage these changes.
- 2 The mind, or consciousness, is separate, yet inseparable, from the brain. The mind uses the brain, and the brain responds to the mind. The mind changes the brain. Indeed, there would be no conscious experience without the brain, but our experience cannot be reduced to the brain's actions. The mind is energy.
- 3 When we generate mind energy through thinking, feeling, and choosing, we build thoughts, **which** are physical structures in our brain. This is called neuroplasticity. The energy in the brain changes as the person thinks, and this stimulates neuroplasticity. The brain responds to the person experiencing "something" with their mind (and in this discussion, the something would be the pandemic).
- 4 We need to understand that the brain is an extremely complex neuroplastic responder. Each time it is stimulated by your mind, it responds in many ways, which include neurochemical, genetic, and electromagnetic changes. This, in turn, grows and changes structures in the brain, building or wiring in new physical thoughts. The brain is never the same because it changes with every experience we have. every moment of every day.

challenges. The data show that anxiety levels have dramatically increased over the pandemic, which has impacted how our brains function on a day-to-day level, especially if left unmanaged over long periods of time. In addition, the negative impact on our brains and bodies from social isolation (which is often, paradoxically, at odds with our deep need as human beings for meaningful connection), the uncertainty surrounding COVID-19, the physical symptoms associated with contracting COVID, financial loss, and grief are incredibly adverse circumstances, and anxiety and depression are normal responses to these kinds of situations, not brain malfunctions. In fact, our brains *should* change in response to adversity.

- 8 All our experiences are wired into our brains as habits by our mind, and this takes place in cycles of around 63 days. These habits then become behaviour changes. If the habits and behaviour are negative, then our mind, brain and body generate emotional and physical signals to warn us that we need to pay attention to what is happening and process what is going on, or things may get worse.
- 9 Over the past year, we all have had many “toxic” pandemic experiences. This means we have had plenty of opportunity to wire negative experiences into the brain - experiences that can impact both our mental and physical health. Not only has the virus created physical changes in the brains of those who contracted it, but the toxic pandemic situations we have all experienced and our reactions to these experiences have also changed the brain and body, right down to the level of our chromosomes.

processed, they can damage the brain and body, affecting the brainwaves and the oxygen and blood flow to the different parts of our brain. This, in turn, can manifest as impulsive thinking, inflexible cognition, reduced creativity, feelings of depression and anxiety, a nagging sense of dread, and so on.

**13** The key to managing these effects is to embrace and rewire the negative thought, not suppress them or ignore them. We need to transform our fears by embracing, processing and reconceptualising them. Otherwise, we will transmit them, and they can potentially take over our thinking and life.

**14** I cannot overemphasize the importance of regulating our thoughts. To help people learn how to do this, I have developed a 5-step system called the Neurocycle. Using the Neurocycle, you can process trauma and reconceptualise it so that you can cope, begin healing and move forward. As you do these five steps over cycles of 63 days, you can rewire the toxic patterns you may have developed during the pandemic into healthy patterns in your brain. In fact, as you progress sequentially through the 5 steps, you are essentially driving healing energy through the brain, increasing coherence between the two sides of the brain and increasing blood flow to the front of the brain.

**15** As you go through the Neurocycle process, remember that you won't solve everything in one cycle. You will need to do this over at least 63 days, processing a little each day, to see any kind of sustainable change in your life. I also recommend going through this process with a

Retrieved and adapted from <https://drleaf.com/blogs/news/how-the-covid-pandemic-changed-our-brains-how-to-mentally-prepare-for-a-re-opened-society-going-back-to-normal>

1. What does our comprehension of the mind-brain-body connection (psycho neurobiology) equip people to do? (4)
2. Why does the author believe that social isolation has a negative effect on our brains and bodies? (2)
3. According to the passage, what does a thought consist of? (2)
4. Explain how the brain may be damaged if negative thoughts about the pandemic are not managed or dealt with. (4)
5. Mention *two* “healthy patterns” that can be rewired into your brain as you do the five Neurocycle steps over cycles of 63 days. (4)
6. Give the reason why the author recommends going through the Neurocycle process with a therapist, counselor, or trusted confidant. (2)
7. How could both age groups move forward and find healing after the pandemic? (2)
8. State whether the following statements are **TRUE** or **FALSE**:
  - 8.1. The mind changes or reshapes the brain. [Paragraph 2] (2)
  - 8.2. Brain malfunction is indicated when adverse circumstances cause anxiety and depression. [Paragraph 7] (2)
9. What does the pronoun *which* in paragraph 3 in the passage refer to? (2)

SECTION B: GRAMMAR

[20 marks]

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

**The Swakop River floods, reaches the ocean for the first time since 2011**

Posted by Chloe Cowley on 16 February 2022

- 1 The ephemeral Swakop River is in flood again for the first time since 2011 and is draining into the Atlantic Ocean <sup>a</sup>·(wear/where) many spectators <sup>b</sup>·(has/have) gathered along the coast to take in this rare <sup>c</sup>·(sight/site).
- 2 The Namib Desert, which is a combination of sand dunes and <sup>d</sup>·(bare/bear) rocks, <sup>e</sup>·(stretch/stretch) along the west coast of southern Africa. Impermanent rivers <sup>f</sup>·(flow/flowing) towards the coast in this arid environment but very rarely <sup>g</sup>·(reach/rich) the ocean.
- 3 The Swakop River is one of <sup>h</sup>·(these/this) and it <sup>i</sup>·(drain/drains) into the Atlantic Ocean a little south of the town of Swakopmund. On average, it only ever floods every five years which makes <sup>j</sup>·(these/this) a remarkable occasion that is attracting a lot of attention.
- 4 <sup>a</sup>·The flooding Swakop River <sup>b</sup>·has turned the <sup>c</sup>·blue seawater of the <sup>d</sup>·Atlantic around Swakopmund <sup>e</sup>·into a brown sediment-rich colour. Interestingly, the Khoekhoe name for the river is 'Tsoaxaub' which takes its meaning from the words 'tsaa' meaning 'excrement

the passage:

**The Khoekhoe name for the river takes its meaning from the words 'tsoa' and 'xaub'.**

- 3.1. Identify the tense in which the sentence is written. (1)
- 3.2. Rewrite the sentence in the following tenses:
  - 3.2.1. The Past Simple Tense (1)
  - 3.2.2 The Present Perfect Tense (1)
- 3.3. Rewrite the sentence in the negative form. (1)
- 3.4. Rewrite the sentence as a question. (1)

## **SECTION C: ESSAY AND PARAGRAPH ANALYSIS**

**[30]**

### **Online Education**

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

a class can save time and money by doing online classes. For example, a child of a farmer can help the family out with the farming chores in the morning. And then go to an online class later. In addition, children in the movie industry may also take online courses to keep up with their studies while on the road filming movies. For example, Hillary Duff takes online courses while she films. Also, online courses provide a cheaper alternative for schools that have a problem with their budget and actual classroom space. No physical space is essential as discussion on issues is done in chat rooms and forums where everybody writes their views on the issue. There are many classes offered online which are equal to or even better than face to face classes.

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

5. A Online education could be the tool of the future to provide the young and the old with schooling and instruction; it provides a cheaper and conducive way of learning, and it provides better

- B moving from general to specific
- C using statistics
- D none of the strategies above. (1)

3. List two main ideas presented in the body paragraphs of the essay above. (2)  
Do not copy full sentences; use meaningful key words only.

4. Identify and write down the fragment sentence in paragraph 2 of the essay above. (2)

4.1 Correct the fragment sentence identified in paragraph 2 to form a meaningful sentence. (2)

5. Identify two transitional words or phrases that are used to link ideas between paragraphs. (2)

6. Identify two transitional words that are used to connect ideas within Paragraph 4. (2)

7. Choose the most appropriate answer from the choices given below.

7.1 The first sentence that is underlined in Paragraph 3 is

- A a topic sentence.
- B the first supporting sentence.
- C development of the first supporting sentence.
- D the second supporting sentence. (1)

7.2 The second sentence that is underlined in Paragraph 3 is

- A a topic sentence.
- B the first supporting sentence.
- D the second supporting sentence.

it will either make them or break them in the future depending on the careers they choose ”

is a comma splice. (1)

9.2 Paragraph 5 does not have a concluding sentence. (1)

10. Decide whether the sentence in bold in Paragraph 5 is a fragment, run-on or comma splice. (1)

10.1. Rewrite this sentence (the sentence in bold in Paragraph 5) so that it is grammatically correct. (2)

11. There is an irrelevant sentence in both Paragraphs 2 and 4. Identify and write down these irrelevant sentences. (2)

12. The sentence below was taken from Paragraph 4. Rewrite it to indicate the topic and the controlling idea, e.g.

**Sentence:** Other attractive features of the online courses are the teaching and learning aids that can be used while taking the course. (2)

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

#### SECTION D: PARAGRAPH WRITING

[20]

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

