



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF COMMUNICATION AND LANGUAGES

COURSE CODE: EPR512C	COURSE NAME: ENGLISH IN PRACTICE
SESSION: JUNE/JULY 2025	PAPER: Paper 1
DURATION: 3 Hours	MARKS: 100

SEOND OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS
<ol style="list-style-type: none">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

[30 marks]

Read the passage below and then answer the questions that follow in your answer book.

The rise of fake news

Propaganda, misinformation, and fake news have the potential **to polarise public opinion**, promote violent extremism and hate speech, and ultimately undermine democracies while reducing trust in democratic processes. It is crucial for schools to educate students about media and information literacy as part of the curriculum. Teachers must be well-trained to equip students with the skills to critically analyse information presented by all forms of media and to identify misinformation. Collaboration between educational institutions, national and local authorities, and media organisations is encouraged to strengthen these efforts.

Two-thirds of EU citizens report encountering fake news at least once a week. Over 80% of EU citizens see fake news as a problem for their country and democracy in general. Additionally, half of EU citizens aged 15-30 express the need for critical thinking and information skills to combat fake news and extremism in society.

The terms 'propaganda,' 'misinformation,' and 'fake news' are often used interchangeably, though they refer to distinct phenomena. Misinformation consists of false information shared without the intent to cause harm. Disinformation, on the other hand, is false information deliberately shared to cause harm. Malinformation refers to true information shared with harmful intent. While these concepts are not new, they have gained prominence due to the rapid spread of digital communication technology, enabling false or misleading information **to go viral within hours**.

Young people are particularly vulnerable to propaganda, misinformation, and fake news due to their heavy reliance on digital media. They frequently engage with various online platforms, including social media, video streaming services, and blogs. Many parents lack the technical knowledge to guide their children through the complexities of digital information, making it imperative for schools to equip students with critical thinking skills. Media literacy is a key component of democratic competence, as highlighted by the Council of Europe's Reference Framework of Competences for Democratic Culture. **It** enables citizens to make informed decisions and resist manipulation by bias and misinformation.

The ability to analyse and critique information extends beyond media literacy classes, impacting subjects such as History, Social Studies, Science, Religious Studies, and Art. For example, students may study the use of propaganda in historical conflicts or analyse how art has been used to promote specific ideologies. Additionally, schools must address issues arising from the online dissemination of defamatory content about teachers and institutions, as such incidents can affect the learning environment.

Despite the importance of tackling misinformation in schools, several challenges persist. Many teachers lack familiarity with digital tools and media literacy, making them hesitant to teach these topics. The fast-paced evolution of online media further complicates their efforts to keep up with emerging trends. The notion of 'fake news' is complex, as all news is subject

to selection and bias. Teachers lack the necessary training and resources to provide students with the depth of analysis necessary to understand these nuances. Schools also find it difficult to integrate media literacy into an already crowded curriculum.

To address these challenges, schools should provide media literacy training for teachers, ensuring they understand the importance of this issue and remain updated on evolving trends. Appointing dedicated staff members to lead media literacy initiatives can help sustain these efforts. **They** can update teachers on new media developments, train them to tackle misinformation, integrate these topics into various subjects, and develop school-wide policies.

Schools can also adopt creative approaches to promote media literacy. They can organise special events focused on misinformation and propaganda in order to supplement formal lessons on media literacy. Establishing peer education programs, where older students mentor younger ones on media literacy, can be effective. Schools may also partner with experts such as journalists, IT experts, and university lecturers to bring real-world expertise into the classroom. Establishing virtual connections with students from different regions or countries can provide diverse perspectives on news and current events. Furthermore, engaging parents with digital expertise can enhance school policies and support student learning.

Fake news is also a significant issue in Africa, where misinformation spreads rapidly due to high social media usage and limited media literacy. Political actors, businesses, and interest groups often use disinformation to sway public opinion or discredit opponents. In some cases, misleading health information has caused public health crises, such as the spread of false claims about vaccines. Addressing fake news in Africa requires collaborative efforts between governments, educators, and technology companies to promote media literacy and fact-checking initiatives.

1. What are the potential effects of propaganda, misinformation, and fake news on society? (3)
2. Why is it important for schools to educate students about media and information literacy? (2)
3. What percentage of young EU citizens believe they need critical thinking skills to combat misinformation? (1)
4. Why are young people particularly vulnerable to misinformation? (1)
5. Explain why media literacy is considered essential for democracy? (2)
6. Which challenges do teachers face in addressing misinformation in schools? (3)
7. What is a major challenge in integrating media literacy into school curricula? (1)
8. Mention three creative strategies schools can use to promote media literacy and explain

- how each of these strategies will promote media literacy. (6)
9. Why is fake news a huge problem in Africa? (2)
10. Explain how misinformation can affect democratic elections. (2)
11. What is the difference between misinformation and disinformation? Circle the letter of the correct answer. (1)
- A Misinformation is intentionally harmful, while disinformation is not.
B Disinformation is unintentionally shared, while misinformation is deliberate.
C Misinformation is false information shared without intent to harm, while disinformation is shared with intent to harm.
D There is no difference.
12. Explain the meaning of the following phrases as used in the passage in your own words:
- (i) “to polarise public opinion” (paragraph 1) (2)
- (ii) “to go viral within hours” (paragraph 3) (2)
13. What do the following pronouns in bold in the passage refer to?
- (iii) It (paragraph 4) (1)
- (iv) They (paragraph 7) (1)

Section B: Grammar

[30 marks]

Read the passage below and then answer all the grammar questions that follow in your answer book.

Why Do Dogs Bury Bones?

1. It may seem crazy when you watch your dog bury his favourite bone or chew toy, only to dig it up a day or two later, but there **(i) (to be)** actually a reason behind why dogs bury their bones – it is simply in their nature. For thousands of years, dogs **(ii) (to bury)** their bones. Long before dogs were even pets, their ancestors **(iii) (to hid)** their bones in order to survive.
2. When dogs lived in the wild, sometimes food was scarce. If they were able to find meat and bones, dogs became very protective of it. Sometimes they would have more meat than they could eat for one meal and to keep other dogs and animals from stealing their meat, dogs would bury it in the ground. When it was time for the next meal, they simply **(iv) (to dig)** up their bones and enjoyed them again. This would continue until the meat and bones were gone.

3. Even though most dogs have plenty of food to eat today, their instincts still tell them to bury their bones and favourite toys. They do this to keep other dogs and animals from stealing them, just like their ancestors did. More than one bone can be hidden at once. This can leave a backyard full of holes and, well, bones. If your dog's digging is causing damage to the yard, you can try training techniques to redirect the activity and stop your dog from digging in inappropriate areas.
4. So how do dogs decide where to bury their bones? A dog cannot bury a bone just anywhere. No, he must first find the perfect spot. This involves using his nose **a) (sniffing/to sniff)** out a spot that is free from predators. Often it is near a tree or a large rock, but it could be virtually anywhere in the yard. Once the dog finds the perfect spot, he uses his front paws to dig the hole, he drops in the bone and covers up the hole **b) (protecting/to protect)** his treasure.
5. Dogs may bury anything they consider valuable, not just edible things. That is why pet owners often find dog toys buried underneath clothes in a laundry basket, and why they may sit on a chair and feel a chew toy beneath the seat cushion. And, when their favourite show is about to air, that is when they may find the TV remote **c) (nestling /nestled)** under the dog's bed. "Some dogs may bury bones or other objects simply because they find it fun or entertaining," explains veterinarian Dr. Theresia Indongo. "Digging can provide them with an enjoyable outlet for their energy and curiosity," she says.
6. This type of "burying" also follows the instinct to keep valued items safe and protected. Although some dogs **(v) (to be)** more compulsive with this behaviour, lots of dogs hoard and bury things. They simply want to save these special things in a safe place and they **(vi) (to dig)** them up again later when they want to enjoy them.

1. Change each of the verbs numbered (i) to (vi) in the passage above into the correct form. Write only the number and the verb in your answer book. (6)

2. Identify whether the sentences below are in the active or passive voice. (3)

- (i) My dog is hiding his bones in the garden.
- (ii) My neighbour's dog has buried many treasures in my yard.
- (iii) The TV remote was found under the dog's bed.

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

4.1 Write the following statement in reported speech: (4)

Dr. Indongo said: "I am performing emergency surgery on a dog to remove a bone that became lodged in his stomach yesterday."

4.2 Write the following question in reported speech: (3)

Mr Jones asked Dr. Indongo: "Why does my dog need to undergo surgery today?"

5. Write down one example of each of the following from paragraph 3. (4)

- (i) Infinitive
- (ii) Gerund
- (iii) Present participle
- (iv) Past participle

6. Choose the correct answers from the options, labelled a, b and c between brackets in paragraphs 4 and 5 to complete the sentences. Write only the letter and the answer in your answer book. (3)

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

If they were able to find meat and bones, dogs became very protective of it.

(ii) Change the sentence above into a first conditional. Write the whole sentence in your answer book. (1)

8. Complete the following sentences with a suitable result or conditional clause: (2)
Write the whole sentence in your answer book.

- (i) If my dog had swallowed a bone,
- (ii) My dog would hide his toys in the laundry basket

Section C: Critical Reading

[40 marks]

Question 1

[10x2=20 marks]

Read Passage A and Passage B below and then answer the questions that follow in your answer book.

Passage A

Originally written by John Henry Newman in 1852, the following passage was adapted and simplified and presents Newman's idea of the purpose and benefits of a university education.

John Henry Newman argues that all areas of knowledge are connected because knowledge itself is deeply interwoven. Each subject relates to and influences the others, forming a larger, unified whole. This means that different fields of study are not isolated but rather work together, complementing and balancing one another. Because of this, it is important to study knowledge in a way that respects these connections. If one subject is given too much attention at the expense of others, it creates an imbalance that distorts the proper relationships between disciplines. It also affects students' understanding by giving them a

limited or one-sided view of the world. A university, therefore should aim to preserve the harmony between different branches of knowledge rather than disrupting it.

Newman illustrates this idea with an example from colour theory. When placed next to different colours, a single colour can appear to change its shade. In the same way, the meaning and influence of a subject depend on the context in which it is studied. A student who focuses only on a single discipline may gain deep knowledge in that area but risks developing a narrow mindset. On the other hand, when different subjects are studied together, they shape and refine each other. The way a field of study is understood can vary depending on the broader academic environment. For instance, in England, the study of classical literature (Classics) has traditionally been associated with refining artistic taste and intellectual discipline. However, in France, the same subject has been used to promote revolutionary and secular ideas. This shows that all subjects are interconnected and must be studied in relation to one another.

One key advantage of university education is that it provides a well-rounded learning experience where different disciplines complement each other. Students are exposed to a variety of subjects, even if they specialise in only a few. This broader academic environment enhances their understanding of how knowledge is structured and how different fields contribute to a greater whole. By engaging with multiple disciplines, students develop a more integrated perspective that prevents intellectual tunnel vision and fosters a more comprehensive worldview.

University education promotes intellectual growth by fostering critical thinking, reasoned judgment, and intellectual flexibility. Newman emphasizes that a university is not merely about acquiring specialised knowledge but about developing a habit of thoughtful inquiry. This broad intellectual training enables students to think deeply, evaluate ideas fairly, and approach problems with balanced reasoning. The ability to engage in complex thought prepares students to navigate an increasingly interconnected and dynamic world.

In a university environment, intellectual exchange occurs among scholars from different fields. Professors and students engage in debates, discussions, and collaborations that refine and broaden their perspectives. Exposure to diverse viewpoints enhances students' ability to consider multiple angles on an issue and strengthens their ability to construct well-reasoned arguments. This kind of intellectual engagement is crucial in shaping individuals who are not only knowledgeable but also open-minded and adaptable.

University education also cultivates habits of intellectual inquiry that remain valuable throughout life. The learning process at a university goes beyond memorising information—it instils a continuous desire to seek knowledge, question assumptions, and engage with new ideas. These habits persist beyond formal education, benefiting individuals in their personal and professional lives by equipping them with the skills to adapt, innovate, and think critically in any situation.

In conclusion, Newman's argument underscores that all knowledge is interconnected, and university education reflects this principle by fostering a balanced, well-rounded intellectual environment. Through exposure to multiple disciplines, the development of critical thinking,

engagement with diverse perspectives, and the cultivation of lifelong intellectual habits, university education provides profound and lasting benefits. This holistic approach ensures that students not only gain knowledge but also develop the intellectual virtues necessary to contribute meaningfully to society.

Passage B

Written by Bryan Caplan in 2018, the following passage challenges the traditional purpose and benefits of a university education.

Many people assume that attending university is the best way to gain knowledge and skills that will help in professional and personal life. However, in reality, much of what students learn in college is either forgotten after graduation or irrelevant to their careers. A large portion of higher education is about signalling rather than a means of actual learning or skill development.

What do I mean by signalling? It means that a college degree does not necessarily indicate that a graduate has acquired useful skills or knowledge. Instead, it serves as a certificate of perseverance, conformity, and intelligence. Employers value degrees not because they believe every college graduate is well-educated, but because they see the degree as proof that the individual can follow instructions, complete assignments, and conform to institutional expectations.

Consider the fact that much of what students study—literature, history, advanced mathematics—is rarely used in their professional lives. Employers do not expect employees to recall Shakespearean sonnets or advanced calculus formulas, yet they still prefer hiring those with degrees. This suggests that universities primarily serve as a filtering system for employers, rather than as a place of meaningful intellectual growth.

Moreover, universities are often inefficient at teaching practical skills. Rather than encouraging individuals to invest in expensive degrees, society should promote alternative paths such as vocational training, apprenticeships, and self-directed learning. These fields often provide more hands-on experience and job-specific knowledge. However, these alternatives are frequently overlooked due to societal emphasis on traditional degrees, leaving many graduates struggling to transition from academia to employment.

The financial burden of higher education is a critical concern. The cost of obtaining a degree has risen dramatically, often leaving students with enormous debt and uncertain job prospects. Many graduates find themselves in low-paying jobs that do not justify the high cost of their education. Additionally, student loan repayment can take decades, delaying major life milestones such as buying a home or starting a family. The financial strain is further compounded by the opportunity cost of spending several years in school instead of earning an income and gaining work experience.

In conclusion, while university education offers social experiences and networking opportunities, it is not necessarily the best path for acquiring knowledge or career skills. The assumption that a university degree is essential for success is outdated, especially in an era

where information is more accessible than ever. Society should reconsider the value of traditional higher education and promote alternative pathways that better prepare individuals for the workforce.

For Questions 1 to 10, write only the number and the letter of the correct answer in your answer book.

1. What is the primary purpose of Passage A?
 - A To argue that universities are ineffective at preparing students for the workforce
 - B To demonstrate the financial burden of higher education
 - C To advocate for a holistic, interconnected approach to knowledge
 - D To explain why job-focused training is more valuable than a university education
 - E To critique the overemphasis on classical literature in university curricula

2. What is the primary purpose of Passage B?
 - A To highlight the value of traditional university education
 - B To challenge the necessity of university education and propose alternatives
 - C To emphasize the importance of a well-rounded education
 - D To suggest that university education should focus solely on career preparation
 - E To argue that university education should be replaced by vocational training

3. How does the tone of Passage B compare to Passage A?
 - A Passage B is more neutral and objective, whereas Passage A is more emotional.
 - B Passage B is more critical and sceptical, whereas Passage A is more idealistic.
 - C Both passages have a similar neutral and detached tone.
 - D Passage A is more cynical than Passage B.
 - E Passage A is formal while Passage B is confrontational.

4. Who is the most likely intended audience for Passage A?
 - A High school students choosing a university
 - B Employers looking to hire college graduates
 - C Scientists researching cognitive development
 - D Scientists researching colour perception
 - E University students and educators interested in the philosophy of education

5. Who is the most likely intended audience for Passage B?
 - A University students questioning the value of their education
 - B Professors advocating for broad intellectual growth
 - C Employers looking to hire well-rounded individuals
 - D Scientists studying the history of universities
 - E University administrators trying to reform higher education

6. Why does Newman use the analogy of colour theory in Passage A?
- A To argue that university education is an art rather than a science
 - B To illustrate how knowledge is shaped by its academic context
 - C To criticize the overemphasis on artistic subjects in university education
 - D To show that the study of classical literature varies between England and France
 - E To emphasize how university education should be focused on one subject at a time
7. Why does Caplan mention Shakespearean sonnets and advanced calculus in Passage B?
- A To argue that literature and mathematics should not be taught in universities
 - B To illustrate that university education is focused on impractical subjects
 - C To suggest that employers value deep knowledge in the humanities and sciences
 - D To support the idea that much of what is learned in university is not applied in the workforce
 - E To prove that university students are intelligent and can follow instructions
8. Caplan argues that universities often fail to teach practical skills. What evidence does he provide to support this claim (Passage B)?
- A Students often forget what they learn after graduation.
 - B Employers prefer graduates with theoretical knowledge.
 - C Universities have a low graduation rate.
 - D Most students cannot find jobs in their chosen fields.
 - E He appeals to the reader's emotions.
9. Which modern educational practice would best align with Newman's ideas?
- A Eliminating general education requirements to allow students to specialise sooner.
 - B Replacing liberal arts education with career-focused training.
 - C Encouraging students to take a mix of humanities, sciences, and social sciences courses.
 - D Promoting online courses that allow students to study independently.
 - E Focusing on vocational training.
10. Which of the following points are likely to be agreed upon by both John Henry Newman (Passage A) and Bryan Caplan (Passage B)?
- A Universities should focus solely on specialised, career-oriented education.
 - B University education should prioritise practical skills for the workforce.
 - C A university education is a necessary step for personal intellectual development.
 - D There is a need to change traditional education to keep up with technological advancements.
 - E Higher education provides valuable social experiences and opportunities for networking.

Question 2: Summary

[20 marks]

Summarise the main claim of Passage A and Passage B respectively and explain the main supporting arguments presented by both authors. Your response should clearly distinguish between the perspectives of John Henry Newman and Bryan Caplan, addressing their key points and criticisms. Your summary should not be longer than 180 words.

-----End of examination paper -----