



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

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SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS
1. Answer ALL the questions. 2. Read all the questions carefully before answering. 3. Number answers clearly.

THIS QUESTION PAPER CONSISTS OF 10 PAGES (Including this front page)

SECTION A: READING COMPREHENSION

(30 Marks)

Read the article below and answer the following questions.

Mental Health in Higher Education: Can a Digital Strategy Help?

1. Many young adults in higher education face **substantial** adjustments throughout their undergraduate years. Epidemiologically, early adulthood (18–25 years old) is the peak age at which serious mental health disorders emerge. Moreover, many of these students experience situational depression as they transition to higher education. During this time, they have to largely replace parental support with peer support structures—a challenge that is compounded by academic pressure. Given these factors, along with increased awareness of mental health, the percentage of students reporting mental health disorders has risen precipitously.

2. With this increased prevalence of reported mental health disorders and expectations on the part of students and parents for accessible treatment, higher education institutions have been scrambling to provide more services with limited mental health staff, time, and overall resources. As a result, they have been innovative. In addition to offering individual therapy including cognitive behavioral therapy, many often offer group therapy, which can be an effective and efficient way to reach more students with extant, finite resources.

3. Despite the increased awareness of mental health, some students still do not seek needed treatment. In particular, students who feel a stigma associated with having mental health issues or using services may depend on family and friends in lieu of formal services. Existing studies have indicated that male students, students of colour, and international students have less positive health-seeking attitudes than their counterparts and thus have lower utilization, despite ongoing needs. Hence, addressing the problem of making mental health services accessible to students requires finding ways to deliver services with less stigma, particularly for some groups.

4. Technology may help expand mental health services to those who seek support and may also help reach students who otherwise resist seeking treatment—particularly since students are already connected to technology during much of their school hours. Although some studies have warned that overuse of technology and social media may put students at risk for added stress and feelings of social isolation, it is also possible that technology can offer a new access point for students looking for mental health support. Key to success in this area will be ensuring that technology is applied for both prevention and treatment, as both are necessary to effectively address mental health issues..

5. Digital mental health encompasses mental health information, teaching, and interventions that are delivered via internet websites and **mobile** apps. These interventions can be offered alone or in concert with professional support. The technologies are convenient and highly accessible. Moreover, they offer complete privacy, mitigating some forms of stigma, particularly for students who are reluctant to use in-person services. A recent meta-analysis of digital interventions concluded that they can be effective in improving depression, anxiety, and stress levels in students. Many may prefer mobile methods of treatment and monitoring,

as might be expected given their digital literacy, and digital mental health can be offered alone or in concert with professional support.

6. For students who are having trouble adjusting to college, digital technologies that apply principles of positive psychology can help increase resilience, happiness, and well-being. Some tools deliver interventions online as individual exercises and present users with daily sets of activities. A recent randomized, controlled trial evaluated the efficacy of using an app that focused on techniques grounded in positive psychological interventions (e.g., gratitude, kindness, strengths-building), cognitive-behavioural therapy, and/or mindfulness-based stress-reduction techniques. Participants who used the app for two or three activities per week over an eight-week period showed post-intervention decreases in anxiety and depression and increases in resilience, compared with an online psychoeducational learning comparison group.

7. Although the evidence base for digital mental health interventions for college and university students remains limited, current meta-analyses suggest that digital mental health technologies can improve depression, anxiety, and stress levels. Given this early favourable outcome data, larger and more rigorous studies with longitudinal follow-up are warranted. Better data on which interventions are most effective for which groups of students would be particularly helpful, so that digital mental health programs can be tailored to maximize student engagement and learning.

8. With growing interest in mental health technologies, researchers are evaluating potential **drawbacks** and are offering solutions. Some adverse effects reported by clients include technical difficulties, dissatisfaction, and implementation problems—although these negative aspects can be minimized with therapist support to address concerns, provide feedback, and facilitate understanding. Further research will be needed to evaluate these unintended negative effects and other potential concerns, including data privacy and the regulation of mental health technologies.

9. Technology-based interventions could revolutionize mental health care in higher education. With innovative approaches, colleges and universities can **envision** new intervention paradigms that build on traditional models to improve mental health and well-being in the lives of their students.

Source: <https://er.educause.edu/articles>

1. According to the text, why do students experience situational depression as they move on to higher education? (2)

2. Mention three reasons why higher education institutions have been scrambling to provide more mental health services. (3)

3. Explain why higher education institutions opted to provide group therapy instead of individual therapy. (2)

4. According to existing research, which students have a less positive attitude towards seeking for mental health treatment? (3)
5. Mention two ways in which technology can make mental health services accessible to students. (2)
6. In what ways can digital technologies that apply the principles of positive psychology be helpful for students who have trouble adjusting to college? (3)
7. According to the text, why will it be helpful to have data on which mental health interventions are effective for which group of students.? (2)
8. According to the text, what are some adverse effects reported by clients? Mention three (3)
9. Write down the synonyms of the following terms as they are used in the text:
- 9.1 substantial (paragraph 1) (1)
- 9.2 mobile (paragraph 5) (1)
- 9.3 drawbacks (paragraph 8) (1)
- 9.4 envision (paragraph 9) (1)
10. Who or what do the following underlined word in the text refer to?
- 10.1 their (paragraph 1) (1)
- 10.2 they (paragraph 2) (1)
- 10.3 many (paragraph 5) (1)
- 10.4 these (paragraph 8) (1)
11. State whether the following statements are **True** or **False**: (2)
- 11.1 Technology- based interventions could not change mental health care in higher Education.
- 11.2 Current meta-analyses suggest that digital mental health technologies can increase depression, anxiety, and stress levels among students.

Section B: Grammar and Language Usage

[30 Marks]

Read the text below in order to answer the questions that follow. Note that there might be a few instances in which language usage is incorrect.

How to improve your leadership skills, by Alexandra Yan

1 Leadership skills can play a large role in a person's career development. **Technical** skills and a college degree **may** only take you so far. To be an effective leader and help move your career forward, you will also need soft skills, such as the ability to be a good listener and **communicator**.

2 There are several core leadership skills that are considered important traits to help you become a more effective leader. **Whether** it is taking the initiative, developing critical thinking skills, listening **effectively**, or learning **how** to motivate and empower those around you, you must constantly be challenging yourself to enhance your leadership capabilities.

Take the initiative

3 Most bosses will only assign employees tasks they know they can do. That is why it is important to volunteer to take on more responsibilities while going above and beyond at your current position. **A. Focus on learning competencies that fall outside your primary knowledge area and do not be complacent.** Step out of your comfort zone and challenge yourself to improve. Remember, the more work you do, the more you are learning. Learning more and taking on more responsibility will eventually help move you into a leadership role at your workplace. Also, others will more easily accept you as a leader when that day comes, because you will have established a track record of taking the initiative, being a student of learning, and using that newfound knowledge for making improvements.

Think critically

4 **To be hired for a high-profile job, you will need to be a critical thinker.** Good leaders can foresee potential problems before they happen. They can also develop ways to prevent problems from happening. Good leaders are also aware of potential opportunities and take advantage of them to benefit the company and employees. **In other words, be proactive.** Do not wait for things to happen; instead, anticipate them, and help the team be ready in case something goes wrong. If you are a leader and an employee brings a problem to your attention, help them determine the cause and put preventive measures in place, to ensure it does not negatively impact the employees, the company, and the customers.

Listen effectively

5 Communication skills are critical to being an effective leader, whether it is presenting in front of the team, creating and writing a business strategy, or communicating to employees and clients. **B. One of the most important communication skills for a leader is listening.** Without listening skills, you are not able to get feedback from others and get a sense of what team members like about the projects they work on.

6 Oftentimes, managers and leaders must hire people who specialize in certain tasks or specialties. **Listening to your team of experts helps you understand what can and cannot be done.** Let them have a private discussion with you one-on-one if necessary, to voice any concerns so that you can move forward with everyone on the same page.

7 Feedback is key. To listen effectively, you need to maintain eye contact, avoid distractions, and respond appropriately. Keep in mind that communication is not just about verbal communication. Be aware of body language and gestures to determine what people are really saying.

Motivate others

8 A true leader should positively influence people. When employees or coworkers lose their ambitions and passions, a true leader can energise and motivate them. How do leaders motivate people?

9 First, they know what people needs and want. For example, if an employee lose motivation because they think their hard work is not being recognized, a good leader will talk to that person and offer the recognition that is deserved. Sometimes, people lose their motivation because they are facing difficulties, are tired of doing the same repetitive tasks, or are disappointed that they are not being asked to get involved. **C. Good leaders should seek out team members and they should empower them, so that they become more involved in the process.**

10 ***Creating a positive work environment is also a key motivating factor.*** **D. Establish positive rewards for hitting benchmarks, such as a weekly new client goal.** Reward them with a Friday lunch or an afternoon of snacks and treats to help people decompress and know that they are appreciated.

11 To sum up, good leadership skills are essential to career development. If you want to improve your leadership skills, think about what actions you can take to be more influential. If you are already a leader, think about how you can influence others.

Adapted from <https://www.investopedia.com/articles/pf/12/leadership-skills.asp>

1. What part of speech are the following words that are written in bold in Paragraphs 1 and 2?
- technical
 - may
 - communicator
 - whether
 - effectively

f. how (6)

2. Write your own sentence in which you use a preposition, a noun, and an adjective.

Underline these three parts of speech. (3)

3. Analyse Paragraph 9 carefully. Identify and write down two instances in which the subject does not agree with the verb. Write down only the subject and the wrong verb; do not copy the whole sentence.

a. _____

b. _____ (2)

4. Decide whether the subject and the verb **agree** or **disagree** in the sentences numbered a. to c. below. (3)

a. Leadership skills is considered critical traits necessary to get to the top of any career field.

b. Good leaders foresee potential problems before they happen.

c. Listening effectively to employees and customers are necessary to be an effective leader.

5. Assume that you disagree with the author of the text above. Change the sentence written in bold and underlined in Paragraph 6 into negative form. (2)

Sentence: Listening to your team of experts helps you understand what can and cannot be done.

6. Change the sentence in Question 5 above into question form. (2)

7. Change the sentence written in *italics* in Paragraph 10 into the following tenses:

a. Past perfect tense (2)

b. Future tense simple (2)

8. Analyse the structure of the sentences below, that are taken from the text above, to determine if they are independent clauses (complete sentences) or dependent clauses (incomplete sentences). Write down only the letter and the answer of your choice.

E.g. a. dependent or independent clause

a. To be hired for a high-profile job. (Paragraph 4)

b. Be proactive. (Paragraph 4)

c. Feedback is key. (Paragraph 7)

d. When employees or coworkers lose their ambitions and passions. (Paragraph 8) (4)

9. Specify whether the sentences below that are underlined in the text above are simple, compound, complex or compound-complex. Write down only the letter and the answer of your choice. (4)

a. Sentence A, Paragraph 3: Focus on learning competencies that fall outside your primary knowledge area and do not be complacent.

b. Sentence B, Paragraph 5: One of the most important communication skills for a leader is listening.

c. Sentence C, Paragraph 9: Good leaders should seek out team members and they should empower them, so that they become more involved in the process.

d. Sentence D, Paragraph 10: Establish positive rewards for hitting benchmarks, such as a weekly new client goal.

SECTION C: ESSAY ANALYSIS

[30 Marks]

Read the following essay, and then answer the questions below. Use the information from the text to complete the questions.

The Pros of School Uniforms

1. Historically, the concept of school uniforms is familiar to many European schools and private schools within the United States. However, much more attention to the importance of school uniforms arose when a significant movement began in the 1980's to introduce dress codes within public schools in the United States. As more and more public schools implemented dress codes, more and more parents and students questioned the real value of school uniforms as a tool to curb violence in schools and promote achievement. Both sides of this controversy can present valid arguments for their respective views. However, school uniforms are a real solution to many of the issues that schools face. School uniforms help produce a safe academic learning environment which helps students achieve. School uniforms reduce competition among students for designer clothes; reduces tension due to gang-related clothing; and creates a sense of team spirit and respect.

2. One of the major arguments for school uniforms is that wearing a uniform helps prevent students from feeling that they need to have the latest and greatest clothes or other objects to keep pace with their fellow classmates. Firstly, the desire that children have to find acceptance from their peers is a natural part of life. As the child develops throughout his/her young life, the child becomes aware of what others think about them. Moreover, the implementation of school uniforms helps with positive child development. With a dress code, competition based on designer clothes, shoes, and other such materials are eliminated. So, students who cannot afford expensive designer clothing do not have to feel economically inferior to anyone. Social-economic barriers are removed from the learning environment. Clothing is no longer a factor in terms of how students judge each other, students can belong

to one big peer group that respects each other which helps with creating a positive identity and self-esteem.

3. A) Gang action presents all kinds of problems for schools. Gangs are known to associate with a variety of illegal or unwanted activities including drugs, theft, intimidation and violence. B) The influence of a gang can be present all through a school whether it is in the classrooms, gym, cafeteria or on the outside grounds. C) Gang presence has to be curbed in order to provide a safe learning environment. D) School uniforms can help eliminate the baggy gang-inspired look that makes it easy for students to smuggle in weapons, drugs and other such items. E) Who attend school may not be able to recognise. F) There is no place for gang colors and messages on school uniforms.

4. From middle school through high school, many students continue to face challenges of self-identity, self-image, and self-esteem. Drug abuse increases strain on the liver, which puts the person at risk of significant liver damage or liver failure. School uniforms help students have a sense of belonging, school spirit, team work and school pride. A dress code establishes order, discipline and less distractions.

5. Definitely, the implementation of school uniforms within a school system has advantages and disadvantages. Each school system and community is different. However, the constant is that most school administrators, teachers, students, parents and communities want to see students achieve. In order to achieve, one of the main factors that has to be considered is a safe and secure learning environment with the least possible distractions. There are plenty of anecdotal and a few research studies that show that school uniforms reduce competition among students for designer clothes; reduces tension due to gang-related clothing; identifies intruders and creates a sense of team spirit and respect, which all contribute to creating a positive force to help create the necessary conditions to produce an environment that promote students' achievement.

Write down complete sentences for the thesis, topic and concluding sentences.

1. Write down the thesis statement of this essay. (2)
2. Write down the topic sentences for paragraphs a)2 and b) 3. (4)
3. Write down the topic of the topic sentence you identified in paragraph 2. (2)
4. List three support statements for the topic sentence you identified from paragraph 3. (3)
5. Identify an irrelevant sentence from paragraph 4. (2)
6. Write down the controlling idea of the topic sentence in paragraph 4. (2)
7. Identify three transitional words that are used to connect ideas within paragraph 2. (3)

8. Analyse paragraph 3 carefully and illustrate how it is structured by listing its three main components. (3)
9. Identify and write down the following sentence error in paragraph 2 (2)
- a) A comma splice
10. Correct the comma splice identified in 9 a) above. (1)
11. Which sentence error is indicated by letter E in paragraph 3? (1)
12. Explain how the sentence error you mentioned in question 11 can be corrected. (3)
13. Write down the sentence in the concluding paragraph that best summarises the essay. (1)
14. Among the three different types of essays that were taught in this course, what type is the essay above? (1)

SECTION D: PARAGRAPH WRITING

[20/2 Marks]

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 use. Begin the paragraph with a clear and suitable topic sentence.

1. Every country deserves a female president. Discuss
2. Of all the natural resources Water is the most important one. Share your views.
3. Nowadays women participate in boxing as well. Express your views on boxing as a game for women as well.
4. Sometimes we think people who have a lot of money live in paradise, but sometimes those people with a lot of money spend sleepless nights. Is having a lot of money a blessing or a curse? Explain.
5. Every country must only have one political party. Discuss