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OF SCIENCE AND TECHNOLOGY**

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CENTRE FOR ENTERPRISE DEVELOPMENT (CED)

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| SECOND OPPORTUNITY/SUPPLEMENTARY EXAMINATION QUESTION PAPER | |
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| EXAMINERS: | Ms J. Brandt |
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| INSTRUCTIONS |
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| <ol style="list-style-type: none">1. Answer ALL the questions.2. Write clearly and neatly.3. Number the answers correctly. |

PERMISSIBLE MATERIALS

1. Examination paper
2. Examination script

THIS QUESTION PAPER CONSISTS OF 15 PAGES (INCLUDING THIS FRONT PAGE)

Read the excerpt of the article below and answer the questions which follow.

EXTERNAL EVALUATION OF THE SCHOOL AND ACADEMIC ACHIEVEMENTS IN RELATION TO ALCOHOL DRINKING AND DELINQUENT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS

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Introduction

A Factors related to the school environment are considered to be important determinants of health and problem behaviours among school-age youth. There are several alternative approaches to assessment of school environment and operationalisation of this term. Most authors [1] point to the class social climate (and/or the school climate) or to the organisational aspects. The basic organisational characteristics of a school include ^aits size (measured in terms of the number of teachers and students), as well as its location in relation to major economic and cultural centres. The concept of school climate relating to educational relationships among teachers and students (and among students only) has been widely described in the literature including national publications [2, 3]. It has been repeatedly proven that a positive school climate creates a protective factor against psychoactive substance use and delinquent behaviour – all activities that can put young people in conflict with the law [4, 5]. A proper school climate does help in achieving the goals for which the school community was established. ^bThese include supporting students' comprehensive development, integrating education and teaching, maintaining the balance between knowledge, skills and education and respecting students' individuality; *i.e.* the primacy of students' developmental needs over the requirements of the school subjects [6]. The level of achievement of these goals could be considered an alternative indicator of school functioning.

B Analysis of systematic literature reviews shows that more and more research considers the measures of education added value. The question arises to what extent positive results achieved by school depend on its efforts and to what extent on student

selection during recruitment process. In a well-functioning school, students achieve better results and miss classes less frequently than would come out of social-economic structure of school community [7]. The hypothesis about the impact of school environment on student health and development has strong theoretical grounds. Bonnel et al. have made an attempt to synthesise all published theories so far [8]. They have described 24 theories classified to 3 streams: (1) upstream – assessments of the influence of school organisation, education process, discipline or physical environment, (2) downstream – assessments of the impact of student features, their cognitive processes and behaviours and (3) middle – assessments connecting the two above. From the point of view of the paper presented here, the most crucial meaning is assigned to the first stream, especially Markham and Aveyard's theory of student's functioning against the background of the school [9], which is based on Bernstein's theory of cultural transmission as well as on Bronferbrenner's socio-ecological model. According to Bernstein, the school creates two important skills by developing learning abilities and presenting behavioural norms: the capacity for practical reasoning and the capacity for affiliation with other people. If school does not fulfil its duties, a deficit in a particular area can occur leading to attitudes of limited commitment or even alienation. Theories directly linked with problem behaviours should be also underlined in connection with traits of personality (in the third stream). According to these, the weakness of bonds with traditional society (including school) is the reason of connections with anti-social groups [10]. The Jessor's Problem Behaviour Theory claims by contrast that young people engage in such groups when they can deal with failure at school or low self-esteem [11]. Formulating the integrated theory of the impact of school environment on students' health, Bonell et al. [8] highlighted four paths of connection: (1) student–school commitment, (2) student–peer commitment, (3) student's cognitions and (4) student's behaviours.

C Nowadays, the assessment of schools is at the heart of social interest, and has been the subject of numerous reports and academic papers [12, 13]. Ensuring the high quality of school operation benefits the achievement of students' optimal development in various areas of life. Being aware of students' individuality, while simultaneously using the same requirements for everyone at the same level based on syllabus provisions, has become one of the most important teaching tasks. The possibility has been created for deepening the assessment of the impact of school on students' health behaviour and well-being through

the introduction of external evaluation of schools and educational centres in Poland as part of the pedagogical supervision system. Comprehensive assessment of school quality, obtained during the process of evaluation, provides data for the implementation of national education standards and goes beyond traditional data, based primarily on exam results and school competitions [14]. Analyses like these can fill the gap between the assessment of general school organisational traits discussed above and research on the school social climate. The education level, as one of the indicators of social stratification, shows a relation with numerous social, economic and political problems considered at the individual, family, local and national levels [15, 16]. Following the example of highly-developed countries, many measures have been taken in Poland in order to achieve children and young people's optimal development, including equalising their educational opportunities. Numerous theories in the sociology of education and pedagogy point, however, to education as the direct and indirect factor as regards the creation of inequalities in the contemporary world [17, 18].

D To the best of our knowledge, data collected within the framework of pedagogic supervision to assess the impact of the school environment on students' health has not been used before. Several published studies were limited to summarise the results coming from evaluation reports. The originality of our research is based on re-survey of students in the same secondary schools by another research team using authorised research tools shortly after the national assessment. The overall school score based on the results of external evaluation serve school categorisation taking into account the achievement of the earlier discussed general aims of school education. Surveys of adolescent health behaviours are usually carried out in schools using group administered questionnaire technique. As a result, specific data relating to multilevel structures are collected. As the authors of theoretical papers have emphasised [19], with a hierarchical data structure a correlation of measurements exists at various levels of the hierarchy. Advanced methods of multilevel modelling are used instead of traditional statistical methods. The consequence of ignoring the hierarchical structure of data is the underestimation of the variance of parameters, and thus the consideration as relevant of factors the influence of which is doubtful [20]. Multilevel analyses are often used in foreign studies relating to risky behaviours of school-age youth [21]. More complex data structures (student–class–school–country–geographical

region) are also taken into account. It seems reasonable to use these methods in national studies on the determinants of risk behaviour among school-age youth.

E **The aim of this paper** is to provide a preliminary assessment of the relationship between the results of state school evaluation and the intensity of selected problem behaviours among secondary school youth taking hierarchical structure of data into account. An attempt to examine the general “school effect” regardless of differentiation on the individual level was made. The hypothesis behind this study is that a better school can alleviate the negative health consequences of individual factors especially failure at school and poverty. Attention was drawn to the interaction between the level of educational standard fulfilment and academic achievement as potential risk factors of problem behaviour. The following research questions were created:

- Do schools classified according to national standard into better and worse functioning groups differ in student wealth and education results?
- Do differences in frequency of problem behaviours exist between students from better and worse schools?
- What is the level of differentiation of problem behaviour indexes between secondary schools and is “school effect” important?
- Does the frequency of problem behaviours depend on academic achievements and does the level of school performance modify this relationship?

Materials and methods

Study group

F The survey “Health and School” was conducted between 31st March and 22nd June 2015 as part of a project funded by the National Science Centre (grant no. 2013/09/B/HS6/03438). The sampling frame was a full list of 234 schools from all the provinces which had been the subject of a new type of comprehensive external evaluation (www.npseo.pl as described below) over the previous 2 years. These schools comprised of a total of 58,000 students. The study was carried out in 70 out of 78 secondary schools (gymnasiums) randomly selected from the above list following the consent of their heads.

Overall, data was obtained from 4085 students from 203 classes, which included 48% boys and 52% girls. The response rate in relation to the students on the list of participating classes was estimated at 84.8%. The examined group consisted of 33.1% of 1st grade students, 35.6% of 2nd grade and 31.3% 3rd grade. The residents of big cities (with a population of over 100,000) made up 21.1% of the sample, smaller cities 33.7% and villages 45.2%.

G A traditional paper questionnaire was used in 19 schools and an online questionnaire in 51. The survey was conducted at school classrooms or in computer labs with a group administered questionnaire technique. Trained interviewers or individuals appointed by the school board (usually school counsellors) were in charge of organising the survey in cases where interviewers had problems in reaching the schools. The school was responsible for the survey in 18 cases (including 13 internet surveys). Lime Survey free open-source software was used for the online survey (www.limesurvey.org). Regional educational authorities were informed about the “Health and School” study. Consent was also received from the local Bioethical Commission, which evaluated the study design, the procedure for seeking consent from the parents and the children as well as the content of the questionnaire.

Discussion and conclusions

H The analyses are based on the information obtained from over 4000 secondary school students surveyed at the beginning of 2015. They attended schools that had undergone a comprehensive external evaluation in the previous 2 years, mostly in the last year. As a result, objectivised and up-to-date data on the global assessment of the schools were collected, which enabled a comparison of better and worse schools. The survey fill the gap in the stream of research on the influence of school environment on students’ health and behaviour at a hard time of life for them between 13 and 16 years of age. As has been underlined in the introduction, this type analysis taking into consideration a series of individual and structural determinants, can be referred to Markham and Aveyard's theory. The assessment of school as the educational institution from the state standards perspective can be included in the group of structural factors. According to previous analysis based on the same data collected on students, better and worse schools can be

distinguished by attachment to school. It has been indicated [24] when comparing better and worse schools, that after taking demographic data into account (*e.g.* gender and place of residence), the chance of acquiring a high level of attachment to school increases by about 1.38 ($p = 0.025$). According to the theories mentioned above, the sense of belonging to the school promotes pro social attitudes and provides opportunities to manifest them [9].

Description of better and worse secondary schools

I It was found that the schools in the three categories differed in terms of their location and affluence of the surveyed students' families as well as in terms of students' school performance (current and based on the results of the sixth grade exam). The obtained results have confirmed the existence of the issue of selectiveness of education that had been raised by researchers from Poland and abroad [17, 28, 29]. Good schools are already better "from the start" because they admit more talented young people. Worse-performing schools may support the progress of adolescents who attend them, thus reducing the risk of them developing a set of problem behaviours. Despite the fact that highly developed societies try to equate the developmental opportunities of children and young people, only a few (such as Finland) have succeeded in eliminating differences in educational chances related to the place of residence and family socioeconomic status. In families with a higher social status, parents take greater care of the development of their child's cognitive competencies; they have better options for developing their child's abilities related to formal education, and greater motivation to send the children to better schools. Even though in most countries a correlation is observed between family status and the child's school performance (based on the OECD PISA research – Program of International Student Assessment), too little space is dedicated to school factors that could mitigate existing differences and its consequences [29, 30].

Prevalence of problem behaviours among secondary school students

J Half of the secondary school students surveyed in 2015 tried alcohol and one in five have drunk 5 or more drinks in a row. Aggressive delinquent behaviours are slightly less often reported. In discussing the obtained results, consistent differences related to the gender of the respondents are worth noting, which is contrary to the results of other

national and international studies [31, 32]. In the presented analyses, the differences are still present; this may result from the way the questions, which have their source in the US CHIP-AE questionnaire, are worded. At a greater risk of a certain behaviour are the individuals who engaged in them in the recent past: in the previous week or month. There was significantly more frequent involvement in aggressive behaviours by boys than girls. A higher prevalence of risk behaviours as regards males is typical for studies dealing with physical aggression, which is confirmed by these same reports [31, 32]. One of the key conclusions from the newest international report HBSC 2013/14 defined as a major issue to tackle is systematically maintaining double difference between the percentage of boys and girls being perpetrators of bullying and thus those who are inclined to be aggressive [32]. Conversely, Pakaslahti et al. found that girls are more likely than boys to engage in pro social behaviours and to present non-violent problem-solving strategies [33].

Problem behaviour and school category

K In simple two-factor analysis, a negative correlation was identified between the students' problem behaviours and the global school assessment. The percentage of young people who often drink alcohol is significantly lower in better schools. In the case of delinquent behaviours, the association is insignificant. After taking age, gender, family affluence and school performance into account, the association between category of school and alcohol use disappears. The relationship with delinquent behaviours is just revealed but only in interaction with school achievements. It may be concluded that better school functioning translates into its atmosphere and culture, and a superior school acts as a protective factor. In better schools, there is a greater emphasis on cooperation and good relationships among teachers, parents and students, and on providing assistance to students who find themselves in unfavourable life situations. The research conducted by Lowenstein et al. [34] showed that comprehensive support is an important factor influencing school performance, which is also true of assistance for students from neglected backgrounds [35].

L Young people's actions that are non-compliant with school requirements are often quoted as a factor correlating with problem behaviours [36]. This is a mutual association because involvement in risky behaviours may be a cause or a result of reduced interest in

studying. Numerous authors consider poor school performance to be one of the factors associated with risky behaviours, while simultaneously emphasising its multi-factor character [37, 38]. An effect of accumulated individual and environmental risk factors for problem behaviours was found in the discussed study. That was particularly clearly visible in terms of the example of the mean index of aggressive behaviours, which suddenly increased in the case of poorer school performance and student attendance. Conversely, in better schools, school performance is not so closely related to problem behaviours, which are not so prevalent. The general “school effect” has been presented as a variety of average values of indexes connected with problem behaviour between schools and as an ICC value that show the magnitude of this diversity. Despite rather low values of ICC (3.3% and 4.2%) in the corresponding publications, multilevel techniques are recommended. According to American system of school monitoring described by O’Malley et al., average ICC values observed within 12 years treated 7 indexes of main psychoactive substance use (cigarettes, alcohol, marihuana) oscillating from 2.1% to 6.1% [39].

M In Polish literature, the statistical analysis of diversity of health indexes between schools has not yet become popular, although in the realised school youth surveys classes or schools are random units. The school effect starts to appear in interesting quantitative and qualitative surveys realised in small groups of junior high schools chosen in purposive sampling technique according to social background and students’ school achievements [40].

PART 1: ACADEMIC READING

[10]

1. Describe Bernstein’s theory of cultural transmission. (2)
2. What positive results are created by students’ sense of belonging to their school?
(Paragraph H) (2)
3. State whether the following sentences are **TRUE** or **FALSE**. (2)
 - a) Boys display significantly more frequent involvement in aggressive behaviour than girls.
 - b) In better schools, the emphasis is on cooperation and good relationships among teachers, parents and students, and on providing assistance to students who find themselves in unfavourable life situations.

4. To what do the following pronouns refer? (2)
- a) its (Paragraph A, in bold letters)
 - b) These (Paragraph A, in bold letters)
5. What is the purpose of the study? (2)

PART 2: LANGUAGE USAGE

[20]

- a) An inflectional morpheme is used to create a variant form of a word in order to signal grammatical information. Identify the **inflectional morpheme** in each of the bolded/highlighted words/phrases in the following sentences and state the grammatical information it signals.

(8) **Example**

Mr **Cloete's** family are wealthy.

- b) Parents take greater care of the development of their **child's** cognitive competencies.
- c) Too little space is dedicated to school factors that could mitigate existing **differences**.
- c) They have **greater** motivation to send the children to better schools.
- d) Only a few highly developed societies **succeeded** in equating the developmental opportunities of children.

2. Identify the morphemes in each of the following words. (4)

- a) indirect
- b) performance
- c) achievements
- d) failure

3. Name the process by which the **highlighted** words were created (e.g. borrowing, blending etc.) (4)

- a) Bonnel **et al.** have made an attempt to synthesise all published theories so far.
- b) Despite rather low values of **ICC** (3.3% and 4.2%) in the corresponding publications, multilevel techniques are recommended.

- c) Average ICC values observed within 12 years treated 7 indexes of main **psychoactive** substance use.
- d) The Jessors' Problem Behaviour Theory claims by contrast that young people engage in such groups when they can deal with failure at school or low **self-esteem**.

4. Add **suffixes** to convert the words below to the parts of speech (word classes) indicated in brackets. (4)

- a) healthy (**adverb**)
- b) behave (**adjective**)
- c) questionnaire (**verb**)
- d) collect (**noun**)

PART 3: RESEARCH ANALYSIS

[20]

- 1. Which word/words in the title of the research specify the type of action being done? (2)
- 2. Where does Literature Review begin and where does it end? State the actual paragraphs. (2)
- 3. In which paragraph is the purpose of the study explained? (1)
- 4. State the hypothesis of the study. (2)
- 5. What was the research design of the study? (2)
- 6. State the population of the study. (2)
- 7. What was the sample of the study? (2)
- 8. What research instrument was used to collect data? (2)
- 9. Give a brief description of the manner in which the data collection instrument stated in (8) above was administered. (4)
- 10. Did the researchers engage in empirical research or desk-based research? (1)

SECTION B: WRITING

[50]

Question 1: Academic Writing

[10]

- 1. State which characteristic of academic writing (formality, objectivity, tentativeness,

referencing/acknowledgement, clarity) is most clearly exemplified by each of the following sentences.

- a) Lowenstein et al. (2010) showed that comprehensive support is an important factor influencing school performance, which is also true of assistance for students from neglected backgrounds. (2)
- b) It may be concluded that better school functioning translates into its atmosphere and culture, and a superior school acts as a protective factor. (2)
- c) It was found that the schools in the three categories differed in terms of their location and affluence of the surveyed students' families as well as in terms of students' school performance. (2)
- d) The first research question investigated the vocabulary and academic literacy levels of the participants. (2)
- e) Lime survey free open-source software was used for the online survey (www.limesurvey.org). (2)

Question 2: Editing and Proofreading

[10]

The paragraph below contains **ten** language (grammar and spelling) **errors**. Identify all the errors and correct them. In your answer, write the incorrect word followed by the corrected one **ONLY**.

Over the past years, frequent droughts in Namibia has led to economic decline, widespread food shortages, environmental degradation and considerable hardship among the poor. Droughts, however, is a regular feature of Namibian and it is unusual for drought not to affect some part of Namibia in any given year. Unfortunately, no drought monitoring system exist to reduce the economics burden drought brings to the nation and, in particular, to its framing community. A study of the extend of drought, it's frequency and severity would be of significance importance for agricultural and economic planning. At the same time, such a studies could also be useful when developing long-range forecasting methods.

Question 3: Referencing

[15]

3.1. In-text citation

Insert appropriate in-text citations in each of the following sentences by using the reference sources, (A), (B) or (C), provided in the box below. (6)

- a) It is therefore meaningless to talk about drought occurring in the Namib and permanent arid regions (A).
- b) "Last year, four other problem lions were relocated from Kunene to Erongo" (B).
- c) (C) argues that seasonal rainfall totals are ranked, lowest to highest, and the limits of each ten percent are determined from the cumulative frequency distribution.

3.2. Reference List

Compile a reference list using the reference sources in the box below. Adhere to the APA guidelines of compiling a reference list. Candidates are reminded that all information in italics must be underlined. (9)

Reference Sources

(A) James Katz. *Magic in the air: mobile communication and the transformation of social life*. London. Transaction Publishers. 2006.

(B) Adam Hartman. *The Namibian*. Erongo lions relocated to Khomas. Friday 31 August, 2018.

(C) Louis Botha. *History of drought in Namibia*. 2014. <http://www.nbri.org.na/>. Retrieved on 02/09/2018.

Question 4: Report Writing

[15]

Write one body (discussion) paragraph and the conclusion of an information report in which you discuss the effect of mobile phones on the private, social, and/or economic lives of

young adults. Most of the introduction has been done for you. Write the remaining parts of the report.

Do not rewrite the introduction. Write the title of the report and the section headings, and then add the appropriate omitted information as required.

a) Write the title of the report. (2)

b) Complete the introduction below by writing its report overview. (2)

Much has been written in the last twelve years on the rapid penetration of cellular technology in Africa and in the rest of the world. The purpose of this report is to focus on how the mobile phone has influenced the lives of the Namibian young people. _____ .

c) Provide a content-specific section heading. (1)

d) Write the body paragraph consisting of:

i. a topic sentence which introduces the paragraph (1)

ii. two transition words or phrases/ cohesive devices (2)

iii. at least 2 supporting sentences (2)

e) Write the conclusion. (3)

f) Sign and date the report. (2)

- THE END -