



**PAMIBIA UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

**FACULTY OF COMMERCE; HUMAN SCIENCES AND EDUCATION**

**DEPARTMENT OF COMMUNICATION AND LANGUAGES**

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<b>SECOND OPPORTUNITY EXAMINATION – QUESTION PAPER</b>	
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<b>MODERATOR:</b>	<b>DR. N. MLAMBO</b>

<b>INSTRUCTIONS</b>
<ol style="list-style-type: none"><li>1. Read the instructions carefully before answering the questions</li><li>2. Answer ALL the questions.</li><li>3. Write clearly and neatly.</li><li>4. Indicate whether you are FM, OM or a DI student on the cover of your answer booklet.</li></ol>

**THIS PAPER CONSISTS OF 15 PAGES (Including this front page)**

Read the following research article and answer the questions. The original article has been adapted and abridged for assessment purposes.

### **Motivational factors for learning English as a second language acquisition in Canada**

By

**Shahla Sattar and Mehmet Takkac**

#### **Abstract**

A New immigrants' arrival in any country indeed brings new challenges to settle in the country. Learning the language of a new country is one of the major hassles in settling and starting a new life. In Canada, new immigrants must learn English as a second language because English is an official language and is also used day to day in almost all provinces except for a few states where the French language is more acceptable compared to English. Learning English requires motivation and there are some barriers in learning. Thus, this study addresses these barriers and assesses what motivational factors are there for new immigrants to learn English. It was a cross-sectional quantitative study conducted at a poly-cultural centre, in Canada from June-2018 to December-2018. A total of 325 participants who registered and gave consent were included in this study.

#### **Introduction**

B English learning plays a vital role in settling in Canada as a new immigrant. This learning process is indeed affected by several motivational factors or barriers, which was already presented by a model described by Gardner (1982) almost four decades ago. This model depicted mainly four factors like social and cultural milieu; individuals are different, the context of learning, and its impact. New immigrants should have some inner motivation, it fulfils practical needs, and it is connected to a real problem (Literacy & Network, 2013). It was further recognized and emphasised by Gardner (1990), and stated that three elements are critical for learning a second language i.e., willingness, hard work, and a positive attitude toward it. Many studies (Othman et al., 2013; Waseem & Jabeen, 2013; Viju, 2015) illustrated that motivational factors play a vital role in any second language acquisition (SLA). Nevertheless, this is one of the requirements for all new immigrants to pass the English test,

either IELTS or **TOEFL**, and it is supposed that while they arrive in Canada, they should be fluent in English. This is imposed only on principal applicants and does not truly apply to other family members and sponsored immigrants (Kilbride, et al.2008). Yet, new immigrants, even principal applicants, are not fluent in the English language and face many challenges during settlement in Canada initially. An official website illustrated that even a quarter of principal immigrants spoke neither English nor French, so the family members, sponsored parents, or refugee's status were worse (CIC Facts & Figures, 2017). Consequently, family members and sponsored parents suffer more to face these challenges while settling down in Canada.

### **Importance of the Problem**

C Language proficiency for new immigrants is critical because **it** has a significant impact on mental and physical well-being. Which of course, is necessary to reduce the stresses caused by challenges being faced by them, which encourage them to integrate into the new system easily and comfortably (Yaksuhko and Chronister, 2005). While taking care of the settlement of new immigrants, we should keep in mind that these new arrivals must pass through different stages of adaptation from euphoria, dissatisfied with frustration, gradual adjustment with a slow recovery, and acceptance (ISAN, 2019). The acquisition of a second language makes the scenario worse, and **they** become frustrated (Khan and Takkac, 2019). To cope with this situation, the prerequisite is to learn the English language and without motivation, it seems difficult to go for the acquisition of English as a second language.

### **Relevance of study**

D Many studies are published so far, which describe how motivational factors work for the acquisition of English. Many researchers have emphasized who dealt with the second and foreign language learning that motivation is one of the main factors in the target language learning success (Rueda & Chen, 2005). Our study is highlighting specifically the motivational factors for newcomers who want to learn English as a second language for the settlement in Canada. However, due to the diversity in the background of newcomers, **their** perspectives and motivation on learning English might differ from each other (Zusho & Pintrich, 2003). In fact, the goal of becoming fluent English speakers is embraced by most newcomers who recognise that learning English is a fundamental requirement for acceptance and participation in an English dominant world. It is important to them; becoming English speaking is the same as becoming American. English is not just a vehicle for communication; it is a social and political marker of affiliation and belonging. How quickly, how well, and in what manner

immigrants learn English has become the major public issue in the socialisation of immigrant children in the United States (Oslen, 2000). Nonetheless, there are not many pieces of research published, so far which directly assess the motivational factors for learning English as new immigrants, but some studies illustrated the importance of the motivational factors for learning English in different circumstances. For instance, a study conducted on Hungarian students describes the motivation for learning English as a foreign language in three distinct learner populations: secondary school pupils, university students, and adult language learners. The main factors affecting the student second language (L2) motivation were language-learning attitudes, and the Ideal L2 self, which provides empirical support for the main construct of the theory of the L2 Motivational Self-System (Dörnyei, 2009).

### **Hypothesis**

E As mentioned earlier by many studies (Gardner, 1985 & 1990; Othman et al., 2013; Waseem & Jabeen, 2013; Viju, 2015) that motivational factors are important for the acquisition of English as a second language. Therefore, the hypothesis is that new immigrants must have motivational factors for learning English as well as there are some barriers too for their learning. Based on this hypothesis, we are looking for answers to the following research questions: a) What motivational factors are motivating new immigrants to the acquisition of English as a second language? b) What barriers do new immigrants face during the acquisition of English as a second language?

### **Method**

F Participants were all male and female adult new immigrants for the last two years who are registered at polyculture centre, Mississauga, Ontario, Canada for learning English. They belonged to many countries from Europe to Asia and registered for learning English at the centre. Initially, all 475 registered new immigrants at polyculture centre, Mississauga, Ontario, Canada were included during the period of June-2018 to December-2018. A convenient sampling technique was applied and included all. However, due to exclusion criteria, children under 18 years and elderly more than 60 years of age were excluded. A convenient sampling technique was applied and included initially 475 registered new immigrants, after the exclusion of 75 (19%) from the total, only 400 participants have participated in the study. The calculated power was nearly 90% and due to a good sample size, the study revealed a high precision. It was a quantitative and analytical, cross-sectional study design since we have

collected data based on a validated and reliable questionnaire (Gonzales & Lopez, 2016) during a period whenever participants feel convenient.

G The recruitment in the study started with the contact of all registered at the polyculture centre, Mississauga, Ontario, Canada. This centre usually registers new immigrants and facilitates them for settlement in Canada. A total of 475 were included in the study and contacted to get consent for participation in the study. However, finally only 310 were left after applying exclusion criteria to participate in the study. It was done during June-2018 to December-2018. The collected data were cleaned and fed into an SPSS - IBM version 21 software with the help of a statistician. The first descriptive analysis statistical calculations were done for getting a holistic picture of the data. The mean value (+95% CI) of the participants' reactions on the Likert scale was determined and the correlation of their reactions with socio-demographic variables was assessed. Later, chi-square was applied for assessing any significant association among different variables. A p-value equal to or less than 0.05 was considered a significant level for assuring any association.

## **Discussion**

H Foreign language learning seems difficult until there are some motivational factors, which motivate the learner to learn any foreign language (FL) including English. Adult learning is predicated on some experiential learning cycle (Arkoful and Abiadoo, 2015) that is relevant to four learning principles such as it should be concrete experience, reflective observation of new experience, abstract conceptualization, and active experimentation. However, adults learn more quickly if this learning has some motivational factors, which are relevant to their day-to-day active experience and outcome (Kolb, 2005). A study shows that overall, there is an essential role of all six motivational factors for learning English as a foreign language. Authors (Khan and Takkac, 2019) did a previous study also depicted that that immigrant had an optimistic approach to learning English as a second language. However, they face some challenges in learning English as well as integrating into Canadian culture. In this study, the response rate was excellent; however, most participants were females. Many demographic characteristics affect meaning; however, gender also plays an important role (Oxford, 1990). This high rate of responses from females endorsed females usually take all tasks seriously and try doing them with full commitment (Smith, 2008). The majority (44.5%) belonged to the middle age group (41–50 years). It reflects a general immigrant population that usually

achieves immigration in Canada (CIC, 2017). Many nationalities have participated in the study, however, Asians, Arab speakers from the Middle East mainly participated, and as this is a high number in Canada as new immigrants (CIC, 2017). I look at their educational status, a few of the sampled populations had completed a master's degree and a handful of participants had Ph.D. Hence, it is important to know the role of educational status for settling new immigrants in Canada and learning a foreign language, which should be helpful (Oxford, 1990; Khan and Takkac, 2019). Indeed, if the time span in Canada is increased, there will be more chances to settle easily as new immigrants and learn English as a foreign language (Lambart, 1973)

#### **Discussion (continued)**

I Learning English is a complicated phenomenon especially for those who never experience learning English as a foreign language (FL). It is multifactorial and depends upon many motivational factors. The factors include; cultural beliefs and expectations, educational policies, local influences, task requirements, personal preferences, learning opportunities, individual age, gender, educational level, and social class (Oxford, 1989; Oxford, 1990; Chamot & Kupper, 1989). However, motivation is crucial, pivotal, and top of all factors. Motivation is multifaceted and it is not only a unitary concept (Oxford & Shearin, 1996; Domyei, 2001a, 2001b). Fortunately, Robert Garner (1985, p.10) with his colleagues have initiated a study in Canada and started research on language learning motivation. Later Gardner (1985, p.10) separately defines the second language motivation as "the extent to which individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". The statement of Domyei (1998) is that in the absence of sufficient motivation, even individuals with abilities can hardly achieve long-term support.

#### **Discussion (continued)**

J Our study displays the association between the six motivational factors and analyses the results. The first three factors are mainly related to extrinsic motivation (Gardner, 1990) like personal development and become a global citizen. For example, factor 1 (Desire for career and economic enhancement) is significantly associated with age groups, gender, educational status, and time spent in Canada (<http://hes.ccsenet.org> Higher Education Studies Vol. 11, No. 1; 2021 167). This is so noticeable that the first challenge for the immigrants is to settle down in the new country and to get a job moreover, to maintain their socioeconomic status. Therefore, all gender or different age groups must be motivated to learn English to fulfil the prerequisite to get a job in Canada. Similar findings are seen in the Wong study (2008) and

indicate that there is no general trend for different age groups as different age groups have different mean motivation scores for learning English. There are many other motivational factors like factor 2 (Desire to become a global citizen) that is also not significantly associated with all demographic data, except for gender. Gender usually plays a significant role in motivation for second language learning and this difference has a significant impact on the learner's performance. The study proved that females have higher integrative motivation toward learning English than male students. (Narayanan, Rajasekaran & Iyyappan, 2007). Factor 3 (Desire to communicate and affiliate with foreigners) shows an association with all other demographic characteristics, except gender, nationality, and educational status. A study reported (Hummel, 2013) that the major motivation to learn another language is to develop a communicative relationship with people from another culture.

### **Recommendations**

K This study represented many significant findings for assessing the motivational factors for learning English as a second language. We have applied the "Foreign Language Learning Motivation Questionnaire (FLLMQ-6) for collecting data (Gonzales & Lopez, 2016), which has not been used before for a specific group of new immigrants in Canada. However, the data were collected from only one poly-cultural centre and the sample size might not be enough to generalise the results in all parts of Canada. Thus, I recommended that a similar kind of study should be conducted on a large-scale at multi-poly-cultural centres.

[Source: doi:10.5539/hesv11n1p160 URL: <https://doi.org/10.5539/hes.v11n1p16> (ADAPTED)]

### **Part 1: Comprehension questions**

**[20 marks]**

1. Who carried out the research that is presented in this article? (2)
2. According to paragraph A, why is the ability to master the English language important? (2)
3. State any two essential aspects which are important in second language learning, according to paragraph B. (2)
4. According to paragraph J, which population group is more motivated to learn a second language: males or females? (2)
5. Pronoun reference

- 5.1 What does the pronoun 'it' in bold refer to in paragraph C? (2)
- 5.2 What does the pronoun 'they' in bold refer to in paragraph C? (2)
- 5.3 What does the pronoun 'their' in bold refer to in paragraph D? (2)
6. Cohesive devices
- 6.1 Identify one cohesive device in paragraph A. Explain the function of the device in the context that it has been used. (2)
- 6.2 Identify one cohesive device in paragraph E. Explain the function of the device in the context that it has been used. (2)
- 6.3 Identify one cohesive device in paragraph I. Explain the function of the device in the context that it has been used. (2)

**Part 2: Language usage questions**

**[10 marks]**

1. Observe the following extract from the comprehension passage and do the tasks that follow.

*Language proficiency for new immigrants is critical because it has a significant impact on mental and physical well-being. Which of course, is necessary to reduce the stresses caused by challenges being faced by them, which encourage them to integrate into the new system easily and comfortably (Yaksuhko & Chronister, 2005).*

- a. Identify one compound word from the text. (1)
- b. Write the word **comfortably** in its constituent morphemes. (2)
- c. What part of speech are the words below as used in the text? (2)
- i) reduce
- ii) system
- d. Choose True / False in the following sentences:
- i) The word 'immigrants' has a derivational morpheme. (1)
- ii) The word 'challenges' has an inflectional morpheme. (1)



2. State the type of word formation for the word **TOEFL** in paragraph B. Choose one

of the following: (2)

- A. Borrowing
- B. Coining
- C. Acronym
- D. Blending

2. Write the correct form of the word in bold by adding a suitable suffix. (1)

The **(elect)** process did not take place as earlier planned.

**Part 3: Research analysis questions**

**[10 marks]**

1. State the purpose of the study? (2)
2. What research design did the study use? (2)
3. Briefly describe the participants of the study (2)
4. What sampling technique did the study adopt to select its participants? (2)
5. How was the chi-square useful in the analysis of data? (2)

**SECTION B: ACADEMIC WRITING**

**[60]**

**Part 1: Report writing questions**

**[15 marks]**

Read the newspaper report below (adapted from The Namibian).

**Over 10 000 GBV cases reported since 2020**

News - National | 2022-09-22

by Eino Vatileni

NATIONAL police spokesperson deputy commissioner Kauna Shikwambi says the police have recorded 10 478 cases of gender-based violence (GBV) between 2020 and July this year.

Shikwambi said this at the government information centre in Windhoek on Monday during a panel discussion on the role of social media in exacerbating GBV.

The spokesperson said 1 756 cases were reported to the police between April and July this year. Between 2020 and 2021, the police recorded 5 122 GBV cases, and between 2021 and July this year, some 5 356 cases were reported.

“Our records comprise mostly cases reported by individuals at police stations or gender-based violence offices, and alternatively, cases that are opened by the state,” Shikwambi said.

She said the police have established a cybercrime subdivision responsible for addressing cybercrime and other related issues. The police make use of different platforms, such as the media, to educate the public on the dangers of cybercrime and to discourage people from committing such crimes, Shikwambi said.

"It is a challenge at the moment due to a lack of policies in place. We know a bill was drafted, but we anticipate it will be finished in due course," she said. "When the government launched the GBV campaign, we also launched an action plan, which has the following elements: investigations, operations, training, and awareness," Shikwambi said.

According to her, the police has reached out to every region to raise awareness on GBV. "We want to assume we have empowered many people, and many now understand their rights with regard to violence. As such, they were not afraid to come out and report [cases]," she said.

She said many people are suffering in silence but the more people talk about it, the more will speak out. Shikwambi encouraged the public to report GBV to the police and not keep quiet.

"There are police officers and social workers. They will help you. Everyone is at liberty to report any form of criminality that you are witnessing or even suspecting," she said.

Shikwambi said men must report GBV to the police and look for services available when they are faced with situations, instead of violating their partners. "If you look at the suicide rate in this country, the majority of cases are men. Men, you must seek help. We don't want our men killing themselves because of problems that can be solved," she said.

Adding to the discussion, the chief social worker in the Ministry of Health and Social Services, Sophia Coetzee, says victims and their families must make use of social services by visiting social workers and the police. "When dealing with victims, please be kind and allow them to start talking by themselves. Don't force them. That is the beginning of the healing process," Coetzee says.

She says many women are reluctant to report their abusive partners since they are dependent on them. "Another cause is family influence. They discourage women from reporting GBV to keep their marriage," Coetzee said.

She says many men are also victims of GBV. "The notion that they are strong and should not report violence causes much of the abuse. Men, report GBV," she said.

- As a NUST student intern at the Ministry of Gender Equality, Poverty Eradication and Social Welfare, you have to write a Recommendation Report to brief your supervisor on the high incidence of GBV in Namibia during the 2020-2022 period. You focused your Information content on (1) Cyber harassment and GBV in Namibia, (2) Lack of governmental policies, and (3) The reluctance of victims and abusers to seek help.

**Write this Recommendation Report, showing your Conclusion and Recommendation sections**

**ONLY.** Pay attention to correct format, paragraph structure and the content required for the Conclusion and Recommendation sections of a report. Provide 3 recommendations.

**Part 2: Academic writing**

**[20 marks]**

1. Which stage in the writing process is exemplified by each of the following group of activities? Write the letters a-d and the answer next to each letter. (4)

<p>a) Analysing the assignment question by looking at:</p> <ul style="list-style-type: none"> <li>i) instruction words</li> <li>ii) content words</li> <li>iii) limiting words</li> </ul>	<p>b) adding, changing, or deleting parts of the text to help writing flow</p> <p>correcting misspelt words</p> <p>adding, deleting, or changing punctuation</p>	<p>c) concentrate on main ideas and supporting details</p> <p>each paragraph should have one main idea</p>	<p>d) brainstorming researching creating an outline</p>
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2. Identify the academic writing conventions exemplified in each sentence below. (4)

- a) First, many L2 students have not received formal training in academic writing before entering their programmes (Hyland, 2016).
- b) Writing competence may not improve along with the intellectual and cognitive development that normally accompanies students' progression to a higher academic level.

3. The sentences below exemplify ways in which writers can incorporate other scholars' ideas in their writing. Read the sentences and in each case identify the method used to incorporate other scholars' ideas. (6)

- a) The principal source of difficulty for undergraduates has been found generally to be vocabulary, which is compounded by another two essential elements of academic writing, register (tone and style) and organisation (cohesion and coherence) (Evans & Morrison, 2018; Hinkel, 2011).
- b) Reflecting results from other research (e.g., Dong, 1996), this study found that most students approached their academic writing by "probing in the dark and learning from mistakes" (p. 453).
- c) In the second study, Huang (2010), explored voices from both students and faculty.

4. Each of the set of sentences below has an error. Edit the sentences to correct the error. Do not change the word order. **Write the corrected sentences and underline the edited parts of the sentences.** (6)

- a) Although the medium of instruction of these programmes is English. Achieving a certain IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language) score is often the only entry language requirement (Wang, Andre & Greenwood, 2015).
- b) Second, academic writing is not integrated into the postgraduate curriculum in many parts of the world (Odena & Burgess, 2017), this is of major concern when considering that there is no significant correlation between students' writing skills and the length of their study period in higher education (Reinhold, Batstone, González, Troian & Yu, 2017).

- c) The third investigation into academic writing problems encountered by graduate students is Casanave and Hubbard (1992), a milestone study although conducted 30 years ago. They examined the issue from the faculty perspectives.

**Part 3: Text structure**

**[10 marks]**

Read the following two paragraphs and answer the questions that follow:

**A. Building a campfire**

Sitting around a campfire is a classic summer camping tradition. Before you can tell scary stories, though, you will need to build your fire. Begin by gathering firewood from around your camp. In addition to wood, you will need other tinder like pine needles, bark, or dead plants to help ignite the fire. Then, dig a small pit for your fire and build a ring of stone around it for maximum safety. Place your wood and tinder into the pit and start the fire using an ignition source such as a match. Once ignited, slightly blow on your flame to build heat. When you have a flame, use large pieces of firewood to build a teepee. Now sit back and relax in front of your roaring campfire!

**B. Being prepared while camping**

Before you head out the door for a camping trip, gather the appropriate supplies. If you are prepared for accidents, your camping trip will go off without a hitch. However, if you don't have the right gear, your camping trip may end more quickly than you hoped. Sometimes weather moves in rapidly. Rain can dampen your plans, your clothes, and your sleeping bag if you didn't pack a waterproof tarp to cover it with. If your gear is soaked, you'll likely need to pack up and head home. A scraped knee is usually no problem, but a bloody knee with no band aids might cause you to trek to a gas station in search of a bandage. Consider everything that might happen, and plan well so that minor bumps in the road don't affect your entire camping experience!

- 1) Identify the text structure used in each of the two paragraphs (4)
- 2) Write down three words from each paragraph that give you a clue about the type of text structure you identified in (1). (6)

Part 4: Citation and reference (APA 7<sup>th</sup> edition)

[15 marks]

1. Identify the correct in-text citation for this paraphrase from the book *Democracy and the next American economy: Where prosperity meets justice* by Henry A J Ramos written in 2019 page 30. (1)
  - a) Ramos said political economy of a country is completely wrong if average people are often forced to work three or four jobs to make a living (2019).
  - b) A political economy of a country is completely wrong if average people are often forced to work three or four jobs to make a living (Ramos, p.30, 2019).
  - c) A political economy of a country is completely wrong if average people are often forced to work three or four jobs to make a living (Ramos, *Democracy and the next American economy: Where prosperity meets justice*).
  - d) A political economy of a country is completely wrong if average people are often forced to work three or four jobs to make a living (Ramos, 2019).
  
2. Identify the correct in-text citation for the following narrative quote from this source: Diele-Viegas, L. M., & Rocha, C. F. D. (2020). Why releasing mining on Amazonian indigenous lands and the advance of agrobusiness is extremely harmful for the mitigation of world's climate change? (1)
  - a) Diele-Viegas et al., (2020, p. 8) argue that "President Bolsonaro intentions regarding resource exploitation in the Amazon may lead to catastrophic consequences".
  - b) Diele-Viegas and Rocha (2020) argue that "President Bolsonaro's intentions regarding resource exploitation in the Amazon may lead to catastrophic consequences" (p. 8).
  - c) Diele-Viegas & Rocha (2020) argue that "President Bolsonaro intentions regarding resource exploitation in the Amazon may lead to catastrophic consequences" (page. 8).
  - d) Diele-Viegas et al (2020) argue that "President Bolsonaro intentions regarding resource exploitation in the Amazon may lead to catastrophic consequences (page 8)".

3. Identify the correct reference format for this book: Godfrey, J., Hodgson, A., Tarca, A., Hamilton, J., & Holmen, S. 2010. John Wiley & Sons, Inc. *Accounting* (1)
- a) Godfrey, J., Hodgson, A., Tarca, A., Hamilton, J., and Holmen, S. (2010). *Accounting*. John Wiley & Sons, Inc.
  - b) Godfrey, J., Hodgson, A., Tarca, A., Hamilton, J., & Holmen, S. (2010). *Accounting*. John Wiley & Sons, Inc.
  - c) Godfrey, J., Hodgson, A., Tarca, A., Hamilton, J., & Holmen, S. (2010). *Accounting*. John Wiley & Sons, Inc.
  - d) Godfrey, J., Hodgson, A., Tarca, A., Hamilton, J., & Holmen, S. 2010. *Accounting*. John Wiley & Sons, Inc.
4. Identify the correct reference format for this journal article: Schmidhuber, L., Hilgers, D., and Hofmann, S, 2022, *Financial Accountability & Management*, International Public Sector Accounting Standards (IPSASs): A systematic literature review and future research agenda. vol 38 issue 1, page119-142. (2)
- a) Schmidhuber, L., Hilgers, D., and Hofmann, S. (2022). International public sector accounting standards (IPSASs): A systematic literature review and future research agenda. *Financial Accountability & Management*, 38(1), 119-142.
  - b) Schmidhuber, L., Hilgers, D., & Hofmann, S. (2022). International public sector accounting standards (IPSASs): A systematic literature review and future research agenda. *Financial Accountability & Management*, 38(1), 119-142.
  - c) Schmidhuber, L., Hilgers, D., & Hofmann, S. (2022). International Public Sector Accounting Standards (IPSASs): A systematic literature review and future research agenda. *Financial Accountability & Management*, 38(1), 119-142.
  - d) Schmidhuber, L., Hilgers, D., & Hofmann, S. 2022. International Public Sector Accounting Standards (IPSASs): A systematic literature review and future research agenda. *Financial Accountability & Management*, 38(1), 119-142.
5. Your lecturer mentioned a widely agreed concept in a lecture. You have looked it up in a few books, but they do not seem to reference back to any particular author. You are worried that you will not be able to find a citation for this. How can you include

this in your essay?

(1)

- a) You can't. If you can't find an original source to reference, then you should not include it in your work.
- b) Cite your lecture notes
- c) In this case a reference is not necessary
- d) Quote your lecturer as a primary source

6. Kasiku is writing an assignment on the experience of different international relations interns. In her assignment, she has made use of the book below. Help her by writing the reference entry of this book. (6)

Title of the book: The survival: The case of marginalised communities

Author: Vivian Langston

Publisher: MacMillan Inc.

Publisher City: Windhoek

Year of publication: Copyright@2017 by Vivian Langston

7. You have been given an assignment to submit individually. You meet for coffee to discuss the essay with some other students in your class who have been given the same assignment. Which of the following is/are appropriate to how you will approach the task? [Select all that apply] (3)

- a) You discuss the assignment task to improve your understanding of what's required.
- b) You collectively decide on a good structure and then individually write and submit an essay.
- c) You share details of books you've read which may help with learning about the topic of the assignment.
- d) You agree that one of you will do the bulk of the work and then share it with the rest of the group
- e) None of the above, they could all be described as collusion

**-END OF EXAM-**