



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

COURSE CODE: EAP511S	COURSE NAME: ENGLISH FOR ACADEMIC PURPOSES
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DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER		
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INSTRUCTIONS
<ol style="list-style-type: none">1. Answer all questions.2. Write clearly and neatly.3. Number the answers clearly.4. Follow instructions for each question carefully.

THIS EXAMINATION QUESTION PAPER CONSISTS OF 12 PAGES (including this front page).

QUESTION 1: READING COMPREHENSION

[20 marks]

Read the following research article and answer the questions that follow.

Factors affecting malnutrition in children and the uptake of interventions to prevent the condition

Edem M. A. Tette

A Malnutrition is a major cause of child morbidity and mortality. There are several interventions to prevent the condition, but it is unclear how well they are taken up by both malnourished and well-nourished children and their mothers and the extent to which this is influenced by socio-economic factors. We examined socio-economic factors, health outcomes and the uptake of interventions to prevent malnutrition by mothers of malnourished and well-nourished in under-fives attending Princess Marie Louise Children's Hospital (PML).
were encountered.

B Malnutrition is regarded as the most important risk factor for illness and death globally and it is associated with 52.5 % of all deaths in young children [1–4]. According to UNICEF, WHO and the World Bank, out of the 161 million under-fives estimated to be stunted globally in 2013, over a third resided in Africa [5]. In addition, about one-third of the 51 million under-fives who were wasted and the 99 million who were underweight were also from Africa [5]. Furthermore, although there has been a global decline in underweight from 25 % to 15 %, Africa has experienced the smallest relative decrease in prevalence going from 23 % in 1990 to 17 % by 2013 [5]. In children, low birth weight, feeding problems, diarrhoea, recurrent illness, measles, pertussis, and chronic disease among others increase the risk of malnutrition [6–8]. These factors vary from locality to locality and children under five years are most at risk. Social factors also have an influence on malnutrition and in the 1990's, malnutrition was associated with young mothers and low maternal socio-economic status at Princess Marie Louise Children's Hospital (PML) [6]. The consequences of malnutrition are many and have been

extensively documented [2–4, 8, 9]. It includes in- increased risk of infection, death, and delayed cognitive development, leading to low adult incomes, poor economic growth, and intergenerational transmission of poverty [9]. Children with malnutrition have reduced ability to fight infection and are more likely to die from common diseases such as malaria, respiratory infections and diarrhoeal diseases [2–4, 8]. Children who are born with low birth weight and have intrauterine growth retardation, are at increased risk of morbidity and mortality, and other forms of malnutrition compared to healthy infants. **They** also tend to develop **noncommunicable** diseases such as diabetes and hypertension in adult life [10]. Interventions for reducing malnutrition must therefore begin before birth.

C An unmatched case-control study was conducted at the Princess Marie Louise Children’s Hospital in Accra. Cases were defined as children under the age of 5 years with either Moderate Acute Malnutrition (MAM- a weight for height Z score of $\geq -3SD$ to $<- 2 SD$) or Severe Acute Malnutrition (SAM-a weight for height Z score of $<- 3 SD$) An unmatched case–control study was conducted at the Princess Marie Louise Children’s Hospital in Accra. Cases were defined as children under the age of 5 years with either Moderate Acute Malnutrition (MAM- a weight for height Z score of $\geq -3SD$ to $<- 2 SD$) or Severe Acute Malnutrition (SAM-a weight for height Z score of $<- 3 SD$) Princess Marie Louise Children’s Hospital is the largest centre dedicated to treating children with malnutrition in the country. The hospital is a 74 bed children’s hospital situated in the commercial centre of the capital Accra. It provides both primary care and specialized paediatric services for patients brought in by their parents and referrals from health facilities in other parts of Accra and from other regions. In 2012, there were 157 admissions for MAM and SAM at PML with a mortality rate of 11.7 % as reported by the Dietetic unit. The WHO protocol informs case management at the hospital.

D Class III infant scale (Seca 334) was used to measure the children’s weight. A Seca 417 measuring board was used to measure length **while** height measurements were done using a Leicester height measure. These were recorded to the nearest millimeter. MUAC and head circumference were done using non-stretch tape measures. Research personnel making **these**

measurements were trained in standardized techniques for performing these measurements. A Royal College of Paediatrics and Child Health training video clip was used as part of the training. Weight-for-height measures wasting or acute malnutrition and can be expressed as a z-score which is the number of standard deviations or Z-scores below or above the reference mean or median value [21]. The Mid-Upper Arm Circumference (MUAC) is the arm circumference taken at the midpoint between the tip of the shoulder (acromium process) and the tip of the elbow (olecranon process). Both measurements measure wasting or acute malnutrition but correlation between them is often poor. MUAC is better predictor of mortality, easier and less cumbersome to perform and therefore is recommended for use in community-based screening [22]. A semi-structured questionnaire and a data record form were used to collect the information on the child's profile. The information collected included data on the child's age, sex, birth weight and birth order, maturity and problems at birth, child development, HIV status, chronic illness, illness episodes and diarrhoeal episodes over the past year. Information on nutritional status, sources of nutrition advice, growth pattern, immunisation status and preventive interventions such as deworming, vitamin A supplementation and antenatal and postnatal visits was also obtained.

E A total of 371 children participated in the study involving 182 malnourished children and 189 well-nourished children and their mothers. Female children constituted 52.7 % (n = 96) and 47.6 % (n = 90) of the malnourished and well-nourished groups respectively. More than half of the malnourished children were in the 6 months to 12 months age group with a median age of 11 months in the malnourished group. Or over 40 % of both groups were aged between 12 and 24 months. A total 86.0 % (n = 154) of mothers of malnourished children were educated and 93.5 % (n = 174) of mothers of well-nourished children were also educated.

F An assessment of the occupational status indicated that 18.1 % (n = 33) and 7.9 % (n = 15) of mothers of malnourished children and well-nourished children respectively were unemployed. Malnutrition was associated with a monthly family income of ≤ 200 GH Cedis (≤ 100 USD) but not with maternal educational status and employment status which highlights a need to address poverty. Malnutrition was also associated with lack or inadequate antenatal care, not

de-worming children regularly, low birth weight, previous diarrhoea episodes, and developmental delay. Though the latter three conditions could be consequences of malnutrition they could aggravate malnutrition through lack of health services. **Thus** preventing these conditions and providing adequate follow up for diarrhoea patients will be important steps in preventing malnutrition in this population. Interventions to reduce malnutrition such as antenatal visits were generally better patronised by the mothers of well-nourished children. Efforts must be made to reach mothers who default on antenatal visits their children regularly. Furthermore, growth monitoring should be encouraged in this setting and further studies on the timing and use of information from the activity are needed.

[Article has been adapted for assessment purposes]

READING COMPREHENSION QUESTIONS

1. Who wrote this article? (1)
2. What does PML stand for? (2)
3. What is the major cause of child morbidity and mortality ? (2)
4. In paragraph B, how does one know that malnutrition is the most important risk factor for illness and death for children? (2)
5. In paragraph B, we learned that low birth weight, feeding problems, diarrhoea, recurrent illness, measles, pertussis, and chronic disease among increase the risk of malnutrition. Mention two factors that determine these risk factors. (2)
6. Why should interventions for reducing malnutrition begin before birth? (2)
7. Pronoun references: What do the following pronouns refer to as presented in the text? (3)
 - a) these (paragraph D)
 - b) they (paragraph B)
8. Provide the functions of the following cohesive devices. Use a single word. (2)
 - 8.1 While (Paragraph D)

8.2 Thus (Paragraph E)

9. How can one infer that there is a strong relationship between malnutrition and common diseases such as malaria, respiratory infections and diarrhoeal diseases? (2)
10. Using your knowledge of morphology and contextual clues given, what are noncommunicable diseases (paragraph B)? (2)

QUESTION 2: LANGUAGE USAGE REVIEW

[15 marks]

Questions in this section are based on the abstract below. Carefully read and understand each question before attempting a response. Marks **will not be awarded** if language errors are made/for misspelt words. The sentences are numbered for your convenience.

ABSTRACT

¹ This article **explores** beginner student and staff perspectives of study *preparedness* across higher education **institutions** and disciplines in Norway, focusing on writing, reading and academic working skills. ² Drawing on focus group interviews among academic staff and students, findings show a certain academic **unpreparedness** by beginner students. ³ Students ^{a)} _____ (apparently/apparent) are not used to working hard or ^{b)} _____ (independent/independently) enough, struggling to read large text amounts, showing a lack of academic writing and reading skills. ⁴ For hard-working students' findings show differences between **non-selective** and selective study programmes. ⁵ Selective programmes, for example, law, seem to be more structured and aligned with upper secondary school. ⁶ Students in these programmes are a *positively* selected group, expected to be better prepared than their counterparts in open programmes. ⁷ The article contributes to a combined perspective by students and staff on study preparedness across disciplines and institutions, with implications for further research and quality in higher education.

1. What is the function of -s- in the words in bold in sentences 1 and 4? Rewrite each word in the sequence it appears in the abstract and its answer next to it. (3)
2. Classify the words below according to their word classes (parts of speech). (2)
 - a) preparedness [Sentence 1]
 - b) positively [Sentence 5]
3. What is the meaning of the prefixes in the words below? (2)
 - a) unpreparedness [Sentence 2]
 - b) non-selective [Sentence 4]

4. Classify each word below according to its morpheme structure. (3)
- a) hard-working [Sentence 4]
 - b) beginner [Sentence 2]
 - c) quality [Sentence 7]
5. Read sentence 3 and select one word from the options provided in each case to complete sentence. Write the letter of the option and the correct option next to it. (2)
6. Add a derivational affix to each word below to change the word class as indicated. (2)
- a) education - adjective
 - b) academic - adverb
7. Analyse the word *implications* in sentence 7 according to its morpheme structure. (1)

QUESTION 3: RESEARCH ANALYSIS

[15marks]

1. What type of research method was adopted in this study? (1)
2. What research design did the study adopt? (2)
3. How many participants were involved in this study? (2)
4. Mention three data collection tools that were used in this study. (6)
5. After assessing the occupational and education status of the mothers of the participants, the researcher noted that there was a need to address poverty. Why? (2)
6. In paragraph F, why did the researcher conclude that efforts must be made to reach mothers who default on their children's antenatal regularly? (2)

QUESTION 4: ACADEMIC WRITING

[20 marks]

1. Which academic writing characteristics are **adhered to** in the sentence examples below? (3)
- a) This article aims to explore academic preparedness from the perspectives of university teachers (staff) and beginner students across different disciplines.
 - b) Higher education institutions and upper-secondary schools seem to differ in demands of text production and reading amounts.
 - c) According to Gourlay (2009), many students struggle to achieve positive writing outcomes, which might lead to disengagement.

2. Which academic writing convention/characteristic is **not adhered to** in the sentence below? (1)

Generally, research on academic preparedness makes up quite a substantial part of research on beginner experiences.

3. During which stage in the writing process are you likely to do the following? (3)
- a) Analyse the assignment question or topic by identifying key elements, such as instruction words, content words, and subject words.
 - b) Rewrite a paper and make it better by improving on the initial rough draft.
 - c) Ensure corrections and changes you have made are indeed correct.

4. When editing your work for content, what should you do to improve the flow of sentences? Select your answer from the options provided and write the letter of the correct answer only. (1)

- a) Combine short sentences and divide long ones.
- b) Ensure that all elements for each section are included.
- c) Re-read the sentences and paragraphs to ensure a smooth flow.
- d) Check if information from other sources is cited.

5. Identify ways of incorporating other scholars' ideas in your work exemplified in the sentences below. (2)

- a) The term academic preparedness is complex and involves several dimensions, such as ‘being informed, making the right choices, having realistic expectations and being motivated’ (Harvey et al., 2006, p. 30).
- b) Some scholars argue that students enter higher education with weaker basic disciplinary skills than needed (for example, statistical skills for psychology studies) (Mulhern & Wylie, 2006), while others argue that beginner students show weak generic writing and reading skills (Jolliffe & Harl, 2008; McDaniel, 2014; van der Meer, 2012).

6. Read the paragraph below and identify and correct four different language errors in the paragraph. Write the incorrect word in the same sequence it appears in the paragraph and the correct version next to it. (4)

Quality, intensity and duration of effort infested in studying, are key characteristics of what is denoted as academic working skills. It implies working in an engaged, focused and persistent way, following academic goals, despite obstacles and distractions (farrington et al., 2012). For beginner students it is important to exercise autonomy in planning and engaging with the tasks of studying. This might be a change from upper-secondary school, were they were exposed to a more structured and teacher-led curriculum. Thus, it is assumed that academic working skills is a crucial factor for academic preparedness across all disciplines.

7. Match the error types in column A with the sentences that exemplify each error in column B. Write the number of the type of error and the letter of the correct answer only. (3)

Column A: Error types	Column B: Sentences exemplifying errors
1. Sentence fragment	a) Scholars argue for the importance of discipline-specific writing skills for academic preparedness questioning, summarising, clarifying and predicting are all phases of the learning process that students need to pursue despite challenges, exemplifying what it means to master academic work.
2. Comma splice/ misplacement	b) Delimiting the scope, this article focuses on writing and reading skills and academic working skills, some of several crucial factors for a smooth transition to higher education that implies the creation of a new student identity (Briggs et al., 2012).
3. Run-on sentence	c) Despite an increase in new technologies in higher education.

	d) Hard disciplines, for example, natural sciences and engineering, are characterised by an accumulative and highly structured epistemology, in contrast, soft disciplines, for example, humanities and social sciences, are characterised by a less accumulative and more open epistemology.
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8. In which of the following ways can each error identified in a) be rectified? Write the number of the sentence error and the letter of the correct answer only. (3)
- a) Complete the incomplete thought/idea (dependant clause) by adding a missing part (independent clause).
 - b) Add -s- to the verb so it reflects agreement with the subject in number.
 - c) use punctuation such as a period and capitalise the first letter of the first word after the period, or a semicolon and a coordinating conjunction.
 - d) use a period or a coordinating conjunction between the two independent sentences.

QUESTION5: TEXT STRUCTURE

[15 marks]

1. Read and analyse the text structure of the following written excerpts. For each one of them, identify the text structure and the cohesive device that has been used to enhance the structure.

1.1 The climate in the south of this country is generally hot with little rainfall whereas in the northern regions it is cool and rainy.

Text structure: _____ (1)

Cohesive device used: _____ (1)

1.2 Many people choose to work from home, as a result, they save on transport money

Text structure: _____ (1)

Cohesive device used: _____ (1)

1.3 Africa was a prosperous continent with flourishing kingdoms. Then came the explorers from the west whose sole aim was to harvest the resources that were so abundant.

Text structure: _____ (1)

Cohesive device used: _____ (1)

2. Write a paragraph of 8 to 10 sentences in which you explain two main causes of conflict among workers in their workplace. Suggest two ways in which the conflict can be avoided. (9)

QUESTION 6: REFERENCING

[15 marks]

1. Write a reference entry for the following publications:

1.1 Printed newspaper article (3)

Title of article: 'Government allocates funds for Air Namibia revival'

Writer of article: Jim Smit

Date of publication: 26 March 2025

Page number: 13

1.2 Book with one author (2)

Book title: Assessment in online distance education

Author: Neumann, Oliver

Publisher: Blackwell

Year of publication: 2014

Edition: Fourth

2. Read the following text on APA in-text-citation. Choose the correct word from the box to complete the numbered blank spaces. You do not have to use all the words in the box.

reference list	websites	Derwing et al.
add	bibliography	printing
paraphrase	publication	plagiarise

Using In-text Citation

Include an in-text citation when you refer to, summarize, 2.1 _____, or quote from another source. For every in-text citation in your paper, there must be a corresponding entry in your 2.2 _____.

APA in-text citation style uses the author's last name and the year of 2.3 _____, for example: (Field, 2005). For direct quotations, include the page number as well, for example: (Field, 2005, p. 14). For sources such as 2.4 _____ and e-books that have no page numbers, use a paragraph number, for example: (Field, 2005, para. 1). More information on direct quotation of sources without pagination is given on the APA Style and Grammar Guidelines web page.

Example paragraph with in-text citation

A few researchers in the linguistics field have developed training programs designed to improve native speakers' ability to understand accented speech (Derwing et al., 2002; Thomas, 2004). Their training techniques are based on the research described above indicating that comprehension improves with exposure to non-native speech. 2.5 _____ (2002) conducted their training with students preparing to be social workers, but note that other professionals who work with non-native speakers could benefit from a similar program.

Answers

- | | | |
|-----|-------|-----|
| 2.1 | _____ | (2) |
| 2.2 | _____ | (2) |
| 2.3 | _____ | (2) |
| 2.4 | _____ | (2) |
| 2.5 | _____ | (2) |