

LPENGT5

(480534)

January/February 2011

LANGUAGE PROFICIENCY (ENGLISH COMMUNICATION FOR EDUCATION)

Duration 2 Hours

100 Marks

EXAMINERS
FIRST
EXTERNALDR NMM MBUNYUZA
MS NM NONGOGO

This examination question paper consists of 11 pages plus instructions for the completion of a mark-reading sheet.

This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue.

You will receive an answer book and a mark-reading sheet.

INSTRUCTIONS

- 1 **THIS PAPER HAS TWO SECTIONS: A AND B. YOU MUST COMPLETE BOTH SECTIONS.**

SECTION A: consists of essay-type questions You must answer both questions
(40 marks)

SECTION B: consists of 30 multiple choice questions You must answer all of them
on the Mark-Reading Sheet supplied
(60 marks)

- 2 **Please read the paper carefully, before attempting any answer.**
3. **At the end of the examination please submit:**
- ✓ The examination answer book containing answers to Section A
 - ✓ ONE mark-reading sheet containing answers to Section B These answers must be completed in pencil
- 4 **Please place the mark-reading sheet in the front inside cover of your examination answer book, along with your question paper.**
5. **As you have Two hours, spend some time planning your answers. Label rough work as such.**

[TURN OVER]

SECTION A

(This Section has two parts. Please read both questions before attempting an answer. Clearly mark any rough work as such.)

QUESTION 1

Write a well-structured essay in which you describe and discuss your year as an English Education student. You should include the following

- your reasons for studying in the field of education,
- your hopes and fears as a student and/or teacher,
- your academic and professional goals and whether you are fulfilling them,
- your thoughts on the journal writing experience in this module and how it may have assisted you as a student and/or teacher

(30)

QUESTION 2

Before writing the essay required in Question 1, work on a draft. This may take any form you choose – mind-map, skeleton structure, point form, or any other. The draft should be the basis for your essay, so consider the main ideas carefully. It is advisable to provide more than just headings. As you will be awarded marks for this process, please work neatly. **Do not write out an essay in this question.**

(10)

Total Marks for Section A: [40]

SECTION B**MULTIPLE-CHOICE QUESTIONS**

(You should answer these questions in pencil on your mark reading sheet.)

INSTRUCTIONS:

This section consists of 30 questions. Each question carries **2 marks**. All the questions are compulsory. Answer them on the mark reading sheet that has been provided together with your examination answer book.

[TURN OVER]

Questions 1-9 are based on the following texts:

Almond Tart

Line an 18cm diameter pie with the pastry. To make the filling, melt the butter or margarine and sugar in a saucepan, stir in the semolina and cook, stirring, for a few minutes. Remove the saucepan from the stove, add the almond essence and mix well. Spread the jam over the pastry. Pour in the filling and spread it out evenly. Bake the tart at 200 C for approximately 30 minutes, or until the top is lightly browned.

(From Van Wyk, M and P Barton *A Taste of Tradition*)

AND

Endive Salad with Anchovy and Capers Dressing

I was given endive every day for my staff meals when I worked in France. It was in, on and beside every bloomin' meal I had. It was served raw with no dressing, so it was bitter and revolting. After that experience I hated it. I have since learnt that the bitterness of endive really works if cooked or dressed using flavours with real guts — anchovies and lemon are a perfect example. I think this salad is a really classy one — great as a starter.

You need 4 medium, good-looking endives (no brown leaves). Cut each one in half from the root to the tip, then into quarters and finally into eighths. Wash in cold water and drain, then pat or spin dry. Using a pestle and mortar, smash up 6 fillets of anchovy and 1 tablespoon of capers. Put the mixture into a bowl and add olive oil and lemon juice dressing. Mix thoroughly, then add the endive.

Adapted from Oliver, J *The Naked Chef*

- 1 What is the **main purpose** of the two texts above?
 - 1 to entertain
 - 2 to persuade
 - 3 to instruct
 - 4 to inform

- 2 The **verbs** in the first passage ('Almond Tart') provided a clue to Question 1 above. Which of the verbs is out of place in the list below?
 - 1 melt
 - 2 beaten
 - 3 stir
 - 4 spread

[TURN OVER]

- 3 The second passage ('Endive Salad') has a more **informal register** than the first. Which of the phrases in the following list indicates this most strongly?
- 1 every bloomin' meal
 - 2 you may need
 - 3 you can very, very finely chop
 - 4 great as a starter
- 4 Which adjective from the list below best describes the **tone** of the **first** passage?
- 1 aloof
 - 2 impersonal
 - 3 enthusiastic
 - 4 excited
- 5 Which adjective from the list below **best** describes the **tone** of the **second** passage?
- 1 bitter
 - 2 impersonal
 - 3 enthusiastic
 - 4 excited
- 6 The most likely **audience** for the **first** passage is?
- 1 traditional cooks
 - 2 schoolchildren
 - 3 professional cooks
 - 4 young novice cooks
- 7 The most likely **audience** for the **second** passage is?
- 1 traditional cooks
 - 2 schoolchildren
 - 3 professional cooks
 - 4 young novice cooks
- 8 Which of the options below is the best explanation for the phrase 'with real guts', in the context of the second passage?
- 1 tasty
 - 2 overpowering
 - 3 flavoursome
 - 4 strongly flavoured

[TURN OVER]

- 9 Which of the words or phrases from the second passage is the **least informal**?
- 1 perfect
 - 2 smash up
 - 3 really classy
 - 4 real guts

Question 10- 14 are based on the following text

Defend Human Rights – The Body Shop

<p>It's about how we all live our lives Human Rights are the fundamental things in life that that every person on the planet is entitled to Everything from freedom of speech and protection from torture, to social issues such as the right to health, housing, employment and an education</p> <p>What we believe The Body Shop believes that it is the responsibility of every individual to actively support human rights By acting with a social conscience, businesses can also play an important role in creating positive and lasting change When enough people make their voices heard, perpetrators of human rights abuses are forced to listen</p>	<p>What we're doing We continue to campaign in our stores to raise awareness on a wide range of human rights issues Whether the problem is child labour, mistreatment of asylum seekers, or the exploitation of peoples by unscrupulous multinationals and corrupt governments, we'll continue to passionately campaign for justice We sponsor our own Human Rights Award, which supports 'grassroots' human rights defenders</p> <p>What you can do Sign a petition, lobby government, or use your purchasing power to boycott a company It will make a difference – we all have the power to make change happen To find our more, visit www.the-body-shop.com and click on 'Our Values'</p>
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- 10 What is the over-arching assumption that the advertiser makes about the reader/consumer?
- 1 he/she is willing to spend money according to his/her socio political beliefs
 - 2 he/she supports human rights and supports fair trade
 - 3 he/she is an intelligent being who cares about the world
 - 4 he/she is ecologically aware and will buy 'green' products
- 11 Which words in the passage most lead you to believe that The Body Shop cares about *more than profits*?
- 1 support and sponsor
 - 2 campaign and listen
 - 3 freedom of speech
 - 4 human rights defenders

[TURN OVER]

- 12 Although nothing is being actively sold in this advertisement, the company is making the reader/consumer aware the Body Shop is a company that mostly
- 1 sponsors human rights awards
 - 2 raises awareness on human rights issues
 - 3 is a business with a social conscience
 - 4 is a business which campaigns for justice
- 13 In the passage, the word *lobby* means
- 1 the entrance hallway to government offices
 - 2 attempting to influence your government
 - 3 throwing things at government to get their attention
 - 4 supporting your government officials
- 14 In the passage, the word *grassroots* means
- 1 the farmers and workers of the land who fight for human rights
 - 2 the people who fight for human rights at the most basic level
 - 3 the original people who lived on the land and farmed it
 - 4 the ethnic farmers and locals of a country

Questions 15-23 are based on the following text:

National Water Week

A. Message from Mr Ronnie Kasrils, MP Minister of Water Affairs and Forestry

National Water Week is a significant week that includes Human Rights Day on the 21st of March and World Water Day on the 22nd March. The theme for World Water Day is 'Health, a key to prosperity'. The importance of water as a life-giving resource has been thrust into the forefront over the past few months by the cholera scourge that is gripping the country. National Water Week affords all of us the opportunity to undertake a national awareness programme which focuses on the value of water as well as

- Realising the right of all South Africans to have access to water and sanitation,
- Ensuring the protection of our rivers, streams and wetlands,
- Eradicating waterborne diseases (such as cholera), thereby reducing child mortality,
- Empowering communities in managing and improving their living conditions, and
- Highlighting the vital interdependence between the economy and our water resources

B. Pick 'n Pay Environmental Mission Statement

At Pick 'n Pay, care for the environment is an extension of the company's social investment programme. It is a broad-based policy, which encompasses not only the natural, ecological environment, but also its social, economic, historical and cultural elements.

[TURN OVER]

Pick 'n Pay endorses the concept of sustainable development, which goes far beyond conservation to include a sustained growth philosophy which respects nature in the interests of long-term development. Subscribing to this viewpoint simultaneously implies a *rationalisation that protecting nature, or at least ensuring a more efficient use of natural resources, is in the long-term interest of business*. Sustainable development calls for economic and social development, which meets the needs of the present generation without compromising the ability of future generations to meet their own needs. Sustainable business practice is a practical concept, one which enables the Company to address the biggest challenge facing our country today – the elimination of poverty.

Ray Murray

15 The main purposes of the given passages are to

- 1 inform and persuade
- 2 inform and instruct
- 3 instruct and persuade
- 4 entertain and inform

16 Which of the options below is the best synonym or explanation for the word *realising*?

- 1 understanding
- 2 achieving
- 3 recognising
- 4 happening

17 What word class or part of speech is the word *access* in the sentence below?
realising the right of all South Africans to have access to water and sanitation

- 1 noun
- 2 verb
- 3 adverb
- 4 adjective

18 **Compare** the two passages and then select the most appropriate option describing the **audience** for which they seem to be written

- 1 Both passages seem to be written for the same audience
- 2 Passage A seems to be written for a more sophisticated audience
- 3 Passage B seems to be written for a more sophisticated audience
- 4 It is not possible to judge the audience for which the passages were written

19 Which adjective best describes the **tone** of **Passage A**?

- 1 matter-of-fact
- 2 resigned
- 3 idealistic
- 4 triumphant

[TURN OVER]

- 20** What **additional purpose** may be found in **Passage B**?
- 1 to support the government initiative
 - 2 to promote sustainable development
 - 3 to promote Water Week
 - 4 to promote Pick and Pay
- 21** The word *ecological* means
- 1 having to do with the natural world
 - 2 having to do with the relationship between plants and their environment
 - 3 having to do with the relationship between human beings and society
 - 4 having to do with all of the above
- 22** select the option that **best** explains the meaning of the word *compromising*
- 1 giving up
 - 2 endangering
 - 3 going against your principles
 - 4 reducing
- 23** Select the best definition, based on the passage, of the concept *sustainable development*
- 1 economic and social development
 - 2 business making more efficient use of natural resources
 - 3 meeting the needs of the present generation while still thinking of the needs of the future one
 - 4 a practical approach to business decisions

[TURN OVER]

Questions 24-26 are based on the following text:

Gerald on Love and Life

Hi Gerald, my name is T and I'm 14 going to 15 I'm really worried about a friend of mine She always used to be a joker, the girl all the boys liked and who was fun to be with But lately she's just quiet and sad all the time And never wants to do anything or go anywhere I've asked her what's wrong, but she say it's nothing What do I do? I think it's very serious, like abuse or something, but I don't know how to ask I just want to help my best friend

Gerald replies:

Yo, T! I see what you mean. Things sound really upside down with your friend. Why don't you try to talk to her? Tell her that you're really worried and that the sadness you see in her is eating you up.

Let her understand that her happiness is linked to yours and that she needs to find help if she feels like talking to you isn't enough. Let her know that you promise not to judge her and that you really want to be there for her.

T, you will have to coax very slowly and be patient. I know you feel trapped and helpless, or you wouldn't have taken the time to write this letter. Remember, being a kind, caring and supportive friend means not pressuring her for details. Sometimes it is okay to let her issues surface at her own pace.

All you need to do is be there, smile and utter words of support. Tell her you'll always be there for her. Don't judge or pressure her. If she shows bizarre behaviour like talking to herself or talking about suicide, or she doesn't wash or eat for days in a row, tell her parents or teacher about your concern. Thanks for being a friend, T. Over and out!

S'camto Print, Sunday Times, 18 May 2003

24 The most valid reason for the writer's informal register is that

- 1 he wants to be regarded as being familiar with youth slang
- 2 he appears non-judgemental and empathetic
- 3 he wants the readers to like him and write to him
- 4 he wants to be different from the other advice columnists

25 Gerald may be said to be good at his job mainly because

- 1 he is young and understands the youth
- 2 he speaks and understands their language
- 3 he offers practical advice and support
- 4 his advice is 'hip' and non-judgemental

[TURN OVER]

- 26** Which word best describes Gerald's tone in his reply to T?
- 1 patronising
 - 2 supportive
 - 3 relaxed
 - 4 casual

Questions 27-30 are based on the contents of the Study Guide for this module

- 27** People choose different words and sentence patterns depending on their audience, their purpose, the situation they are in and their relationship with their audience. These choices have to do with

- 1 register
- 2 tone
- 3 attitude
- 4 associations

- 28** Look at the list of adjectives below. Which of the options could they be used to describe?

Sad, angry, bitter, resigned, triumphant, anxious, ironic

- 1 register
- 2 tone
- 3 relationship
- 4 situation

- 29** A teacher can design different types of questions to develop different thinking skills in students. The three general types are

- 1 who, what and when questions
- 2 comparing, classifying and contrasting questions
- 3 applying, analysing and synthesising questions
- 4 recall, processing and application questions

[TURN OVER]

30 The three main purposes for which one may skim read are

- 1 summarise, synthesise and survey
- 2 scan, synthesise and summarise
- 3 preview, survey and review
- 4 preview, study and review

Total Marks for Section B: [60]

TOTAL SECTION A AND B: 100

First Examiner: Dr NMM MBUNYUZA
Second Examiner: Ms NM NONGOGO

PART 1 (GENERAL/ALGEMEEN) DEEL 1

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INITIALS AND SURNAME
 VOORLETTERS EN VAN

3

DATE OF EXAMINATION
 DATUM VAN EKSAMEN

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EXAMINATION CENTRE (E.G. PRETORIA)
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For use by examination invigilator
 Vir gebruik deur eksamenopsiener

◆

IMPORTANT

- USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
- MARK LIKE THIS
- CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
- ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
- CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
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- CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
- DO NOT FOLD

BELANGRIK

- GEBRUIK SLEGS N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
- MERK AS VOLG
- KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
- VUL U STUDENTENOMMER VAN LINKS NA REGS IN
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PART 2 (ANSWERS/ANTWOORDE) DEEL 2

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Specimen only

MARK READING SHEET INSTRUCTIONS

Your mark reading sheet is marked by computer and should therefore be filled in thoroughly and correctly

USE ONLY AN HB PENCIL TO COMPLETE YOUR MARK READING SHEET

PLEASE DO NOT FOLD OR DAMAGE YOUR MARK READING SHEET

Consult the illustration of a mark reading sheet on the reverse of this page and follow the instructions step by step when working on your sheet

Instruction numbers ① to ⑩ refer to spaces on your mark reading sheet which you should fill in as follows

- ① Write your paper code in these eight squares, for instance

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- ② The paper number pertains only to first-level courses consisting of two papers

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 for the second. If only one paper, then leave blank

- ③ Fill in your initials and surname
- ④ Fill in the date of the examination
- ⑤ Fill in the name of the examination centre
- ⑥ WRITE the digits of your student number HORIZONTALLY (from left to right) Begin by filling in the first digit of your student number in the first square on the left, then fill in the other digits, each one in a separate square
- ⑦ In each vertical column mark the digit that corresponds to the digit in your student number as follows [-]
- ⑧ WRITE your unique paper number HORIZONTALLY
NB Your unique paper number appears at the top of your examination paper and consists only of digits (e.g. 403326)
- ⑨ In each vertical column mark the digit that corresponds to the digit number in your unique paper number as follows [-]
- ⑩ Question numbers 1 to 140 indicate corresponding question numbers in your examination paper. The five spaces with digits 1 to 5 next to each question number indicate an alternative answer to each question. The spaces of which the number correspond to the answer you have chosen for each question and should be marked as follows [-]
- ◆ For official use by the invigilator. Do not fill in any information here