



**MAIN EXAMINATION: NOVEMBER 2014**

1. THIS PAPER CONSISTS OF TWO SECTIONS: SECTION A AND SECTION B.
2. YOU ARE REQUIRED TO ANSWER ALL THE QUESTIONS IN BOTH SECTIONS.
3. USE THE ANSWER BOOKS PROVIDED TO WRITE YOUR ANSWERS.
4. USE A SEPARATE ANSWER BOOK FOR EACH SECTION (A AND B).

## SECTION A [50 MARKS]

### QUESTION 1:

- 1.1. Give FOUR criteria for assessing an argumentative thesis statement. [4]
- 1.2. Give THREE instances when you would define key words or terms in an introduction. [3]

### QUESTION 2:

Read through the following text and answer the questions that follow:

Juvenile crime is not new, but the crimes committed by young people today are far more common and serious than they were in the past. In a city such as New York, for example, it would not be considered extraordinary if someone were held up at gunpoint by a twelve-year-old or assaulted by a gang of teenagers.

Before one can suggest a solution, it is necessary to analyze the problem and to see what has caused the explosion in juvenile crime. There are three main causes. Firstly, the social environment in which many young people find themselves in the inner cities plays a major role. Poverty and unemployment can create a sense of alienation, and a child who thinks that he has no hope of achieving the wealth and happiness that other people have will often become frustrated and violent. Secondly, an inadequate education system may also be partly to blame. If a child feels he is not valued and is a failure, he will be prone to boredom and open to bad influences. Finally, the decline of the nuclear family and of traditional moral values may also play a role, and a child who grows up without the support of caring, loving parents may not develop a sense of responsibility or consideration for others.

The problem of juvenile crime can therefore only be solved by removing those factors that cause it. Governments need to spend more on welfare benefits, but, more importantly, they need to create employment so both parents and children feel that they are part of society and can contribute towards and benefit from society. Improvements in education are vital as well, so that children from even the most disadvantaged homes have a base and can be given encouragement and the opportunity to succeed in life. Governments can do little to stop the decline in the traditional family, but improved social conditions might allow more families to stay together.

To sum up, juvenile crime is a sign that there is something wrong with society. Young criminals are not inherently bad; they are reacting to the conditions in which they find themselves. It is only when these conditions have been improved that crime rates will fall. To do this is expensive, and requires more

spending on employment, welfare and education, but to do nothing would lead to a further deterioration in social order and would be a false economy.

2.1 The introduction to this text is incomplete. Complete it by adding:

2.1.1 A suitable thesis statement. [4]

2.1.2 A sentence that indicates differences of opinion. [4]

2.1.3 One to three sentences that describe the overall structure of the text. [4]

### **QUESTION 3:**

3.1 Rewrite the following passage in a formal academic register. [6]

Just how good using IT in schools can be, as with all learning tools, depends on the smartness of the teacher so it's important that you make sure to put IT into schools properly. With the information explosion that is happening now. It is essential that IT be used extensively within the classroom so kids know how to use IT appropriately and effectively. And teachers must know what good IT is out there and whether or not it will be brilliant to use in class. What kids are expected to achieve through IT must be known by school boards and teachers. So they must therefore ensure that all staff have a clear plan about using IT. I think that using IT will be as good as gold for kids in school bcoz they will learn how to use them better and will make it easier 4 them to develop with new technology.

### **QUESTION 4:**

**Read through the following extract and answer the questions that follow:**

[1]Chomsky's assertion about the defectiveness of adult speech is not strictly true, at least as far as it applies to what children hear. [2]In fact, according to Newport et al (1977:2) almost all the speech that a young child hears is grammatically correct. [3]If that is so, why is it hypothesized that a language acquisition device exists? [4]Because, say some researchers, not all children are exposed to child-directed speech. [5]In some societies people tacitly assume that children aren't worth speaking to and that they don't have anything to say that is worth listening to. [6]Such children learn to speak by listening to adult-to-adult speech (Pinker, 1990:218). [7]Pinker's claim states that in some cultures children do not have any speech directed towards

them until they have mastered the language. [8]It implies that the children's mothers do not talk to them and ignores the fact that older children may not be so choosy about their conversational partners. [9]To conclude that such an extreme statement is true would require extensive observation and documentation of child-rearing practices in other cultures. [10]In fact; children do not learn a language that they simply overhear. [11]Bonvillian (1976) studied the children of deaf parents whose only exposure to spoken language was through television or radio. [12]This exposure was not enough; although the children did hear and watch television and listened to the radio, they did not learn to speak English. [13]It takes more than 'overhearing streams of adult-to-adult speech' to learn language (Bonvillian, 1976: 56). [14]The way that parents talk to their children is closely related to the children's language acquisition (Furrow and Nelson, 1986).

- 4.1. In your own words, briefly state what the writer's main claim in this text is. [2]
- 4.2. Is the writer for or against Chomsky's assertion? [1]
- 4.3. Quote a phrase that supports your answer from sentence one. [1]
- 4.4. Identify two sentences in which: (*write ONLY the number of the sentence*)
  - 4.4.1. The writer's own voice is used [2]
  - 4.4.2. The voices of other writers are used [2]
- 4.5. How do you identify if a voice of another author has been used in a text? [1]
- 4.6. Whose voice is used in sentence [7]? [1]
- 4.7. What is the purpose of sentence [7]? [1]
- 4.8. The paragraph does not have a concluding sentence. Write a suitable concluding sentence which emphasises the importance of adult speech for children. [2]

#### **QUESTION 5:**

- 5.1. Give TWO ways in which information can be introduced in a topic sentence. [2]
- 5.2. Give ONE example of a signalling word or phrase that can be used to indicate each of the ways you mentioned in question 5.1. [2]
- 5.3. Give TWO ways in which you can present the evidence you have to support your claim. [2]
- 5.4. When is it ideal to:
  - 5.4.1. Paraphrase information that you want to cite? [2]
  - 5.4.2. Summarise information that you want to cite? [2]

5.5. What is the difference between a reference list and a bibliography? [2]

## SECTION B [50 MARKS]

### QUESTION 6: [10]

Write ONLY the number of each of the following statements and say if they are true or false:

- 6.1. The thesis statement should indicate the writer's position in an argument.
- 6.2. All the important ideas must be connected together in an argument.
- 6.3. A good quotation speaks for itself and needs no explanation.
- 6.4. Context is not important if the evidence is strong.
- 6.5. Cohesive writing connects ideas at the level of both the sentence and the paragraph.
- 6.6. A fact only becomes evidence if it is used to prove or disprove an argument.
- 6.7. Evidence is central to any written argument.
- 6.8. Evidence must be analysed and interpreted.
- 6.9. Biased language should be used when presenting the counter-argument.
- 6.10. The counter-argument is refuted in order to prove the opposing argument is wrong.

### QUESTION 7:

Read the 4 extracts below and use them as sources to write a well-constructed academic argument of 1½ to 2 pages on the following topic: "Sport and Health". The essay must be accompanied by an appropriate reference list. You will need to take a *position* on this topic, which should clearly be indicated by your thesis statement (main claim). Be aware that the extracts below may be taking opposing positions on the topic.

#### **Extract 1:**

Parents reported benefits for their children in personal and social development from sport participation. Social benefits included positive relationships with coaches, making new friends, and developing teamwork and social skills. Personal benefits included children being emotionally controlled, enjoying exploration, having confidence and discipline, performing well academically, managing their weight and being 'kept busy'. Similarly, Bartko and Eccles (2003) reported that structured activities (sport being one of them) led to higher positive functioning for participants. Howie et

al. (2010) reported that children participating in both sports and clubs had higher social skill scores compared with children who did not participate in any outside-school activity. Whilst positive social aspects of participation in sport have been consistently reported, it has also been found that young people involved with sport had higher rates of negative peer interaction. These researchers concluded that this may be due to the competitive nature of sports activities compared to other activities. Even so, they found that, in addition to physical benefits, those involved with sport had higher rates of self-knowledge and emotional regulation than those involved with other activities and were associated with significantly better health outcomes, including higher healthy self-image and lower risk of emotional distress, suicidal behaviour and substance abuse.

Eime, R.M., Young, J.A., Harvey, J. T., Charity, M. J. & Payne, W.R. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents: informing development of a conceptual model of health through sport. *International Journal of Behavioral Nutrition and Physical Activity* 98(10):1-21.

## **Extract 2:**

According to the surveys, youth who participate in sports club activities are more physically active and smoke less than their non-participating peers, but negative aspects, such as heavy drinking, were also found (Kannas et al., 2002; Rimpelä, 2000). The studies undermined the myth of sports clubs' automatic positive contribution to children's and adolescents' health behaviours. However, youth sports club activities have a lot of potential in the area of health promotion. A club is more than a place for physical activity; a youth sports club is a setting in which children and adolescents are influenced by the people within that setting and receive advice on many health issues. Improved health promotion activity not only benefits public health goals, but will most likely have positive effects on the health behaviours, health, and overall wellbeing of sporting children and adolescents and, through these, have a beneficial effect on sports performance itself. Youth sports clubs are facing the same problems and health issues as society in general, that is, more children commencing activities are obese. This cannot be ignored, but should be regarded as a challenge from the perspective of athlete development.

Kokko, S. (2014). Guidelines for Youth Sports Clubs to Develop, Implement, and Assess Health Promotion Within Its Activities. *Health Promotion Practice* 15(3): 373–382.



**Extract 3:**

'Sport is good for you' is an oft quoted promotional campaign for health and well-being initiatives and apart from the physical benefits can be character building, team bonding, and stress reducing, but what about elite sport – is this good for you too? Asking a sample of athletes who are either preparing for or have competed in major Games and events revealed some good aspects (e.g. developing resilience, mental skills, and happiness) some bad aspects (e.g. life imbalance, financial insecurity, and career ending injury) and some downright ugly aspects (e.g. drug misuse, biased team selection, and loss of identity following career transition). For the most part though, athletes seem to report that the benefits of the positives outweigh the impact of the negatives. On the plus side, elite sport offers a platform and the opportunity to live 'peak experiences' and to pursue an activity to realise your utmost potential. Elite sport also offers the opportunity to develop psychological characteristics of excellence (see MacNamara et al., 2010) such as coping with pressure, self-belief, and keeping things in perspective, which can be readily transferred to other areas of life following transition from an athletic career. On the negative side, elite sport contains many pitfalls like injury, burnout, loss of form, de-selection, and loss of funding; not to mention an incredible amount of stress, pressure, anxiety, expectation, and speculation. Elite athletes are required to navigate through both the highs and lows of high performance sport, and there are always lows. There is a shadow side to elite sport; understood, appreciated, and respected from the inside, but not commonly portrayed or displayed to the outside world. Recent high profile cases reported in the media of athletes experiencing mental health issues has highlighted the uncomfortable relationship between elite sport and mental health.

Martindale, A., Collins, D. & Richards, H. (2014). Is elite sport good for you? *Sport & Exercise Psychology Review* 10(3): 68-76.

**Extract 4:**

Concussions occur across all sports and are most commonly reported in rugby, bicycling, and soccer (Gilchrist et al, 2007). While concussions occur in both games and practice, they are more likely to occur in game competition. The increase in emergency room (ER) visits due to concussion is likely a result of greater awareness and recognition of concussion rather than a dramatic increase in the number of sports

concussions. Due to public awareness campaigns and legislation mandating physician clearance prior to returning to play, many sports-related concussions that may have been brushed off as “getting one’s bell rung,” are now brought to medical attention. Despite the increase in ER visits for concussion, this measurement likely underestimates the actual incidence of concussion. Identification of concussion is the necessary first step in order to prevent both the short- and long-term health problems associated with concussion. Until recently, mild to moderate post-concussive symptoms were frequently brushed off by players, trainers, and coaches as a normal part of contact sports. Educating players, parents, trainers, and coaches to the more subtle signs and symptoms of concussion is a paradigm shift in contact sports. In a sport such as rugby in which high-impact hits are celebrated and the “toughness” to compete through multiple repeated impacts is seen as a sign of strength, being taken out of the game following a head impact is a change from the norm. Evidence showing the neurodegenerative changes in the autopsied brains of former athletes following repeated concussions has been a wake-up-call to athletes, parents, coaches, physicians, legislators, and athletic organization officials that concussion is a public health risk. The gravity of this risk has been evidenced by increasing research funding in the field, the adoption of legislation governing athlete safety, proposed rules changes in many sports and the development of educational curriculums and certifications for the management of sports concussion in the medical field.

Edwards, J.C., & Bodle, J.D. (2014). Causes and Consequences of Sports Concussion. *Journal of law, medicine & ethics* Summer 2014:128-132.

**TOTAL: 100**

**END OF PAPER**