



<u>PROGRAMME</u>	: FOUNDATION PROGRAMME <i>PHYSICAL METALLURGY / CHEMICAL ENGINEERING / EXTRACTION METALLURGY / MECHANICAL ENGINEERING / INDUSTRIAL ENGINEERING / CIVIL ENGINEERING / ELECTRICAL ENGINEERING / CONSTRUCTION. MANAGEMENT / PUBLIC RELATIONS / LOGISTICS / TRANSPORT / MANAGEMENT SERVICES</i>
<u>SUBJECT</u>	: FUNDAMENTAL RESEARCH PRACTICE (FRP)
<u>CODE</u>	: FRRED01/FRPEX01/FRPEY01/ FRPEY01/ FRP1AY1/ FRP10Y1/FRPEX01
<u>DATE</u>	: SUPPLEMENTARY EXAMINATION DECEMBER 2019
<u>DURATION</u>	: 08:30 – 11:30
<u>WEIGHT</u>	: 30 : 70
<u>TOTAL MARKS</u>	: 230
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<u>EXAMINER</u>	: MS A. VARACHIA
<u>MODERATOR</u>	: MS H. BROSCHK
<u>NUMBER OF PAGES</u>	: 17
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<u>INSTRUCTIONS</u>	: DICTIONARIES ARE NOT ALLOWED.

INSTRUCTIONS TO CANDIDATES:

READ THIS PAGE ONLY. Do not turn over the page until the chief examiner instructs you to do so.

1. You are required to complete four sections on this exam paper.

Section A	-	Listening Skills (50) (<i><u>At back of examination paper</u></i>)
Section B	-	Reading and Comprehension Skills (40)
Section C	-	Grammar (20)
Section D	-	Theory (40)
Section E	-	Writing Skills (80)
2. Section A focuses on **Listening Skills**. The chief examiner will inform you that the examination has started and will give you three minutes to read through the listening section questions. The chief examiner will read the passage out aloud once. Another three minutes will be given, and then the passage will be read out aloud once more.
3. Once the listening section reading has been completed, you are advised to read through what you have answered. Then please tear off the **Listening Skills Section** and place it in your script booklet.
4. Ensure that you have completed all four sections of the examination: starting with the **Listening Section**, followed by the **Comprehension Section**, the **Grammar Section** and ending with the **Theory Section**.
5. Please note that the **Theory Section (Section D)** must be answered in the examination booklet that is provided, and **NOT ON THE QUESTION PAPER**.
6. The essay rubric is provided. Please use the rubric as a guideline for the structure of your essay.
7. At the end of the examination you must submit your answer booklet and the listening skills answer sheet – tear off from the script and place in the flap of your answer paper/booklet.
8. You are not permitted to use a dictionary.

DO NOT TURN OVER THE PAGE UNTIL INSTRUCTED TO DO SO

Following these instructions will ensure that you are able to start the **Listening Skills Section** in time according to the examiner.

SECTION B – READING COMPREHENSION

TOTAL (40)

Read through the passage carefully and answer the questions that follow in complete sentences.

PLEASE NOTE: Answer questions in your own words in order not to get penalised. Only quote when asked to.

Help Your Teenager Tame Stress with Journaling

Author: Sarah Kahne (adapted)

When Brittany Fremont entered her first year of high school, it seemed her life was falling apart. Her mother had abandoned her to pursue a life of drugs, leaving her on the steps of her grandmother's home. As if dealing with the stress of being a teenager was not enough, Fremont was left trying to cope with her new family life, her rage toward her mother, and trying to catch up with the curriculum at her new school. She sank into a deep depression.

"My grandmother could see me starting to self-destruct and she sent me to therapy," Fremont says. "At first I just rebelled against my therapist and my group. It was not until he recommended using a journal that things started to turn around."

Fremont, now 18, is preparing to matriculate and has recaptured some of that feisty individualism that she lost when her mom left. "I still have my days. I still get angry at my mom," she says. "But I have just found more positive ways of dealing with it now." Fremont hangs on to the dozens of composition books she has filled over the years. "I might need to read through them now and again to keep me moving forward," she says.

Diana, also 18, has been in and out of the foster care system for a decade, and was a frequent patient at Seattle Children's Hospital. She suffered from serious health problems and emotional issues from being shuffled in and out of different homes. Now, Diana says, writing her feelings in her journal is helping her deal with those challenges. It is a way to "write out" her frustrations. "Sometimes doctors do or say things that make me really mad, but instead of being mad, I can just write until I feel better," she says. "That way I do not lose friends because I am grouchy."

Therapists, doctors, social workers and teachers have all found journaling to be a productive tool for teenagers - particularly for at-risk teenagers. Steffanie Lorig is the executive director of the Seattle-based non-profit: *Art with Heart*. "Many programmes and hospitals across the country utilise the healing benefits of journaling with teens who are depressed, chronically ill, dealing with violent or traumatic past histories, or struggling with addiction," Lorig says. Furthermore, journaling can benefit teenagers who are just dealing with the usual pressures of life. Children and teenagers who learn to express themselves through creative writing or drawing are better equipped to share feelings and experiences that might otherwise be too scary to communicate verbally.

"The exercise of listening to your inner emotions and then letting them go helps to strengthen developing self-identity and confidence, while at the same time improving written communication and artistic skills. It becomes an important tool in clarifying personal goals and values," says Lorig.

Art with Heart has created a line of therapeutic books that promote healing through the arts. "As we all know, teens, especially, are susceptible to mood swings and often are not shown how to express their feelings in positive and constructive ways," says Lorig. The organisation offers the *Chill & Spill* journal, which allows teens to scream, laugh, shout or pout in a safe environment.

Journaling can be a life-changing exercise. Cameron Bjornestad, a high school teacher in the United States says she uses journals in her special-education classes. In many cases, her students are performing below standard, because of learning disabilities. Her overall goal of journal writing is to help students become more proficient and, ultimately, pass their grade. While the goal is usually educational, there are times when her assignments become life-altering. One shy, withdrawn teenager would barely participate in class, but she would complete journal assignments. One such assignment prompted a forgotten memory of childhood abuse. The girl was able to seek help from a school counsellor and begin to deal with the tragedy.

"It is thrilling to see children, who have been detached, thrive with journals," the teacher says, "When they do that, it is cause for celebration and it helps me connect with them." "Other pieces of school start falling into place," she adds. "I see them maturing and really improving both socially and academically."

Journaling may even have physical benefits for teenagers. University of Texas researcher, Dr. James Pennebaker in his book, *Opening Up: The Healing Power of Expressing Emotions*, explores how writing down thoughts and feelings can improve both physical and mental health. He concludes that the benefits include improved blood pressure, insomnia, psychological well-being, and immune function.

Lorig sees other benefits, as well. "Journaling can help people problem-solve, process events by fully exploring and releasing the emotions involved," she says. "Relationships can improve, focus can increase emotional intelligence. All of these things can lead to better communication, more self-confidence, more clarity and understanding." "At the smallest level, creativity and self-expression relieves tension," Lorig says. "On the grandest level, it changes lives."

[Adapted from: Kahne, S. 2009. Help your teenager tame stress with journaling. (Accessed: July 2018). <https://www.parentmap.com>].

Answer the following questions:

1. What were the three things that led Brittany Fremont into a deep depression? (3)
2. In your own words, define the term 'self-destruct' in the context of this text. (2)
3. What caused Brittany to change her attitude towards therapy? (2)
4. What important quality has Brittany regained through therapy? (1)
5. Describe how Diana's story is similar to Brittany's. (2)
6. According to Diana, how has journaling helped her deal with her frustrations? (2)
7. List four groups of professionals who find journaling a productive tool for at-risk teenagers. (4)
8. According to Steffanie Lorig from *Art with Heart*, what are the benefits of journaling through creative writing or drawing? (4)
9. Name one product offered by the *Art with Heart* organisation. (2)

10. How does Cameron Bjornestad use journals in her teaching career? (2)
11. Describe, using an example from the text, how journaling can become life-altering. (3)
12. Apart from problem-solving, list five other benefits of journaling as noted by Cameron. (5)
13. List two benefits that Dr. James Pennebaker believes journaling has for one's health. (2)
14. According to Lorig, how does journaling improve relationships? (4)
15. After having read the text, what is your opinion on journaling? (2)

SECTION C – GRAMMAR**TOTAL (20)****Questions for Grammar – Section C (To be answered in Answer Booklet)****QUESTION 1**

State in which tense each of the following sentence is written in. Only write down the correct word in your answer booklet. (4)

A. SENTENCES	B. TENSES
a) I have been expecting a call from you since last night.	
b) I had been playing soccer for at least one year for the team before my brother joined.	
c) She will have completed her diploma by the end of 2019.	
d) I have seen so many movies I cannot keep count.	

QUESTION 2

Write only the correct plurals for the following words in your answer booklet. (4)

1) memorandum	
2) roof	
3) fairy	
4) homework	

QUESTION 3

State whether the following sentences are in the active or passive voice. Only write down the correct word in your answer booklet.

(3)

a)	The lecturer marked the posters yesterday.	
b)	The hall was being decorated when I arrived.	
c)	The 2019 Rugby World Cup was hosted by Japan.	

QUESTION 4

For each of the following sentences write ONLY the preposition that appears in each sentence. Only write down the correct word in your answer booklet. (3)

- a) There is no difference between the two articles; one has been plagiarised.
- b) He is suffering from bronchitis.
- c) Neo swam across the lake.

QUESTION 5

Copy this table in your answer booklet and write the comparative and superlative form for the following adjectives. (6)

	Positive	Comparative	Superlative
a)	little		
b)	intelligent		
d)	angry		

SECTION D – THEORY

TOTAL (40)

*Please answer the following questions IN YOUR ANSWER BOOKLET. Questions that are answered on this question paper will **NOT** be marked.*

QUESTION 1

Fill in the missing words in the sentences below. Only write the number of the question and the missing word for each question in your answer booklet. (10)

- 1) This is the most effective means of listening where the listener shows interest in the speaker's point of view. This is described as the _____ mode of listening.
- 2) This takes place when the listener merely wishes to give the impression that he or she is listening. _____
- 3) A person is _____ when he/she only states the facts and bias is put aside.
- 4) The _____ barriers come from the surroundings and include anything from noise, visual or even physical distraction.
- 5) _____ listening is what people are doing when they are watching television or listening to the radio.
- 6) A student needs to _____ a text to determine whether an article is worth reading.
- 7) _____ is when the notes are made in the margins of a text by the student, to assist the student with further understanding the text.
- 8) The _____ method is a reading strategy that helps with the understanding of a text.
- 9) Humans communicate in order to fulfill one of four specific communication needs, which are physical, practical, _____ and needs of identity.
- 10) There are two types of barriers that interfere with the communication process, namely physiological and _____ filters.

QUESTION 2

Choose the correct answer for the following questions. In your answer booklet, only write the number and the letter of the correct option, e.g. 1 – d. (15)

1. The page of a book that which includes all the information pertaining to the book, not relating to the content, is known as:
 - a) the contents page
 - b) the index
 - c) the glossary
 - d) the imprint page
2. When there is no author, such as articles in magazines, then in the reference list, use:
 - a) the title
 - b) anonymous
 - c) unknown
 - d) the URL
3. Which is the correct way to reference a published book?
 - a) Author, initials. (1994) Title of book. Location: Publisher.
 - b) Author, initials. Title of the book. (1994) Location: Publisher.
 - c) Author, initials. Location. Title of the book. Publisher.
 - d) Author, initials. (1994) Title of the book. Publisher. Location.
4. When asked to ‘contrast’ in a reading comprehension, you should answer by:
 - a) Mention the similarities and differences between ideas, facts, viewpoints, etc.
 - b) Highlight the differences between ideas, facts, viewpoints, etc.
 - c) Describe the major features of something in a logical manner.
 - d) Give reasons for one position for and against another on a subject.
5. The *Abstract* of an academic article is useful to the reader because:
 - a) It gives a brief synopsis of the article so that the reader gains an indication of whether the article is important enough to read.
 - b) It gives a brief synopsis of the article so that the reader does not have to read the article.
 - c) It gives a brief synopsis of the conclusion and recommendations.
 - d) It gives definitions of the unfamiliar terms and jargon used in the text.

6. This is an example of no year indicated in the item referenced:
 - a) James, H. [n.d.]. *The Discussion on Cyberbullying*. New York: Wiley & Sons.
 - b) James, H. [a.d.]. *The Discussion on Cyberbullying*. New York: Wiley & Sons.
 - c) James, H. [d.d.]. *The Discussion on Cyberbullying*. New York: Wiley & Sons.
 - d) James, H. [d.n.]. *The Discussion on Cyberbullying*. New York: Wiley & Sons.

7. This is an example of correct in-text referencing:
 - a) According to research (35, Botha: 2012)
 - b) According to research (2012, Botha:35)
 - c) According to research (35, 2012:35)
 - d) According to research (Botha, 2012:35)

8. An anonymous author's work:
 - a) will be listed in the bibliographical reference, using the title of the document.
 - b) will be listed in the bibliographical reference, using the year of publication of the document.
 - c) will not be listed in the bibliographical reference at all.
 - d) will be listed in the bibliographical reference, using the page number(s) of the document.

9. In academic writing, the use of secondary citations:
 - a) is not recommended because it is seen as a sympathetic research choice.
 - b) is not recommended because it is seen as an apathetic research choice.
 - c) is not recommended because it is seen as an anti-apathetic research choice.
 - d) is not recommended because it is seen as a pathetic research choice.

10. In an instance when authors have to publish under the heading of their institution, the:
 - a) year of publication is used as a reference and recorded at the beginning of the reference.
 - b) organisation's name is used as a reference and recorded at the beginning of the reference.
 - c) name of the CEO is used as a reference and recorded at the beginning of the reference.
 - d) publisher's name is used as a reference and recorded at the beginning of the referenc

11. This is the correct referencing of a book with only one author (in print):
 - a) Radebe, S. (2008). Diversity in modern South African culture. Pretoria: TUT University.
 - b) Radebe, S. (2008). Diversity in modern South African culture. Pretoria: TUT University.
 - c) Radebe, S. (2008). **Diversity in modern South African culture**. Pretoria: TUT University.
 - d) Radebe, S. (2008). *Diversity in modern South African culture*. Pretoria: TUT University.

12. One of the reasons why we use referencing when we write academic articles is because:

- a) we may not give our own opinions, especially in the first year of study.
- b) quotations and references lend authority to the argument, view, etc.
- c) we may not give our own opinions during an undergraduate course.
- d) quotations and references impress examiners and moderators.

13. Identify the correct alphabetical sequence in the following bibliography:

- a) 1. Abaabe, A. B. 2. Abaab, A. 3. Ababab, B. 4. Ababe, C.
- b) 1. Abaabe, A. B. 2. Abaab, A. 3. Ababe, C. 4. Ababab, B.
- c) 1. Abaab, A. 2. Abaabe, A.B. 3. Ababab, B. 4. Ababe, C.
- d) 1. Abaab, A. 2. Ababe, C. 3. Abaabe, A.B. 4. Ababab, C.

14. The following referencing of a journal article is correct:

- a) D. Davenport, (2017). *My smartphone and I*. Cyber hacking, 2(1):10-18.
- b) Davenport, D. (2017). My smartphone and I. *Cyber hacking*, 2(1):10-18.
- c) D. Davenport. (2017). My smartphone and I. *Cyber hacking*, 2(1):10-18.
- d) Davenport, D. (2017). *My smartphone and I*. Cyber hacking, 2(1):10-18.

15. Periodicals must also be referenced and these include items published:

- a) on a regular basis: journals, magazines, scholarly newsletters, online newsletters, etc.
- b) on an irregular basis: journals, tutorials and speeches at conferences, etc.
- c) by academics: journals, personal diaries, blogs, online newsletters, etc.
- d) by professors: research reports, scholarly newsletters, blogs, etc.

QUESTION 3

Refer to the cartoon below and answer the questions that follow, in your answer booklet.



"How can I possibly be a discipline problem? I'm usually asleep."

- 1) Identify the setting of the cartoon. Give two reasons for your answer. (2)
- 2) Explain the humour in the cartoon. (3)
- 3) Rewrite the boy's words in indirect/reported speech. (3)
- 4) What is the function of the apostrophe in the spoken words? (1)
- 5) Discuss the facial expression of the boy in the cartoon. (3)
- 6) Discuss the body language of the woman in the cartoon. (3)

Choose one of the topics below and following the planning structure and rubric, write a 5-paragraph essay. Ensure your grammar and spelling is correct.

1. Essay Topic

Students may encounter a ‘cultural shock’ when coming to study at the University of Johannesburg. Cultural shock may be due to students being subjected to a diverse and foreign environment. Discuss how cultural shock can be overcome by first year students.

2. Essay Topic

“Freedom of speech” is an important aspect of Human Rights. Discuss the importance that “freedom of speech” has in our society today.

3. Essay Topic

“Education is the most powerful weapon which you can use to change the world.” *Nelson Mandela.*
Discuss this famous quote.

BRAINSTORM	Brainstorming the topic	Brainstorm can be linear or mindmap format (<i>a minimum of 30 words for any marks to be awarded</i>)	3	
PLANNING STAGE 1	Categorise	Brainstormed points put into three relevant categories	1	
	Label categories	Each category must be given a label that will also count as a main idea for each paragraph	3	
	Prioritise	Prioritising must make sense and be logical - (<i>a</i>)(<i>b</i>)(<i>c</i>) or (<i>1</i>)(<i>2</i>)(<i>3</i>)	1	
	Logical progression	Do the categories follow on from one to another?	1	
PLANNING STAGE 2	Topic sentences	Has to be a <u>complete</u> topic sentence that leads into the bulleted points.	1 x 3	
	Bulleted list	Either bullets or numbers used; These must lead on from the topic sentence and create three <u>complete</u> supporting sentences.	3 x 3	
	Title	Create your own title based on essay topic (<i>1 mark for title, 1 for creativity</i>).	2	
CONTENT	Does the content answer the question? (if no, stop marking!)		Yes	No
WRITING THE ESSAY	Introduction	General overview of the topic	2	
		Specific (for example: contextualise geographically, historically & socially)	2	
		Signpost – (<i>clearly state the main premise of your essay</i>).	2	
	Body	Topic sentence	1 x 3	
		Three supporting sentences	3 x 3	
		Linking/concluding sentence	1 x 3	
		Short sentences – to the point	2	
		Body leads on from planning stage 2	3	
	Conclusion	Topic restated	1	
		Summarize the main points	1	
		Concluding sentence	1	
LANGUAGE	Punctuation	Do all sentences have a full stop? Are all the proper nouns written with capital letters? Do all sentences begin with a capital letter, etc.?	5	
	Spelling	Are the words spelt correctly?	5	
	Grammar	Includes sentence structure, tenses, correct use of parts of speech, etc.	5	
CONTENT	Structure and Coherence	Essay structure: 5 paragraphs: Intro/conclusion: 3 sentences, 3 body par/s 5 – 8 sentences; no odd headings	4	
		Does the content make sense, and is the topic well-discussed and/or argued?	6	
		Does the essay read coherently and easily	3	
		TOTAL	80	

NAME: _____ **SURNAME:** _____

STUDENT NO.: _____ **GROUP:** _____

SECTION A - LISTENING SKILLS

TOTAL (50)

Questions for Listening Skills

*Answer these questions in full sentences unless otherwise indicated. **DO NOT WRITE IN PENCIL.***

1. Who is the famous scientist quoted at the beginning of this text?
_____(2)
2. Recently the media and the public went into uproar over headlines claiming evolutionary biologist and writer, Richard Dawkins, who thinks fairy tales are _____.
_____(3)
3. According to the text, a child's imagination is not only used to make up _____, _____ but is also a key factor in their creative thoughts and can define the type of _____ they have.
_____(5)
4. It is in a fairy tale's DNA to have a strong moral lesson: a fight between _____, _____ and these rub off _____.
_____(9)
5. According to the text, can all characters be good role models?

_____(2)

6. What is the profession of Bruno Bettelheim? _____ (2)

7. What does he believe fairy tales help children to deal with?

_____ (3)

8. Who are usually the main characters in the fairy tales?

_____ (2)

9. Many adults have very fond memories of _____
and disappearing into another world where _____
_____. (9)

10. The writer says that we should encourage reading fairy tales for what three reasons?
• for _____,
• _____ or
• because your child cannot _____ (10)

11. Do you agree that fairytales are good for children? Explain your answer by referring to your childhood experience.

_____ (3)