Dear EPR Students

Congratulations on completing the second online assignment. I am sure by now you have come to realize that it is not so bad to engage in an online environment. As marker-tutors, we finally had direct access to our students and it was a great experience to monitor their performance within the two assignments.

It was a bit disappointing to note that students are not reading instructions or mail/messages sent via the eLearning platform. This resulted in students not meeting the deadline to submit the essay to the Writing Unit. Fortunately, this time around COLL extended the due date for the essay. Sadly, some students still opted not to follow the set instructions. Essays without the Writing Unit (WU) report we not marked and thus resulted in most students not obtaining a good mark.

The majority of students did well in the comprehension and grammar part of the assignment. Sadly, some students still opted to submit copied essays in the last part of the assignment. If you paraphrase online content, it is still plagiarism. This resulted in some students scoring very poor marks for the essay.

Below are the answers we used to grade your work. If you see any discrepancies, please contact your tutor-marker via the COLL officer. Tutor-marker may not attend to any queries unless you have been to the COLL support officer.

**Section A (30)**
The majority of students had scored much better with this section.

1. What type of nation stands to benefit from a knowledge based economy? [2]
   
   A nation with highly skilled and educated labour force.

2. Briefly explain the downside of EFA Goal 2. [2]
   
   The challenge is that 40% of the primary school leavers cannot read.

3. Why is the 89% enrolment rate of developing countries not good enough? [2]
   
   The pace of progress is insufficient to ensure that, by 2015 all girls and boys in developing
Countries will complete a full course of primary schooling.

4. What is the cause for Africa’s low gross enrolment rate? [2]
   The continent’s lack of capacity to absorb the demand (1) because the number of students seeking admission to tertiary institutions far outpaces the rate of capacity expansion in these countries. (1)

5. Mention the skills required for sustainable development. [2]
   Cognitive skills and learning

6. List two (2) disadvantages of Africa’s education system. [2]
   Inventions and research outcomes have not been sufficiently linked. / Relevance of fields of study/ curricula/ effectiveness of pedagogy for the development needs of African countries/ general quality of programmes and graduates are a challenge.

7. What is the sad reality of the value attached to an African education? [2]
   Pseudo-education by so-called educated people who in reality cannot contribute to solving personal, let alone social challenges.

8. Why does industry have a lack of confidence in its Nigerian graduates and skilled workforce? [2]
   Inadequate education system

9. How does industry’s lack of confidence affect the Nigerian economy? [2]
   First, it ensures that Nigeria’s labour force is at a disadvantage position when competing against Foreign labour. Secondly, it significantly contributes to the brain drain.

10. Does Africa have a lack of human resources that affects its growth? Explain what needs to change instead of being dependant on others. [2]
    No, it has enough human resources. (1)
    What needs to change is the lack of will and vision of African states to harness their human resources to achieve growth. (1)

Section B: Grammar [30]
Various learning material was uploaded on our eLearning platform. Have a look and empower yourself. If you need extra help, stop by the WU for assistance.

A. Identify the tenses of the sentences below. [5]
1. There is no single solution to Africa’s education challenges.
   Present tense
2. He has never returned to Nigeria since he was educated in the United States.
**Present perfect**
3. Aliyu designed the Chevrolet Volt described by General Motors as the future car.

**Past tense**
4. Regional countries are only providing basic guidance for teachers.

**Present continuous**
5. Compulsory primary and secondary education will ensure that we lift a large number of African youths above the illiteracy bar.

**Future simple**

The table below shows a chart of tenses in English.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>I wrote an email yesterday.</td>
<td>I write an email every day.</td>
<td>I will write an email tomorrow.</td>
</tr>
<tr>
<td>Continuous</td>
<td>I was writing an email yesterday at 5 p.m.</td>
<td>I am writing an email right now.</td>
<td>I will be writing an email tomorrow at 5 p.m.</td>
</tr>
<tr>
<td>Perfect</td>
<td>I had written an email before you arrived.</td>
<td>I have written an email.</td>
<td>I will have written an email tomorrow by 5 p.m.</td>
</tr>
<tr>
<td>Perfect</td>
<td>I had been writing emails for one hour when you arrived.</td>
<td>I have been writing emails for one hour.</td>
<td>I will have been writing emails for one hour tomorrow by 5 p.m.</td>
</tr>
</tbody>
</table>


B. Change and complete the sentence below to reflect the various conditionals as listed.

*If we educate the next generation, ...*

1. First conditional [1]

   *If we educate the next generation, we will prosper. (will + infinitive)*

2. Third conditional [3]

   *If we had educated (1) the next generation, we would have (1) prospered (past participle) (1)*


   *If we educated (1) the next generation, we would (1) prosper*
B. Identify the voice, be it active or passive of the sentences below. Then write it in the opposite voice. [5]

1. We must embark on a massive policy review at all levels.
   
   **Active voice (1)**
   
   A massive policy review must be embarked on at all levels. (1)

2. On International Literacy Day, we stress the need to improve literacy to achieve the higher goal of better meeting demands for education for children and adults.
   
   **Active voice (1)**
   
   On International Literacy Day, the need to improve literacy to achieve the higher goal of better meeting demands for education for children and adults are stressed. (2)
C. Read the passage below again. Identify two (2) gerunds and two (2) infinitives.

Where do we go from here?

There is no single solution to Africa’s education challenges. For the continent to realize its full potential and take advantage of its human and natural resource base for development there must be i) **holistic** reforms of the approach to education. Such reforms must be tailored to suit the specific needs of individual countries. Regional and sub-regional actors must recognize that not all African countries have the same educational challenges. For instance while some countries in Sub-Saharan Africa are still ii) **battling** with school enrollment, others have achieved significantly high rates and are now more focused on improving the quality of education or addressing gender gaps in enrollment. These iii) **disparities** make it necessary to review the challenges of individual countries in order to develop programmes that are effective in promoting education in such countries. This is not to say, regional iv) **interventions** are impossible or v) **unnecessary**.

Consider the following explanation:

Chris McCarthy

- **Grammar**

A gerund is a noun made from a verb by adding "-ing."

Infinitives are the "to" form of the verb.

It can be tricky to remember which verbs are followed by the infinitive (the to form) of the verb and which are followed by the gerund (the ing form) of the verb.

**Try to remember that:**

**Gerunds** are often used when actions are real, fixed, or completed. "I enjoy cooking."

**Infinitives** are often used when actions are unreal, abstract, or future: "He wants to swim."

[https://www.ecenglish.com/learnenglish/lessons/gerund-vs-infinitive-practice]

https://youtu.be/6TDSr9U0FWc
1. Gerunds: **battling, improving, addressing, promoting** (Any 2)

2. Infinitives: **to realize, to suit, to say** (Any 2)

D. Read the above text again. This time find suitable synonyms that can be used instead of the words numbered i-v. Make sure to keep to the same tense and meaning. Write only the synonyms down in the answer book. [5]

   - **Holistic** – all inclusive, complete, rounded
   - **Battling** – struggling,
   - **Disparities** – differences, inequalities, discrepancies
   - **Interventions** – intercessions, interpositions, mediations, involvements
   - **Unnecessary** – inessential, dispensable, needless, uncalled-for, non-essential, unessential, unwarranted, gratuitous.

E. Change the sentences below to the reported speech. [5]

   It is amazing to find students writing the answer with the quotation “marks” especially when we give clear warning about this.

1. “What is lacking, however is the political will to implement and sustain the recommendations of last year”, said Phillips. [3]

   Phillips said (that) what was lacking (1), however was (1) the political will to implement and sustain the recommendations of the previous (1) year.

2. Phillips says, “For Africa to achieve any meaningful development, we need well thought out policies that will also ensure full utilisation of the educated masses.” [2]

   Phillips says that for Africa to achieve any meaningful development, they (1) need well thought out policies that will also ensure full utilisation of the educated masses. (1)

Section C [50]

It was worrisome to note that only certain aspects of the questions were answered. In all the questions, you had to relate to the Namibian context, referring to specific examples. Instead, quite a number of students had opted to present internet essays as their own work. The WU is there to help you master English. You can contact them for valuable assistance free of charge.

In EPR, we focus on two essays: opinion (5 paragraph) and the argumentative (4-paragraph) essay. If you are not sure about the format, see pages 190-200 in your guide.
Copied essays will not be marked. Paraphrasing someone else’s work is also plagiarism. Please write your own work.

Select a topic from the list below and write either an opinion or an argumentative essay. Your essay should be about 300-320 words long (1 ½ pages).

1. Many people prefer to live with a partner than getting married. Discuss the advantages and disadvantages of live-in relationships as opposed to marriage. Refer also to the effects it has on your culture.
2. Would you rather work from home or from an office? Explain the reasons for your choice. How does your choice affect your future career path?
3. How can we promote sports in Namibia? Add relevant examples within the Namibian context.
4. What do you think can be done to curb the recent rise of tribalism in amongst Namibians?
5. Do you think the creation of the food bank is the answer to alleviate poverty in Namibia? Present your opinion and supply reasons to support your choice.
6. Many aging parents move in with their adult children and their families for various reasons. What are the advantages and disadvantages of such an arrangement for both parties (parents as well as the adult children and their families)?
7. Discuss the pros and cons of reality television shows such as Big Brother, etc. with reference to Namibian entertainment.

Another major concern was the overly long essays. You had to write 300-320 words. Some students wrote between 500-1300 words. Clearly these were essays copied from the internet. Instead of copying other people’s work, rather come see us at the WU to assist you. The words in the essays were counted and anything more than 340 was deleted. This meant that such essays scored lower marks as these essays were incomplete within the given word limit.

Some common errors:
1. Spelling
   get - geting
   write - right
   becouse – because
   diffrent - different
Confusion with: there, their, they’re
alot - a lot
child – childrens

2. Grammar
Which and that for people instead of who
Prepositions- either absent, or wrongly used
Fragments- creating incomplete sentences
Run-on- creating long sentences
Verbose- writing overly long sentences
Articles- either missing or missed used

Preparation for the test
Our test is set for Monday 29 April, in the Engineering basement from 14h00-16h00. The test is similar to the first assignment. Review the feedback letter for the first assignment to help prepare for the test.
The test is not optional. Do contact your COLL Support Officer, if you will not be able to make it. Please note, marker-tutors do not have any administrative rights thus cannot offer help with such issues.

Preparation for the exam
Please check the examination timetable for the date and time. Examination will start on Monday 27 May - 14 June. For EPR, review the feedback letters. Also, review the PowerPoints and other learning material uploaded on our eLearning platform. Old question papers are available on the NUST Library website. We will also upload old assessments that you can use to prepare for the examination.

It is important to be strategic about the exam 3-hour time allocation for EPR. You know that our paper will deal with the same sections covered in the assignments. See the last EPR question paper, where only three main sections were covered. Below is an example of how you should structure your time based on that examination paper:
3 hours = 180 minutes – 10-15 minutes for administrative things in the exam, e.g. filling in the last page, etc. = 170 minutes

Section B- grammar [30] – 50 minutes
Section C- essay/ critical reading [40] - 70 minutes

CASS calculation:
Ass. 1 + Ass 2. + Test = 300/ 3= 100 x 0.3= CASS

Examination paper = 100 x 0.7= A mark less than 40% = failed

[CASS] x 0.3 + Exam x 0.7 = 40-49% = second opportunity (Exam in July see relevant timetable)
= 50% and more = pass (This is possible)

We are available to help you prepare for the examination. You are also more than welcome to stop by the Writing Unit for assistance with comprehension, grammar, critical reading or essay writing. You can also take the completed old examination question papers to the Writing Unit to check your answers. There is no need for any student to struggle with English. Students in the various regions also have access to the Writing Unit. Do not wait for the last minute to contact the Writing Unit.

All the best
Mrs. J. Eiseb
Dr. T. Frans
Mrs. T. Kavihuha