FEEDBACK TUTORIAL LETTER

1ST SEMESTER 2021

Assignment 1 & 2

English for Academic Purposes
EAP511S
ENGLISH FOR ACADEMIC PURPOSES EAP511S)

FEEDBACK TUTORIAL

ASSIGNMENT 1 (DI)

SEMESTER 1, 2021

This document comprises feedback on all the questions in the 1st assignment. (The correct answer in each case is highlighted).

ASSIGNMENT 01  50 MARKS

Question 1: Academic Reading  [25 Marks]

This part of the assignment assesses your understanding of texts and your knowledge and application of academic reading skills and strategies. Read the Academic Reading unit before attempting these questions. The reading text has been adapted for assessment purposes.

Youth unemployment in South Africa: challenges, concepts and opportunities
Cecil Mlatsheni and Murray Leibbrandt

Introduction

Development of youth depends very much on employment. Employment is a key factor in the transition from youth to adulthood and from dependence to independence. Unsuccessful or prolonged transitions from school to work impose high psychological and social costs far in excess of the loss of income associated with the unemployment. Even economists have come to recognise the huge long-term effects of youth unemployment, which is now often referred to as ‘scarring’ (Scarpetta et al. 2010). The development literature discusses the plight of marginalised individuals under the theoretical construct of social exclusion as it provides a framework that is very useful in spelling out both the causes and consequences of such scarring. The term ‘social exclusion’ is attributable to Lenoir (1974). More recently, Jordan (1996) and Sen (2000) amongst others have argued for its usefulness
in augmenting material deprivation and other obvious markers of poverty and underdevelopment with less obvious impacts on the development of individuals. The quotation with which we began this article makes it clear that Sen sees long-term unemployment as one of the most obvious and important forms of social exclusion.

Promoting entrepreneurship: the difficulties of inclusion in the South African context

Promotion of entrepreneurship and especially small, medium and micro enterprises (SMMEs) is one of the most common recommendations coming from policy circles in the face of high levels of unemployment. Indeed, the International Labour Organisation estimates that 93 per cent of new jobs in Africa and virtually all new jobs for youth on the continent are generated in the informal sector. Furthermore, results from the Global Entrepreneurship Monitor (Von Broembsen et al. 2006) research project indicate that the highest prevalence of entrepreneurial activity is to be found among 25- to 34-year-old men (20 per 100), followed by 35 to 44-year-old men (15 per 100) and then 18 to 24-year-old men (13 per 100). There is therefore a significant representation of youth in global estimates of entrepreneurial activity. The situation in South Africa is somewhat different. Youth entrepreneurial activity is relatively low at 6 per cent for youth between 15 and 30 years of age. Evidence from South African surveys indicates that most young people are motivated to start their own businesses because of the limited opportunities in the labour market but that sustainability is a major constraining factor. Such sustainability is governed by a person’s intrinsic entrepreneurial ability (which can be cultivated), availability of investment capital, risk absorption capacity, financial management skills, enterprise development, and — very importantly — market accessibility. South Africa’s education system and the hostile and highly concentrated market structure leave participants short of skills in a skewed market and this impacts negatively on the success of SMME ventures. SMMEs are not the biggest generators of employment currently; however, with low rates of both necessity entrepreneurship (2.05 per cent) and opportunity entrepreneurship (2.95 per cent), there is an immense potential for employment creation in this area (Von Broembsen et al. 2006). The Global Entrepreneurship Monitor (2008) reports that a small percentage of start-up entrepreneurs can expect to create 20 jobs in their first five years of business. The reason for this is that entrepreneurship in South Africa tends to be skewed towards low-impact, or low-expectation entrepreneurship. This is because it is driven by necessity or the absence of other viable sources of income rather than
being driven by vision. Not many conventional new smaller firms last up to five years, and fewer still develop into high growth firms. In view of this there have been ongoing initiatives to promote the development and sustainability of SMMEs in South Africa.

A brief note on education

C The 2006 Global Entrepreneurship Monitor reports that in South Africa adults who hold tertiary level qualifications have the potential to create employment that is 2.5 times greater than those who only completed secondary education, and 11 times greater than those who have not completed secondary education. These findings highlight the importance of education in improving youth labour market prospects in South Africa. Unfortunately, many of the effects of the past exclusion within education are still evident as the education ministry battles to equalise quality of education and to raise the grades attained by those learners who pass. While enrolment in school, universities and Further Education and Training colleges (FETs) in some areas is pleasing, a number of factors about the education system are disconcerting. Besides the poor performance of primary school pupils in test scores, the declining numbers of grade 12 (end of secondary schooling) candidates who pass with exemption is also troubling. In 2002, 69 per cent of learners passed grade 12, while only 25 per cent obtained a matric (grade 12) endorsement. It is not clear that performance has improved much since then. The 2006 grade 12 national pass rate, 66.6 per cent, was lower than that of 2002, and the absolute numbers of students passing maths and science were on the decline.

D Another troubling statistic is that, of the 1,666,980 pupils who started grade 1 in 1994, only 5 per cent were eligible to attend university at the beginning of 2007. Two-thirds of those who were in grade 1 in 1994 had not reached grade 12 by 2006. Most black pupils who pass mathematics and science well enough to enter university courses in the natural sciences, engineering, medicine and commerce still come from formerly white schools (van der Berg 2005). Furthermore, a significant proportion of the students that are accepted into tertiary institutions fail to cope with the level of mathematics and science offered at university. A further concern is that more teachers exit the profession than those who enter each year. In addition, extra resources channelled into education post-1994 have not translated into better performance (van der Berg 2005). The national schools curriculum is still not a resolved
matter either, although relentless efforts to arrive at the best outcome are to be commended. To the extent that these factors hamper quality of education, they serve as obstacles to the employment of youth on the receiving end.

Given the above, a number of weaknesses are clearly identifiable in the links between the education system and education policy on the one hand and the South African strategy to promote employment entrepreneurship on the other. A recent OECD study (Scarpetta et al. 2010) has flagged the fundamental importance of keeping youth in touch with the labour market. This leads the authors to advocate active policies to encourage firms to take on interns and to train on the job, rather than to educate and train first and then look to integrate into the labour market later. All of this is equally true in South Africa, and greater effort is needed in gearing school curricula towards enterprise and basic monetary numeracy so as to widen the career aspirations of young people. Links need to be created between educational institutions and industry — as envisaged, but so far not extensively attained, by the learnership programme — so that learners can explore the opportunities for self-employment through practical and direct involvement in local business. But these systems are not in place right now and, given the current state of South Africa’s human capital development system, there are dangers in promoting youth entrepreneurship as the sole policy goal or even the main approach. We have shown that entrepreneurship is determined by opportunity and by willingness to become an entrepreneur and that many of South Africa’s youth come into the labour market without the necessary background and skills to capitalise on opportunities. One cannot underestimate how this undermines the social inclusiveness of all aspects of policy towards entrepreneurship.


Questions
1. Identify a word in section A which is now used to describe the long-term effects of youth unemployment. (1)
   scarring
2. Which scholar is commonly associated with the concept of social exclusion? (1)
Lenoir (1974)

3. True or false? (10)
   a) Unemployment is a form of social exclusion. T
   b) Social exclusion is a theoretical viewpoint. T
   c) Economists coined the word ‘scarring.’ F
   d) The International Labour Organisation is involved in job creation in Africa. F
   e) Most entrepreneurial activity comes from Africa. F
   f) Necessity entrepreneurship and opportunity entrepreneurship is one thing. F
   g) SMMEs play a critical role in Africa since all new jobs for youths are found in this sector. T
   h) South African youth often start their own business because of unemployment. T
   i) The fact that many South African youths often start their own business without skills often leads to the downfall of the business. T
   j) SMMEs do not create much employment opportunities in South Africa. T

4. Name 4 factors that govern the sustainability of a business. (4)
   - a person’s intrinsic entrepreneurial ability
   - availability of investment capital
   - risk absorption capacity
   - financial management skills
   - enterprise development
   - market accessibility

5. Why is there a huge potential for employment creation in the SMME sector? (2)
   Because of the low rates of necessity entrepreneurship and opportunity entrepreneurship.

6. Which term in section A is opposite in meaning to “social exclusion.” (1)
   social inclusion

7. Which word in paragraph C means the same as disturbing/troubling? (1)
   disconcerting

8. To what does the pronoun ‘this’ refer (para E line 5; para E line 7)? (2)
   -Line 5-the importance of keeping youth in touch with the labour market
-Line 7- policies to encourage firms to take on interns and to train on the job, rather than to educate and train first and then look to integrate into the labour market later

9. Complete the table below by finding 3 cohesive devices from paragraph D that match each of the functions.

<table>
<thead>
<tr>
<th>Function</th>
<th>Cohesive device</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>furthermore</td>
</tr>
<tr>
<td>addition</td>
<td>in addition</td>
</tr>
<tr>
<td>qualifying</td>
<td>although</td>
</tr>
</tbody>
</table>

Question 2: Language Usage Review

This part of the assignment assesses your understanding of morphemes and word formation processes. Read the Academic Reading Unit before attempting the questions. The questions in this section are based on the highlighted words in the paragraph below.

Another troubling statistic is that, of the 1,666,980 pupils who started grade 1 in 1994, only 5 per cent were eligible to attend university at the beginning of 2007. Two-thirds of those who were in grade 1 in 1994 had not reached grade 12 by 2006. Most black pupils who pass mathematics and science well enough to enter university courses in the natural sciences, engineering, medicine and commerce still come from formerly white schools (van der Berg 2005). Furthermore, a significant proportion of the students that are accepted into tertiary institutions fail to cope with the level of mathematics and science offered at university. A further concern is that more teachers exit the profession than those who enter each year. In addition, extra resources channelled into education post-1994 have not translated into better performance (van der Berg 2005). The national schools curriculum is still not a resolved matter either, although relentless efforts to arrive at the best outcome are to be commended. To the extent that these factors hamper quality of education, they serve as obstacles to the employment of youth on the receiving end.

1. Identify the free morpheme and the bound morpheme in the word below.
pupils pupil-free, s-bound

2. Rearrange the list of words below into simple, compound and complex words.
   furthermore, pupils, serve, channelled, another, relentless
   simple- sever, another
   compound- furthermore, relentless
   complex- pupils, channelled

3. Rearrange the list below into derived words (words containing derivational morphemes) and inflected words (those with inflectional morphemes).
   employment, performance, receiving, schools
   Derived- employment, performance
   Inflection- receiving, schools

4. What is the function of the underlined morphemes in the words below.
   receiving, schools
   -ing: indicates tense/present participle
   -s: indicates number/plural form

5. Explain the word formation process of the derived words below.
   employment, performance
   employment- root word/free morpheme employ + derivational suffix -ment
   performance- root word/free morpheme perform + derivational suffix -ance

Question 3: Text Organisation

This part of the assignment assesses your knowledge of how to organise information in the body paragraphs of academic articles, including the appropriate use of cohesive devices.

Read the paragraph below and answer the following questions.

If you ever get a really good idea, one that could change the world, you should get a patent to protect it. The United States Patent and Trademark Office (USPTO) issues two types of patents: design patents and utility patents. These patents have similar purposes but function in different ways. Design patents cover appearances. Let’s say that you developed a new and original design for an iPhone case. To protect your work, you would want to get a design patent, which would help you win lawsuits against people who sell iPhone cases that look like
yours. However, if you created a whole new product, like an iPhone case that recharges your phone using solar energy, then you would want to file for a utility patent. Utility patents are harder to get, but they allow you to sue those that copy the function of your product, giving you even greater protection.

1. Name the text structure used in the paragraph. (1)
   Compare and contrast

2. Re-write the topic sentence of the paragraph. (1)
   Accept responses in which the original sentence is given as is and those in which the original sentence has been paraphrased.
   If you ever get a really good idea, one that could change the world, you should get a patent to protect it (This is the original sentence).

3. Identify the cohesive devices used in the text. (4)
   similar, different, like, however

4. Organise the cohesive devices into two groups according to their function (1)
   Similar, like/different, however

5. Name the model (alternating/block) of text organisation used. (1)
   Block

6. Provide an appropriate closing sentence for the paragraph. (2)
   Use your discretion to mark this question. The sentence should sum up the issues with a focus on patenting/design patents and utility patents.

7. Now, write your own paragraph on the causes of youth unemployment in Namibia.
   Your paragraph must consist of the following: (5)
   1. Topic sentence 1
   2. Three supporting sentences 3
   3. Two cohesive devices (underline them). 1

   The topic sentence must focus on causes/ 1
   Three supporting sentences that explain the topic sentence 3
   2 cohesive devices, underlined-no mark if only 1 cohesive device is provided 1
ENGLISH FOR ACADEMIC PURPOSES EAP511S)
FEEDBACK TUTORIAL

ASSIGNMENT 2 (D1)

SEMESTER 1, 2021

This document comprises feedback on all the questions in the 2nd assignment. (The correct answer in each case is highlighted).

ASSIGNMENT 02 MEMO
50 MARKS

Question 1: Research Writing [20 Marks]
This part of the assignment assesses your understanding of aspects related to research writing. Read the Research Writing unit before attempting the questions.

Bacteriological Analysis of Household Water from Hand-Dug Wells in Cuvelai-Etosh Basin of Namibia
B. McBenedit, H. Wanke, B. M. Hang’ombe, P. M. Chimwamurombe

1 Introduction

A Namibia is a desert country with high temperature that leads to increased evaporation of rainwater. The country experiences short rain seasons and long dry seasons which cause water scarcity especially in rural areas that lack developed water pipelines and rely on rainwater harvesting or groundwater sources such as boreholes, open deep wells and shallow wells (Msangi, 2013). The Cuvelai Etosha Basin is shared between Angola and Namibia. In Angola, the basin covers 36% with Cunene province having a larger portion of the northern Cuvelai while Cuando Cubango and Huila provinces share a minor piece (DRFN & HIWAC, 2013). As for Namibia, Oshikoto, Omusati, Ohangwena and Oshana regions
contribute 64%, while Kunene and Otjozondjupa regions have an intersection with minor areas in the southern part of the Basin (DRFN & HIWAC, 2013).

B Rural communities in Namibia utilize hand-dug wells as a source of water for household purposes. Hence, the Cuvelai system serves as a water resource for the communities in Oshikoto, Omusati, Ohangwena and Oshana regions (Christelis & Struckmeier, 2011). In some areas, community boreholes have been set up, but are often not used as they are far from homesteads or have water quality problems such as high total dissolved solids (TDS) or fluoride concentration (Wanke et al., 2014). While water-related diseases continue to be one of the major health concerns globally, statistics in Namibia show high prevalence of diarrhoea as a result of consuming contaminated water (UNICEF Namibia, 2014) especially in infants, the old aged and people with compromised immunity since they are more vulnerable to infection. Although wells often have visible debris floating in them, they are nevertheless utilized for drinking water without treatment. Contamination is enhanced by lack of sanitation or wastewater treatment systems in the rural areas. This lack of a developed water supply system in some parts of the region increases the risk of water borne infection in these areas because people utilize water from hand-dug wells for household use regardless of its quality and safety (Wanke et al., 2014).

C Hand-dug well water may harbour microorganisms such as viruses, bacteria, fungi and protozoa which may be pathogenic and induce diseases leading to death in severe cases (Samuel, 2013). Most hand-dug wells in the Cuvelai Etosha Basin of Namibia are not covered and lack a protection zone which allows animals to access the water troughs which are often placed besides the well (Christelis & Struckmeier, 2011). These hand-dug wells tap water from shallow perched aquifers and are not protected from surface contamination nor is the water quality monitored. This is not desirable given the outbreaks of cholera (UNICEF Namibia, 2014; Smith, Keddy & De Wee 2008), polio (Schoub, 2006), and diarrhoea (Sibeen, 2007) experienced in Namibia. Safe water supply is crucial to societal development and growth, and therefore forms part of the United Nations Millennium Development Goals (Agatemor & Agatemor, 2010). The objective of this study was to investigate the bacteriological (Culturable) water quality of hand-dug wells.
Materials and Methods

2. Isolation of Bacteria

D Water samples were collected from a total of 25 wells in the Cuvelai-Etosha basin of Namibia. Sampling was conducted during two sampling campaign trips in March and May in order to account for the period before the rainy season and after the rain season. The water samples were filtered with membranes of pore size of 0.1 - 10 µm in order to concentrate the bacteria. The bacteria were then cultivated on a general-purpose medium (Nutrient agar) at an incubation of 37°C for 24 hours. After bacterial growth, single colonies were isolated and grown as pure cultures. Gram stain was performed on the pure cultures to distinguish gram negative and gram positive (results not shown). Bacteria isolation was performed at the University of Namibia (UNAM).

3 Results and Discussion

E A BLAST search of the bacterial sequences revealed the identity (Figure 3) of the bacteria as Bacillus aerophilus, Bacillus amyloliquefaciens, Bacillus aquimaris, Bacillus aryabhat-tai, Bacillus cereus, Bacillus licheniformis, Bacillus pumilus, Bacillus safensis, Bacillus samanii, Bacillus sp. M37, Bacillus sp. M26, Bacillus stratophericus, Bacillus subtilis, Pseudomonas mendocina, Staphylococcus haemolyticus and Streptomyces celuloflavus. Bacillus species were the most common inhabitants of the hand-dug wells.

Table 1: The bacteria isolates and their corresponding identity retrieved from NCBI

<table>
<thead>
<tr>
<th>Bacterial isolate</th>
<th>Place of isolation</th>
<th>NCBI Identity</th>
<th>% Identity</th>
<th>Accession #</th>
</tr>
</thead>
</table>
The Bacillus genus is a diverse group of Gram-positive bacteria that are rod-shaped and have the ability to form endospores that are resilient to harsh environmental conditions (Clause & Berkeley, 1986). Most Bacillus species are harmless with the exception of a few being pathogenic to humans and animals. Bacillus cereus is among the pathogenic species, it is known for causing food poisoning that is comparable to Staphylococcal species food poisoning. Bacillus cereus is capable of forming heat-stable toxin in food that is associated with spore germination which induces vomiting after ingestion while other strains produce a heat-labile enterotoxin after ingestion that causes diarrhoea (Ashbolt, Grabow & Snozzi, 2001). The presence of Bacillus species in the present study also corroborates with the World Health Organization (2004) suggesting that Bacillus spp. can be found in diverse natural environments such as soil and water. The existence of Bacillus cereus in drinking water supplies has not been reported. Furthermore, World Health Organization (2004) reported that drinking water has not been identified as a source of infection of pathogenic Bacillus spp. However, Bacillus cereus was detected in the present study. This is in agreement with the ability of bacillus species to form spores. Hand-dug wells can be found with a diverse form of bacteria due to their vulnerability to contamination from human and animal activities occurring around the top of the well. Contamination of hand-dug wells can also be influenced by structures in the vicinity of the well such as pit latrines, farm animal wastes and septic systems (FMDW, 1997). Furthermore, households in the vicinity of contamination are vulnerable because they share the same aquifer (Centre for Disease Control and prevention (CDCP, 2010). The bacterial contamination in the

<table>
<thead>
<tr>
<th>No.</th>
<th>UNAM*</th>
<th>Bacillus spp.</th>
<th>GenBank Accession No.</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>UNAM*</td>
<td>Bacillus aerophilus</td>
<td>JX049585.1</td>
<td>99</td>
</tr>
<tr>
<td>3</td>
<td>UNAM</td>
<td>Bacillus amylobiferaci</td>
<td>KP334099.1</td>
<td>98</td>
</tr>
<tr>
<td>4</td>
<td>UNAM</td>
<td>Bacillus aquimaris Bacillus lus</td>
<td>KJ009414</td>
<td>99</td>
</tr>
<tr>
<td>5</td>
<td>UNAM</td>
<td>Bacillus cyclosporicus</td>
<td>KM051114</td>
<td>99</td>
</tr>
<tr>
<td>6</td>
<td>UNAM</td>
<td>Bacillus lus cereus</td>
<td>KP729612.1</td>
<td>98</td>
</tr>
<tr>
<td>7</td>
<td>UNAM</td>
<td>Bacillus lus licheniformis Bacillus lus</td>
<td>HQ683909.1</td>
<td>98</td>
</tr>
<tr>
<td>8</td>
<td>UNAM</td>
<td>licheniformis Bacillus lus pumilus</td>
<td>LC006127.1</td>
<td>98</td>
</tr>
<tr>
<td>9</td>
<td>UNAM</td>
<td>Bacillus lus safensis Bacillus lus</td>
<td>LC006127.1</td>
<td>98</td>
</tr>
<tr>
<td>10</td>
<td>UNAM</td>
<td>Bacillus lus samanii Bacillus lus</td>
<td>EU863189</td>
<td>97</td>
</tr>
<tr>
<td>11</td>
<td>UNAM</td>
<td>Bacillus lus M 26</td>
<td>KP717556</td>
<td>98</td>
</tr>
<tr>
<td>12</td>
<td>UNAM</td>
<td>Bacillus lus M37</td>
<td>EU240367</td>
<td>99</td>
</tr>
</tbody>
</table>

*UNAM- University of Namibia
The present study can also be attributed to the structure of the wells. Not all hand-dug wells surveyed had a cover to prevent contamination.

The presence of *Staphylococcus haemolyticus* in the hand-dug wells also suggested the possible contamination of the water with selenium (Riadi & Barford, 1994). This study revealed the presence of bacterial contamination in the hand-dug wells of the Cuvelai-Etosha basin and supports the conclusions that; the water from the hand-dug wells is not safe for drinking unless it is subjected to appropriate disinfection methods. These wells are also vulnerable to the spread of bacterial contamination because they use the same aquifers.

4 Conclusion

This study revealed the presence of bacterial contamination in the hand-dug wells of the Cuvelai-Etosha basin and supports the conclusions that; the water from the hand-dug wells is not safe for drinking unless it is subjected to appropriate disinfection methods. These wells are also vulnerable to the spread of bacterial contamination because they use the same aquifers. In addition, these wells indicated possible contamination with Selenium which when consumed in high amounts can induce a disease called Selenosis. The presence of the health risk bacteria indicated that the water was not fit for drinking in light of WHO and Namibian guideline values for drinking water. However, this water can be consumed with prior treatment.

The findings of this study lead to the recommendations that; the entry/access of animals in the vicinity of hand-dug wells should be restricted in order to prevent the defecating of animals near the wells. This can be implemented by constructing fences around the wells. Furthermore, wells should be lined with concrete from the top to the bottom. The construction of the wells at higher ground levels can also prevent the entry of contaminants through surface run off especially in the rain season. The wells should be covered and the concrete protection of the well should also be properly constructed. In addition, the wells should be assessed for the water quality periodically by the Ministry of Health and the well owners should be trained on the maintenance of the well. It is further recommended that; the water must be boiled before drinking it in order to kill bacteria. The boiled water must be covered and protected against recontamination. It is also encouraged
that bleach should be added to the water to kill bacteria. Iodine can also be added due to its ability to kill bacteria. However, iodine may cause allergies in some instances. In addition, the addition of water purification tablets also eliminates the bacteria. In cases of financial challenges, solar disinfection can be performed which involves filling plastic bottles with water and placing them in the hot sun for two hours. Combining these methods is more effective especially in the elimination of resistant bacteria such as cholera bacterium. Since the most common water source for the community in the Cuvelai-Etosha basin is hand-dug wells, the construction of more boreholes by the government with an inclusive borehole sinking and water quality education program would reduce chances of bacterial infections.

References


Questions

1. Which word/words in the title capture the type of action being done? (2)
   Analysis (also accept Bacteriological Analysis of)

2. “The scope of a research might be carried by words and phrases that state limitations in terms of location and/or time.” Which words in the title state the location limitations of this research. (2)
   Cuvelai-Etosha Basin of Namibia

3. What was the purpose of the study? (2)
The purpose is captured by the objective - The objective of this study was to investigate the bacteriological (Culturable) water quality of hand-dug wells.

4. Identify the action verb used in the objective of the research and explain what it means.

investigate – carry out research into an issue

(Accept other correct definitions)

5. Re-write the sampling procedure below in one sentence of not more than 20 words.

“Water samples were collected from a total of 25 wells in the Cuvelai-Etosha basin of Namibia. Sampling was conducted during two sampling campaign trips in March and May in order to account for the period before the rainy season and after the rain season.”

Use your discretion to mark this question.

4 marks for content, 1 mark for grammar correctness. The answer must include the following:

-25 wells
-Cuvelai-Etosha basin in Namibia
-samples collected in March and May

Example: Water sampling was conducted on 25 wells in the Cuvelai-Etosha basin in Namibia in March and May. (18 words)

6. Was this a qualitative or quantitative study? Support yourself with evidence from the article.

-Quantitative 2 marks

-Accept any evidence that adequately justifies the answer (2 marks) e.g. the isolation of bacteria (section 2) describes an experimental process, which is associated with quantitative studies.

Table 1 basically captures numerical information used in quantitative studies

7. Was this an empirical or non-empirical study? Support yourself with evidence from the article.

-Empirical 1 mark

-Accept any evidence that adequately supports the answer (2 marks) e.g. Use of samples collected in the field- Cuvelai-Etosha basin
Question 2: Report Writing

This part of the assignment assesses your report writing skills, with particular focus on the structure of the report and the elements of specific parts of the report. Read the Report Writing unit before attempting the report question. Remember, when writing in an academic context, it is important to align your work to academic writing conventions (formality, objectivity, clarity, tentativeness and acknowledgement). It is also important for you to follow each stage of the writing process to ensure that your report is well written and error free (edited and proofread). Thus, in addition to reading the Report Writing unit, you should review the Academic Writing unit. You may also review the unit on Text Structure.

Write a recommendation report in which you discuss the rise in gender-based violence during the covid-19 lock-down period in Namibia. Include at least 3 sources and the report must be signed and dated. Furthermore, your report must not exceed 3 pages in length and it should be written in the following format:

1. Introduction
2. Discussion
   2.1 First main point
   2.2 Second main point
2.2 Third main point

3. Conclusion

4. Recommendations

Use the following rubric to ensure that you have done everything that is required from you by this assignment. Note that the rubric will also be used to allocate marks.

<table>
<thead>
<tr>
<th>Components needed</th>
<th>Marks allocated</th>
<th>Have I done it? (Tick it as you go)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should begin with ‘Report on...’</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>3 marks</td>
<td></td>
</tr>
<tr>
<td>1. Detailed background information</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Purpose statement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Report overview/organisation of report</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>9 marks</td>
<td></td>
</tr>
<tr>
<td>1. Three distinct body paragraphs, each discussing one of the 3 main points; incompetent teachers, negative attitude of learners, weak curriculum.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. Supporting details that are supported with facts and examples</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Concluding/transition sentence</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>3 marks</td>
<td></td>
</tr>
<tr>
<td>1. Restatement of purpose</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Summary of the discussion</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Your own Judgement of issues/opinion</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td>3 marks</td>
<td></td>
</tr>
<tr>
<td>1. Introduction statement for the recommendation section is provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 3 recommendations that are attainable and clear written in bullet form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Person /entity responsible for the implementation of the recommendation is stated</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**Reference list (minimum of three sources)**

<table>
<thead>
<tr>
<th>1.</th>
<th>Sources in the reference list appear in the in-text citations and are referenced correctly (<em>sources not in the text will not count</em>).</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Sources are indented and written in alphabetic order</td>
<td></td>
</tr>
</tbody>
</table>

**Others**

<table>
<thead>
<tr>
<th>1.</th>
<th>Language is correct with few or no spelling and grammatical errors</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Signature appears on the left under recommendations</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Date appears on the right and is written out in the correct format e.g. 27 January 2021</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Information in the body section of the report is organised under headings and/or subheadings numbered in a coherent manner (decimal numbering)</td>
<td></td>
</tr>
</tbody>
</table>

**Question 1: APA Referencing**

[10 Marks]

This part of the assignment assesses your understanding of aspects related APA referencing. You are advised to have Unit 2 of the Study Guide open in-front of you when you attempt the following questions.

Format the 9th and 13th references at the end of the article provided in Question 1 in APA style.


*NB: Award 1 more for the hanging indent √*


END OF MEMO