



REPORT 191: GENERAL STUDIES

DATE	SUBJECT	ACTIVITY
MANAGEMENT ASSISTANT		
INTRO N4		
COMMUNICATION		
6 JULY 2020	<p>SECTION A: EFFECTIVE STUDY METHODS</p> <p>QUESTION 1</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">A ROCKY START</p> <p>After matriculating from Grosvenor High School in 2001, Londiwe Phoswa applied to the Durban University of Technology (DUT) to study for a Diploma in Nautical Studies, but was rejected due to her marks. She did not let this deter her and instead enrolled at Umlazi Technicon to upgrade her maths and science marks. After achieving this, she went on to complete her qualification at DUT.</p> <p>Phoswa's career kick-started in 2005 with Unicon Shipping when she was afforded the opportunity to be part of a year-long cadetship programme. During this period, she worked on a tanker and a bulk carrier. In 2008, she obtained an internationally accredited licence and started operating as a deck officer. Phoswa was responsible for the record book on ships and underwent a marine first-aid and firefighting course followed by an oral exam with the South African Maritime industry.</p> <p>Soon after, she began training as a tug master with Transnet. In 2015, Phoswa was appointed as a marine pilot. Describing the maritime industry as a fun field with many rewards, Phoswa encourages young girls to choose their subjects in high school very wisely to make sure they get into the industry. 'Mathematics and physical science are a must. This field is not for quitters, you need tenacity and perseverance. Get into this field with an open mind and heart, and always be prepared to face challenges every step of the way; giving up should never be an option,' she advises.</p> <p style="text-align: right; font-size: small;">[Adapted from: <i>Public Sector Manager</i>. October 2016]</p> </div> <p>1.1 Who is the article about? (1)</p> <p>1.2 Where did Londiwe Phoswa matriculate? (1)</p> <p>1.3 State TWO of Londiwe Phoswa's achievements in the marine industry which resulted from intrinsic motivations. (2 × 2) (4)</p> <p>1.4 What qualification did Londiwe Phoswa obtain from the Durban University of Technology? (2)</p> <p>1.5 In paragraph 3, Londiwe Phoswa encourages young girls to choose their subjects in high school very wisely.</p> <p style="padding-left: 20px;">Motive why she made this statement. (2)</p> <p>1.6 From which publication was this passage adapted? (1)</p> <p>1.7 Keeping in mind her rocky start, state Londiwe Phoswa's long-term goals. (2)</p> <p>1.8 What is Londiwe Phoswa's extrinsic motivation? (2)</p> <p style="text-align: right;">[15]</p> <p style="text-align: right;">TOTAL SECTION A: 15</p>	

SECTION B: LISTENING SKILLS

QUESTION 2

Study the cartoon below and answer the questions.



- 2.1 In the cartoon above, who is the sender of the message? (1)
- 2.2 What is the setting of the above cartoon? (2)
- 2.3 What is the source of this cartoon? (2)
- 2.4 Identify the type of communication being displayed in the cartoon. (2)
- 2.5 Who is the receiver of the message in this cartoon? (2)
- 2.6 What is implied by the following statement?
'Allowing for inflation and the rising cost of tuition, you'll need to save 40 billion dollars for your children's education.' (2)
- 2.7 Comment on the facial expression displayed by the receivers. (2)
- 2.8 Briefly state whether the conversation in the cartoon is *formal* or *informal*.
Substantiate your answer. (2)

[15]

TOTAL SECTION B: 15

SECTION C: REMEDIAL ENGLISH**QUESTION 3**

- 3.1 Complete the paragraphs below by writing the words in brackets in their correct form, or by choosing the correct word(s) in brackets.

Write only the answer next to the question number (3.1.1–3.1.20) in the ANSWER BOOK.

It is not about the (3.1.1 to relate) cost of education. It is all about (3.1.2 to afford) for those who suffer most from the stealth tax of inflation. These student actions should be (3.1.3 direct) at the government and the Reserve Bank. They are the (3.1.4 once) responsible for the ever-increasing cost of living. They (3.1.5 to be) the ones who (3.1.6 spend/spent) beyond their means and then (3.1.7 to make) us pay through the depreciating purchasing power of the currency.

Why is inflation in SA around 6% when they struggle to get to 1% in the First World countries? Because the SA government (3.1.8 gets/got) away with stealing the purchasing power of social grants, wages and savings. Lenin predicted that 'not one in a million will understand the cause and (3.1.9 effect/affect) of inflation.'

These students are rising up against the ever-increasing cost of living. When they are hungry, (3.1.10 has/have) no money for tuition, no prospect of a job, while they have parents (3.1.11 to look/to see) after, the recipe is right for anarchy. The students have nothing (3.1.12 to lose/to loose), similar to the Arab Spring and the French Revolution. Government (3.1.13 faces/phases) a major crisis (of their own doing) here.

For the education system in the province (3.1.14 to bear/to bore) fruits, MEC Bartlet said all stakeholders need to play a role. (3.1.15 to educate) is a societal matter, which requires the involvement of everyone to ensure that every student (3.1.16 success). Our learners need us now (3.1.17 most) than ever before. Parents must (3.1.18 to prove) them with the necessary support system, create a conducive environment for learning, reduce their household tasks and ensure there is study time.

The Minister said that students' concerns about the affordability of university education are legitimate. 'At the same time, we need to ensure that those who can afford to pay must pay'. Arguably the failures in South Africa's education system reflect the problems that have beset governance in the country more generally since 1994. A lack of skills, monitoring and accountability (3.1.19 have led/have lead) to poor policy implementation, inferior training of teachers and bureaucrats, and a system many people (3.1.20 have lost/have loose) hope in. Those who can afford to are increasingly sending their children to private schools.

(20 × 1) (20)

	<p>3.2 Change the following nouns into verbs and use them in meaningful sentences:</p> <p>3.2.1 Inflation</p> <p>3.2.2 Expectation</p> <p>3.2.3 Banker</p> <p>3.2.4 Education</p> <p style="text-align: right;">(4 × 2) (8)</p> <p>3.3 Add the suffix to the following words:</p> <p>3.3.1 nation</p> <p>3.3.2 sustain</p> <p style="text-align: right;">(2 × 1) (2)</p> <p style="text-align: right;">[30]</p> <p style="text-align: right;">TOTAL SECTION C: 30</p>
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SECTION D: READING COMPREHENSION

QUESTION 4

Read the following passage for comprehension and answer the questions.

HOWEVER, EDUCATION IS NOT YIELDING WHAT IT SOWS

The value of education in South Africa has been lost, says Jonathan Jansen, rector and vice-chancellor of the University of the Free State. It started in the 1950s with the destruction of church schools, which historically had been a source of 'intellectual consciousness' in the black population, says Jansen. The 1976 student uprising also eroded the authority of teachers and the state as providers of education, he argues. This effect can be seen today when people (including parents) blockade schools or burn libraries during community protests.

Other out-of-school factors, such as poverty, shackle the attitude of parents and society towards education. 'Socio-economic factors go down through generations and starkly affect educational outcomes for children,' according to Shindler. Some 36 percent of 7 to 24-year-olds are not in education because they do not have enough money for fees, according to Statistics South Africa. Family commitments, having to work at home, and pregnancy account for another 26 percent of those not receiving instruction. Only seven percent are not in education because they consider it useless.

Many bright young people are missing out on the chance of getting a higher education because they cannot afford it, states Jansen. 'There are not enough bursaries for the bulk of students now coming out of the school system,' he explains, 'even if pupils unqualified to study for higher education are excluded'.

His point highlights an area of success that is easily overlooked amid the disaster stories coming out of South Africa's education system. Access to education has improved dramatically over the last few decades. In 1980, just 30 000 black African pupils took their matric (the predecessor to the NSC). Now over 400 000 black candidates sit the exam every year. The number of children enrolled in pre-primary schools has nearly trebled in the last decade alone.

'In criticising the education policy in South Africa, people often forget the challenges that were faced after 1994,' says Shindler.

'The transition period involved a difficult process of amalgamating all the old education departments, equalising expenditure and distributing teachers. On the whole I think very good policies were introduced to handle that process.' Some would disagree, arguing that post-apartheid policies have been part of the problem, in particular the frequent changing of the curriculum.

Silman admits that compromises were made in this transition period, particularly in giving the provinces more power over education. 'I can understand the desire after the apartheid era to decentralise power over government functions like education, but it can make it very hard for a national department to ensure that its policies are implemented effectively.'

Arguably the failures in South Africa's education system reflect the problems that have beset governance in the country more generally since 1994. A lack of skills, monitoring and accountability have led to poor policy implementation, inferior training of teachers and bureaucrats, and a system many people have lost hope in. Those who can afford to are increasingly sending their children to private schools.

Universities across South Africa will individually decide on the fee increases for the 2017 academic year, while the poor, working and middle-class families will receive support from government. Higher Education and Training Minister Dr Blade Nzimande made the announcement recently, saying: 'Our recommendation is that free adjustments should not go above eighty percent.'

[Adapted from: www.ngopulse.org]

- 4.1 From which source was the passage adapted? (1)
- 4.2 What can be done to ensure that education yields what it sows in South Africa? (2)
- 4.3 Explain the following phrase:
'The value of education in South Africa has been lost.' (3)
- 4.4 According to the passage, what percentage of people considers education useless? (2)
- 4.5 'In criticising the education policy in South Africa, people often forget the challenges that were faced after 1994'.
What were the challenges faced after 1994? (3)

4.6	When did the failure of South Africa's education system start?	(2)
4.7	Indicate whether the following statement is TRUE or FALSE. Choose the answer and write 'true' or 'false' next to the question number (4.7) in the ANSWER BOOK. Motivate your answer. According to Statistics South Africa, a large percentage of people are not in education because of a lack of money for fees.	(3)
4.8	Who is the Minister of Higher Education and Training in South Africa?	(2)
4.9	Write down synonyms for the following words from the passage:	
4.9.1	lose	
4.9.2	challenges	
4.9.3	accepts	
4.9.4	commenced	
4.9.5	students	(5 × 1) (5)
4.10	What is stopping many students to further their education in South Africa?	(2)
4.11	Indicate whether the following statements are a 'FACT' or an 'OPINION'. Write only 'fact' or 'opinion' next to the question number (4.11.1–4.11.5) in the ANSWER BOOK.	
4.11.1	The 1976 student uprising also eroded the authority of the state as the provider of education; this effect can be seen today when people blockade educational institutions or burn libraries during their protests.	
4.11.2	Many bright young people are missing out on the chance of getting a higher education because they cannot afford it.	
4.11.3	There are not enough bursaries for the bulk of students now coming out of the school system.	
4.11.4	Black students' education is very expensive compared to that of white students.	
4.11.5	Socio-economic factors contribute to the failure of the education system.	(5 × 1) (5)
TOTAL SECTION D:		[30]
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SECTION E: CONCISE COMMUNICATION

QUESTION 5

Read through the scenario below and answer the question.

You are Mpho, a receptionist working in the office of the Minister of Higher Education and Training, Dr Blade Nzimande.

On 17 October 2016 you received a call from Mr Mudau, SSS Manager at Tshwane TVET College. He wanted to know about the 2017 fee increases, and cautioned that these increases had to take into account the affordability for students, also bearing in mind the country's weak economy.

He requested feedback on this urgent matter and asked to be called any time before 17:30, at tel. no. 012 304 0176.

Use the attached ADDENDUM to write down the telephone message taken by Mpho.

Remember to hand in the ADDENDUM with the ANSWER BOOK.

[10]

TOTAL SECTION E: 10
GRAND TOTAL: 100

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

TEL NO: 012 288 4369

104 Schoeman Street

FAX NO: 012 288 4310

PRETORIA

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TO:

FROM:

TEL NO:

COMPANY:

MESSAGE:

Message taken by:

[10]