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**UNIVERSITY OF SWAZILAND**  
**INSTITUTE OF DISTANCE EDUCATION**  
**CERTIFICATE IN PSYCHOSOCIAL SUPPORT**  
**MAIN EXAMINATION PAPER, DECEMBER 2017**

**TITLE OF PAPER: PROFESSIONAL ENGLISH I**

**COURSE CODE : CAE 117**

**TIME ALLOWED: THREE (3) HOURS**

**INSTRUCTIONS:**

- : Section A is compulsory
- : Answer **two** questions from section B
- : Answer **one** question from section C
- : Questions carry marks as indicated

**THIS PAPER MUST NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR**

## SECTION A: READING COMPHREHENSION

- This section is compulsory
- Read the following passage carefully and answer all the questions.

1. The physical scars of nearly six years of war are evident on Syria's countless shattered buildings and bodies. However, the mental toll of brutal violence on children is harder to understand. Some children show outward symptoms, like losing the ability to speak, wetting themselves or screaming at loud noises. But suffering is subtler for many others, like night terrors or showing withdrawal or aggression during the day. What is undeniable is that there is a mental health crisis among Syrian children.
2. We are at a tipping point. If we do not act fast to end the causes of toxic stress for Syria's children and help them to rebuild their lives, an entire generation will grow into broken adults. At least 3 million Syrian children under the age of six have only known war, and millions more have spent their childhood living in conflict. Many have lost critical time for development, and the long-term damage has the potential to become irreversible and permanent.
3. Current interventions addressing children's mental health in conflict focus almost completely on post-traumatic stress disorder (PTSD), despite the reality that, for Syrian children, there is no "post." It is essential to shift the focus to the damage that six years of "toxic stress" has had on Syrian children. Toxic stress is the "most dangerous form of stress response" that children experience when exposed to strong, frequent, and/or prolonged adversity ... without adequate adult support," according to the Centre on the Developing Child at Harvard University.
4. Experiences during our earliest years can have a permanent impact on the developing brain. Continuous toxic stress response affects children's mental and physical health, including their cognitive, socio-emotional and physical development. It disrupts the development of the brain and other organs, and increases the risk of stress-related diseases, heart disease, diabetes, immune system problems, substance abuse, depression and other mental health disorders into adulthood.

5. Experiencing situations of extreme trauma, as so many children in Syria do, and continuous toxic stress can also reduce neural connections in areas of the brain dedicated to learning and reasoning, affecting children's abilities to perform academically and beyond. These consequences are not inevitable. Supportive relationships with caring adults early on and professional support can help reverse the ~~damaging and potentially deadly effects of toxic stress. However, Syria's child mental health crisis comes amid the collapse of traditional and official support structures.~~ Parents and marriages are cracking under the strain of war, and trained professionals have fled the country in droves. One in four children interviewed said they rarely or never have a place to turn if they are upset or sad.
  
6. At the very least, children need an end to the main cause of their toxic stress: the relentless violence that continues to rain down on Syria with liberty, despite the nationwide ceasefire that was announced in December. According to the Save the Children report, nearly all children interviewed said that the on-going bombing and shooting, including the threatening and constant sound of warplanes overhead, is their main cause of psychological stress. Half of these children said they never or rarely feel safe at school, and 40 percent do not feel safe playing outside, even right outside their own home. Nearly all adults interviewed said children are becoming more fearful and nervous as the war goes on.
  
7. World powers can and must use this moment to demand an end to the targeting of schools, hospitals and children. They must send a strong message to the various warring parties that they can no longer target civilians with impunity, and that perpetrators of children's rights violations will be brought to justice. World powers should also make a new global commitment to support children's mental health and well-being in emergencies, recognizing the real risk of long-term damage on an entire generation of children in Syria. They must give children the proper support, including funding for mental health and psychosocial humanitarian programming, and ensure that this issue becomes a core programmatic intervention in humanitarian emergencies.

*Adapted from News Deeply: March 2017*

## Questions

Answer all the questions in the order they are set.

### From paragraph 1

1. What, according to the paragraph is the main cause of Syrian children's physical scars? [2]
2. Quote a sentence from the paragraph which indicates that the children have more serious scars than the physical one. [3]
3. According to the paragraph, Syrian children show a number of physical symptoms of stress. Name **three** of these symptoms. [3]

### From paragraph 2

4. What, according to the paragraph could be the major problem if the causes of stress among the Syrian children are not addressed? [2]
5. What do the words "irreversible and permanent" tell us about the long-term damage the children are likely to suffer? [4]

### From paragraph 3

6. What does the author of this passage consider as the major weakness of current interventions addressing children's mental health in conflict? [2]
7. What does the author of the passage suggest should be done to improve the current interventions? [2]
8. What, according to the passage are the two common causes of toxic stress among children? [2]

### From paragraph 4

9. Give two effects of childhood experiences on children's development? [2]

### From paragraph 5

10. What, according to the paragraph can help reduce Syrian children's' toxic stress levels? [4]

**From paragraph 6**

11. What, according to the children are the three main causes of the children's psychological stress? [3]

**From paragraph 7**

12. What **four** strategies can world powers employ to provide a solution to the situation in Syria? [4]

**From the whole passage**

13. Give the passage an appropriate title. [2]  
14. Explain the following words they are used in the passage (in not more than seven words).

- |             |             |     |
|-------------|-------------|-----|
| a. Toll     | paragraph 1 |     |
| b. Critical | paragraph 2 |     |
| c. Disrupts | paragraph 3 |     |
| d. Reverse  | paragraph 4 |     |
| e. Warring  | paragraph 7 | [5] |

[Total marks: 40]

**SECTION B: ANSWER TWO QUESTIONS FROM THIS SECTION**

**Question 2**

**Copy and complete the following passage and fill all black spaces with an appropriate tense form of each of the words in brackets:**

**The poisoned mushrooms**

While \_\_\_\_\_ (prepare) a meal for my guests, I \_\_\_\_\_ (get) worried about some unusual mushrooms a friend (buy) \_\_\_\_\_ the previous week. Suspicious, I \_\_\_\_\_ (give) one mushroom to my dog. The dog \_\_\_\_\_ (eat) the mushroom without any effects so I \_\_\_\_\_ (decide) to cook them for my guests. They \_\_\_\_\_ (enjoy) the mushrooms but \_\_\_\_\_ (comment) on their unusual taste. A few minutes later, one of the guests' daughters' \_\_\_\_\_ (burst) into the dining room and \_\_\_\_\_ (announce) that my dog \_\_\_\_\_ (be) dead. I \_\_\_\_\_ (call) my Doctor who \_\_\_\_\_ (arrive) promptly and \_\_\_\_\_ (pump) out all my guests' stomachs. The Doctor \_\_\_\_\_ (request) to see my dog but \_\_\_\_\_ (discover) that it \_\_\_\_\_ (kill) by a \_\_\_\_\_ (pass) car. The mushrooms \_\_\_\_\_ (be) not \_\_\_\_\_ (poison) after all. [Total marks: 20]

**Question 3**

**Copy and complete the following passage with an appropriate tense form of each of the verbs in brackets:**

Mrs Khumalo, a nurse, \_\_\_\_\_ (drive) home at 2 am after a visit to a patient. While \_\_\_\_\_ (drive) along a deserted road, she \_\_\_\_\_ (see) an unusual animal and \_\_\_\_\_ (stop) her car. The animal \_\_\_\_\_ (be) clearly visible in the blaze of her head lights. It \_\_\_\_\_ (look) like a hyena. It had \_\_\_\_\_ (cross) the road without paying attention to her. When she \_\_\_\_\_ (draw) closer to it, she \_\_\_\_\_ (notice) that there was a plastic yogurt container in its head. The poor creature \_\_\_\_\_ (got) its head stuck in the container! Her instincts as a nurse \_\_\_\_\_ (tell) her she would have to rescue it, so she \_\_\_\_\_ (pull) the container, but the hyena \_\_\_\_\_ (pull) too. After a struggle, she \_\_\_\_\_ (remove) container off the hyenas head. When she \_\_\_\_\_ (notice) that the hyena \_\_\_\_\_ (look) sad, she \_\_\_\_\_ (realise) that the container was full of strawberry yogurt. She \_\_\_\_\_ (give) it back to the hyena. It \_\_\_\_\_ (seize) it and triumphantly \_\_\_\_\_ (continue) with its journey across the road. [Total marks: 20]

#### Question 4

Give examples of sentences with each of the following grammatical items (Give one sentence per category):

- a. Adverb of degree [2]
- b. A verb in the past perfect tense [2]
- c. An irregular verb [2]
- d. An exclamation expressing pain [2]
- e. A definite pronoun [2]
- f. A noun phrase [2]
- g. A dependant clause [2]
- h. A subordinating conjunction [2]
- i. A sentence with a dependant and independent clause. [2]

[Total marks: 20]

**SECTION C : ANSWER ONE QUESTION FROM THIS SECTION**

**Question 5**

**Read the following sentences and rearrange them into one complete paragraph.**

- a. A breakthrough in one of these areas will hopefully provide a means of relieving the fuel industry.
- b. Researchers in the car industry are experimenting with different types of engines and fuels.
- c. One new type of engine, which burns diesel oil instead of gasoline, has been available for several years.
- c. Finally, several car manufacturers are experimenting with methanol, which is a mixture of gasoline and methyl alcohol, as an automobile fuel.
- e. A further type is the gas turbine engine, which can use fuels made from gasoline, diesel oil, kerosene and other petroleum distillates.
- f. The increasing decrease of oil reserves, along with environmental concerns, has prompted some major developments in car design over the past few years.

[10 marks]

[Total marks: 20]

**Question 6**

**Write full paragraphs on any two of the following topics.**

- a. Human trafficking [10]
- b. Poverty [10]
- c. Physical abuse [10]
- d. Child- parented homesteads [10]

[Total marks: 20]

.....**END OF EXAMINATION**.....