



**FINAL EXAMINATION**  
**MARCH 2023**

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<b>COURSE TITLE</b>	<b>ENGLISH 2</b>
<b>COURSE CODE</b>	<b>FENG0124</b>
<b>DATE/DAY</b>	<b>12 JUNE 2023 / MONDAY</b>
<b>TIME/DURATION</b>	<b>02:00 PM - 05:00 PM / 03 Hour(s) 00 Minute(s)</b>

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**INSTRUCTIONS TO CANDIDATES:**

1. Please read the instruction under each section carefully.
2. Candidates are reminded not to bring into examination hall/room any form of written materials or electronic gadget except for stationery that is permitted by the Invigilator.
3. Students who are caught breaching the Examination Rules and Regulation will be charged with an academic dishonesty and if found guilty of the offence, the maximum penalty is expulsion from the University.

(This Question Paper consists of 13 Printed Pages including front page)

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**\*\*\*DO NOT OPEN THE QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO\*\*\***

This paper has **FOUR (4) Sections**. Answer **ALL** questions in the answer booklet provided.  
**[100 MARKS]**

**SECTION A** (50 Marks)

This section has **THREE (3) reading passages**. Answer **ALL** questions in the answer booklet provided.

**Reading Passage 1** (10 Marks)

- I In decades past, students needed little more than paper, pencils, and time to get their schoolwork done. These days, schoolwork necessitates a computer and an internet connection, and that includes work to be done at home. One federal survey found that 70% of American teachers assign homework that needs to be done online; 90% of high schoolers say they have to do internet-based homework at least a few times a month. Nearly half of all students say they get such assignments daily or almost daily. 1  
5
- II Despite the seemingly ever-growing embrace of digital learning in schools, access to the necessary devices remains unequal, with a new report from the Pew Research Centre finding that 15% of U.S. households with school-age children lack high-speed internet at home. The problem is particularly acute for low-income families – one in three such households lacks internet. 10
- III In what's often referred to as the "homework gap," the unequal access to digital devices and high-speed internet prevents 17% of teens from completing their homework assignments, according to the new Pew analysis, which surveyed 743 students ages 13 through 17. Close to half of teenagers in the bottom income bracket have to do their homework on a mobile phone occasionally or often. 15
- IV From a history-class assignment to required participation in an online discussion board, access to a functioning computer and high-speed internet is all but a prerequisite for success in high school. This is becoming especially true as schools gravitate toward software where students hand in assignments virtually. 20
- V The homework gap can have major consequences, with some studies suggesting that teens who lack access to a computer at home are less likely to graduate from high school than their more technologically equipped peers. The "challenge to complete homework in safe, predictable, and productive environments can have lifelong impacts on their ability to achieve their full potential," wrote John Branam, who runs an initiative to provide lacking teens with internet access. 25
- VI While disadvantaged students can resort to public libraries and other venues that offer free Wi-Fi, such alternatives are still major obstacles to finishing homework every night. "Your aunt has internet access [at home] but she lives a 40-minute bus trip across town," Branam wrote, illustrating the roadblocks for teens without internet access. "The public library does, but it has a 30-minute computer use limit and, as a young woman, you don't feel comfortable there late at night. McDonald's has free Wi-Fi but it's noisy, you have to buy food and you can't stay there forever." 30

- VII With a team of researchers, the University of Texas at Austin professor S. Craig Watkins spent about 18 months observing and interacting with high schoolers to better understand the digital divide. Their findings include how low-income students get around not having access to the internet and a computer. In what Watkins calls “social hacking,” students often “reengineer their socioeconomic circumstances in order to get access to technology that they otherwise would not have access to.” For example, the researchers observed that students without such resources at home were skilled at developing relationships with teachers who could give them special weekend access to laptops and software for use at home. They also tended to rely on other needy classmates to find work-arounds, sharing smartphones and tablets with one another. “It was an inventive way of cultivating social capital,” Watkins says, “but it also created a kind of sharing economy.” 35 40 45
- VIII While embedding technology into the curriculum is all the rage in some schools, “oftentimes there’s a lack of clarity and vision in terms of what learning should look like with technology,” Watkins says. “There’s this assumption that just by providing access to technology you’re somehow creating a better learning future for kids, but that is not always the case.” After all, technology in schools is going to be of limited success if kids don’t have access to the internet and a computer once the final bell rings. 50

*(Adapted from ‘Why Millions of Teens Can’t Finish Their Homework’, The Atlantic)*

Complete the summary below. Choose **NO MORE THAN THREE (3) WORDS AND/OR A NUMBER** from the passage to fill in each blank in the summary.

The contrast between resources students needed decades ago and now is stark. Most schoolwork these days require a computer and a steady internet connection. In the United States, it was reported that (1) of American teachers assign online homework. This corresponds with the vast number of students who say they do online homework at least a few times a month, and nearly half report they receive such assignments daily or (2).

However, 15% of American households lack high-speed internet at home. (3) low-income families lacks internet access altogether. This unequal access, also known as the (4), prevents almost 20% of teenagers from completing their assignments. Almost half of those who come from a lower income family do their homework on a (5).

This inequality impacts students significantly, with those who lack a computer or internet access at home being (6) to graduate from high school. Even if they are able to access free Wi-Fi at various locations, there exist logistical obstacles – distance, time limits and safety for example – that stand in the way of finishing one’s homework every single night.

Professor S. Craig Watkins and his team spent a year and a half to try and better grasp the digital divide. The research included a phenomenon called (7) in which students had to find work-arounds to solve issues they faced. Developing (8) who could give them special weekend access to technology or sharing devices with other (9) created both social capital and a (10).

With all that in mind, embedding technology in a curriculum should not be limited to just providing and using such technology, assuming that it results in better learning automatically. There has to be a plan for when students cannot access such resources outside school hours.

**Reading Passage 2**

**(20 Marks)**

- I Seagrasses, the pale green flowering plants that form meadows on the ocean floor, are home to all manner of life: turtles, fish, squid, seahorses, anemones, crab, dugongs. Yet for vast stretches of the marine world, we still don't know how much there is, even along the coasts of some of the best-mapped countries on Earth. Seagrass can stretch for hundreds or thousands of miles, and in areas with clear water that lets sunlight penetrate, may grow far deeper than humans in scuba gear can dive. 1 5
- II So, when Austin Gallagher, a marine scientist, and his team set out to see just how widespread these meadows were in the Bahamas, they sought help from some of the world's best divers: tiger sharks. 10
- III By putting cameras on the deep-diving tropical predators, the group found to its amazement that the Bahamas is home to more seagrass than any other place on Earth—lots more.
- IV Hours of video from the sharks revealed that seagrass covered at least 25,000 square miles (about 65,000 square kilometres), enough by itself to extend the world's previously documented seagrass beds by 41%. In fact, the researchers suspect the meadows in that region are actually far larger—perhaps large enough to cover an area the size of Portugal, about 36,000 square miles (around 93,000 square kilometres), according to their study in *Nature Communications*. 15
- V Gallagher has studied marine life in the Bahamas for more than a decade and has been fascinated by the movement of highly mobile tiger sharks for even longer. He'd already been putting cameras on sharks "and having them reveal to us their daily lives," he says. 20
- VI Tiger sharks in the Bahamas form packs like wolves. "These seagrass meadows are essentially the savanna, and that's where all the big predators are," Gallagher says. Nurse sharks, blacktips, and a few hammerheads are there, too, but tiger sharks "are the top, top, top dog." 25
- VII Gallagher's team conducted more than 2,500 individual human surveys, both with divers and with boats. They also equipped eight tiger sharks with satellite tags on their dorsal fins to help map locations the sharks travelled, and put cameras on seven others, including one virtual reality 360-degree camera, which logged long hours of footage over several years. By analysing all of this information, they were able to show that previous accounts of the region's seagrass had dramatically underestimated its extent. 30
- VIII The tiger shark work was not the first time marine animals have been used to help understand seagrasses. In 2015, cameras affixed to sea turtles revealed a massive decline in seagrass off western Australia following a heat wave. In 2018, 35



- researchers noticed sea turtles tagged with tracking devices were all converging on a spot in the Indian ocean. They followed the animals to the site and found a previously unknown deep seagrass bed in the Great Chagos Bank region of the ocean. 40
- IX** That happened because seagrasses, while important, just haven't received the level of attention of coral reefs even though the world's 72 species of seagrasses are found across a wider range of the planet. "They haven't been prioritized", says Benjamin Jones, chief conservation officer and co-founder of Project Seagrass, a United Kingdom-based seagrass conservation group. He estimates there are four or five times as many scientists globally studying corals as there are doing research on seagrass. 45
- X** Seagrass "is the stuff you go past to get to a coral reef," he says. One expert has referred to it as the "ugly duckling" of marine science. "The UK has a rich biological sciences history, but we know way more about kelp and seaweeds than we do about seagrasses," Jones says. 50
- XI** Seagrass may be underappreciated, but it's hard to overstate its importance. Not only does it house many species, but it also stores an immense amount of carbon, which helps battle climate change. In some places, it's even more important to humans than coral reefs. 55
- XII** In a recent survey of a thousand residents from 147 coastal villages in Tanzania, Sri Lanka, Indonesia, and Cambodia, Jones found more people preferred fishing in seagrass than on coral reefs. While there are more fish and greater variety in coral reefs, for any given species, the fish living in protected seagrass are actually more nutritious for people. 60
- XIII** As helpful as tiger sharks and sea turtles have been in documenting seagrass meadows, Project Seagrass also is enlisting humans to help improve their understanding. The non-profit built a phone application, 'SeagrassSpotter', which can be used for crowd-sourcing newly discovered meadows that do not appear in any database. Already, citizen scientists using the app have helped map new beds around the Democratic Republic of Timor Leste. 65
- XIV** "We're really just beginning to realize how important seagrasses are," Jones says. As such, it's only growing more important to figure out how much of it exists, and where. 70

*(Adapted from 'How sharks equipped with cameras solved an aquatic mystery',  
National Geographic)*

Questions 11 to 20 are based on Reading Passage 2.

Answer the questions in **NO MORE THAN FOUR (4) WORDS AND/OR A NUMBER.**

11. According to video captured by the tiger sharks, how much more does seagrass extend before previously documented seagrass beds?
12. How many tiger sharks in total did Gallagher and his team install cameras on?
13. What else did Gallagher's team do apart from use tiger sharks to capture video footage underwater?
14. What was discovered in 2015 by putting cameras on sea turtles?
15. What else was discovered in 2018 through sea turtles tagged with tracking devices?
16. How many types of seagrasses can be found globally?
17. According to Benjamin Jones, how many more scientists are studying coral reefs compared to seagrass?
18. Why is seagrass so important?
19. Why did more people prefer fishing in seagrass than coral reefs according to the survey of 147 coastal villages?
20. What does the app 'SeagrassSpotter' do?

Reading Passage 3

(20 Marks)

- I One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent accusation of stinginess that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas. 1 5
- II There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.
- III While the mistress of the home is gradually calming down, take a look at the home, a furnished flat at \$8 per week. In the entrance below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also belonging to said box was a card bearing the name "Mr. James Dillingham Young." 10
- IV "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income had shrunk to \$20 though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good. 15 20
- V Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a grey cat walking a grey fence in a grey backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honour of being owned by Jim. 25
- VI There was a pier glass between the windows of the room. Perhaps you have seen a pier glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of long strips, obtain a fairly accurate conception of their looks. Della, being slender, had mastered the art. 30
- VII Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length. 35
- VIII Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold pocket watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have 40



- pulled out his watch every time he passed, just to see him pluck at his beard from envy.
- IX** So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again, nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet. 45
- X** On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street. 50
- XI** Where she stopped the sign read: "Mme. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."
- XII** "Will you buy my hair?" asked Della. 55
- XIII** "I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."
- XIV** Down rippled the brown cascade.
- XV** "Twenty dollars," said Madame, lifting the mass with a practised hand.
- XVI** "Give it to me quick," said Della. 60
- XVII** Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.
- XVIII** She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by insincere ornamentation—as all good things should do. It was even worthy of The Watch. As soon as she saw it, she knew that it must be Jim's. Quietness and value—the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch, Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain. 70

(Adapted from 'The Gift of the Magi', by O. Henry)

Questions 21 to 29 are based on Reading Passage 3.

Complete each sentence with the correct ending, A-J, as given in the box below. (10 marks)

21. Della and Jim's flat was fully furnished
22. Della managed to use the long pier glass to reflect herself
23. Jim's gold watch had belonged
24. Madame Sofronie bought Della's beautiful brown hair
25. Jim sometimes only peeked at his pocket watch because

- |  |
|--|
| <p>A. he was embarrassed by the worn strap he used instead of a chain</p> <p>B. to his father and grandfather</p> <p>C. and had plenty of amenities</p> <p>D. even though the weekly rent was \$8</p> <p>E. because she was pretty flexible</p> <p>F. he was embarrassed by the old chain he used instead of a proper leather strap</p> <p>G. for twenty dollars</p> <p>H. to his father</p> <p>I. for twenty-one dollars</p> <p>J. because she was quite thin</p> |
|--|

In your own words, explain the following sentences in the context of the passage.

26. *Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent accusation of thrift that such close dealing implied.* (para I) (2 marks)
27. *"Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income had shrunk to \$20 though, they were thinking seriously of contracting to a modest and unassuming D.* (para IV) (3 marks)

28. *Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds*  
(para. VII) (3 marks)

29. *Quietness and value—the description applied to both* (para XVIII) (2 marks)

**SECTION B (20 Marks)**

1. Create an in-text citation according to the APA format using either a direct quote or a paraphrase. (10 marks)

- a. Authors: Daniel D. Spehar, Peter J. Wolf  
Publication date: 2019  
Journal Title: Animals  
Article Title: Back to School: An Updated Evaluation of the Effectiveness of a Long-Term Trap-Neuter-Return Program on a University's Free-Roaming Cat Population  
Volume Number: 9  
Issue Number: 10  
Quote: "Since the early 1990s, the use of trap-neuter-return (TNR) as a humane alternative to the lethal management of community cats has proliferated in the United States. By 2006, several studies from the U.S. and elsewhere had documented the impacts of TNR on community cat populations, including declines in population size and reductions or elimination of kitten births."  
DOI: <https://doi.org/10.3390/ani9100768>
- b. Author: United Nations Children's Fund (UNICEF)  
Publication date: 2019  
Webpage Title: Digital literacy for children — 10 things to know  
Quote: "Digital literacy definitions usually focus on citizens of all ages and not on children specifically. UNICEF believes there is a need to focus more on digital literacy for children, who have unique needs."  
Website URL: <https://www.unicef.org/globalinsight/documents/digital-literacy-children-10-things-know>

2. The following reference list contains errors. Rewrite the list to follow the standard APA format. Indicate italics using an underline instead. (10 marks)

REFERENCES

Reddy, P., and Chaudhary, K. (2020). Digital literacy: A review of literature. *International Journal of Technoethics*, 11[2], 65-94.

Heitin, L. (2016, November Eight). *What is digital literacy?* Education Week; URL: <https://www.edweek.org/teaching-learning/what-is-digital-literacy/2016/11>

W. James Potter. (2018). *Media Literacy*. Sage Publications (book).

SECTION C

(15 Marks)

Extract information from the journal article abstracts below to answer the following questions.

1. **Title:** Back to school: An updated evaluation of the effectiveness of a long-term trap-neuter-return program on a university's free-roaming cat population

**Abstract:**

A growing body of evidence indicates that trap-neuter-return (TNR) is not only effective at reducing community cat numbers, but that such reductions are sustainable over extended periods. Recently, a series of peer-reviewed articles documenting long-term declines in community cat populations associated with TNR have been published. The present study adds to this pool of evidence by updating and re-examining results reported from the campus of the University of Central Florida (UCF) in 2003 by Levy et al. From 1991 to 2019, a total of 204 cats were enrolled in a volunteer-run TNR program on the university grounds; 10 cats (5%) remained on site at the conclusion of the present study. The campus community cat population declined by 85% between 1996, the year an initial census (indicating the presence of 68 cats) was completed, and 2019. In addition, 11 of 16 total colonies were eliminated over a 28-year period. These results occurred despite significant growth in enrolment at UCF over the same time frame, which suggests that with sufficient ongoing management of colony sites, declines in community cat populations associated with TNR are sustainable over long periods and under varying conditions.

- a. What is the study about? (1 mark)
- b. What methods were used? (2 marks)
- c. What were the results? (2 marks)



d. What conclusion or recommendations did the author(s) make? (2 marks)

2. **Title:** Factors associated with eHealth literacy focusing on digital literacy components: A cross-sectional study of middle-aged adults in South Korea

**Abstract:**

Digital technology has dramatically changed the world in which we live, and the ability to access and understand information through these new technologies is becoming increasingly important. eHealth literacy is closely related to digital literacy, and some concepts may overlap to a certain extent. Identifying personal and digital-related factors related to eHealth literacy levels in middle-aged adults would be useful for planning tailored interventions and health promotion strategies. We aimed to identify the differences in digital literacy and eHealth literacy levels according to demographic features, and to elucidate the factors associated with eHealth literacy in the middle-aged population. We conducted a cross-sectional, observational study from 4th to 8th February 2021. A total of 320 South Korean participants aged 40–64 years were recruited and completed an online questionnaire, where demographic features, chronic disease status, frequency of Internet use, digital skills, digital competence, and eHealth literacy were measured. eHealth literacy was measured with the eHEALS. We used multiple regression analysis to elucidate the factors associated with eHealth literacy. Multiple regression analysis revealed that digital competence was the highest contributor to an individual's eHealth literacy, while digital skills was not significantly associated with eHealth literacy. In addition, eHealth literacy was positively associated with increasing age, female gender, and higher education levels, while marital state, chronic disease, and frequency of internet use were not significantly associated with eHealth literacy. Our study provides valuable information on digital literacy and eHealth literacy in middle-aged adults and may be used to guide tailored interventions for improving eHealth literacy. Future studies should consider the differences in digital literacy levels across generations when assessing eHealth literacy or planning digital health interventions.

a. What is the study about? (2 marks)

b. What methods were used? (2 marks)

c. What were the results? (2 marks)

d. What conclusion or recommendations did the author(s) make? (2 marks)



**SECTION D**

**(15 Marks)**

**Answer TWO (2) questions ONLY. Each paragraph should be at least 150 words long.**

1. Write a descriptive paragraph about an object often associated with Malaysia. Provide suitable illustrations.
2. Write an example paragraph about how to travel on a budget. Give appropriate examples.
3. Write an example paragraph about how to encourage university students to join extracurricular activities. Give appropriate examples.
4. Write an opinion paragraph on whether university students should be involved in politics while they are studying. Give reasons to support your opinion.
5. Write an opinion paragraph based on this quote: *"Nothing comes from nothing"*. Give reasons to support your opinion.

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\*\*\* END OF QUESTION PAPER \*\*\*  
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