



**FINAL EXAMINATION / PEPERIKSAAN AKHIR  
SEMESTER 2 – SESSION 2017 / 2018  
PROGRAM KERJASAMA**

COURSE CODE : ULAB 1032  
KOD KURSUS

COURSE NAME : INTRODUCTORY ACADEMIC ENGLISH  
NAMA KURSUS

YEAR / PROGRAMME : 1 – ALL PROGRAMMES / 1 – SEMUA PROGRAM  
TAHUN / PROGRAM

DURATION : 2 HOURS / 2 JAM  
TEMPOH

DATE : APRIL 2018  
TARIKH

INSTRUCTION/ARAHAN :

- i) Answer **ALL** questions in the spaces given.  
(Jawab **SEMUA** soalan di dalam ruangan yang disediakan).
  
- ii) Candidates are required to follow all instructions given by the exam invigilator.  
(Calon dikehendaki mematuhi semua arahan daripada penyelia peperiksaan).

(You are required to write your name and your lecturer's name on this question paper)  
(Pelajar dikehendaki tuliskan nama dan nama pensyarah pada kertas soalan ini)

STUDENT'S NAME / NAMA PELAJAR	:	.....
I.C NO. / NO. K/PENGENALAN	:	.....
YEAR / PROGRAMME TAHUN / PROGRAM	:	.....
NAME OF COLLEGE NAMA KOLEJ	:	.....
LECTURER'S NAME NAMA PENSYARAH	:	.....

This examination paper consists of **14** pages including the cover  
Kertas soalan ini mengandungi **14** muka surat termasuk kulit hadapan



## PUSAT PROGRAM KERJASAMA

### PETIKAN DARIPADA PERATURAN AKADEMIK - ARAHAN AM - PENYELEWENGAN AKADEMIK

#### 1. SALAH LAKU SEMASA PEPERIKSAAN

1.1 Pelajar tidak boleh melakukan mana-mana salah laku peperiksaan seperti berikut :-

- 1.1.1 memberi dan/atau menerima dan/atau memiliki sebarang maklumat dalam bentuk elektronik, bercetak atau apa jua bentuk lain yang tidak dibenarkan semasa berlangsungnya peperiksaan sama ada di dalam atau di luar Dewan Peperiksaan melainkan dengan kebenaran Ketua Pengawas; atau
- 1.1.2 menggunakan maklumat yang diperolehi seperti di atas bagi tujuan menjawab soalan peperiksaan; atau
- 1.1.3 menipu atau cuba untuk menipu atau berkelakuan mengikut cara yang boleh ditafsirkan sebagai menipu semasa berlangsungnya peperiksaan; atau
- 1.1.4 lain-lain salah laku yang ditetapkan oleh Universiti (seperti membuat bising, mengganggu pelajar lain, mengganggu Pengawas menjalankan tugasnya).

#### 2. HUKUMAN SALAH LAKU PEPERIKSAAN

2.1 Sekiranya pelajar didapati telah melakukan pelanggaran mana-mana peraturan peperiksaan ini, setelah diperakukan oleh Jawatankuasa Peperiksaan Fakulti dan disabitkan kesalahannya, Senat boleh mengambil tindakan dari mana-mana satu yang berikut :-

- 2.1.1 memberi markah SIFAR (0) bagi keseluruhan keputusan peperiksaan kursus yang berkenaan (termasuk kerja kursus); atau
- 2.1.2 memberi markah SIFAR (0) bagi semua kursus yang didaftarkan pada semester tersebut.

2.2 Jawatankuasa Akademik Fakulti boleh mencadangkan untuk diambil tindakan tatatertib mengikut peruntukan Akta Universiti dan Kolej Universiti, 1971, Kaedah-kaedah Universiti Teknologi Malaysia (Tatatertib Pelajar-pelajar), 1999 bergantung kepada tahap kesalahan yang dilakukan oleh pelajar.

2.3 Pelajar yang didapati melakukan kesalahan kali kedua akan diambil tindakan seperti di perkara 2.1.2 dan dicadangkan untuk diambil tindakan tatatertib mengikut peruntukan Akta Universiti dan Kolej Universiti, 1971, Kaedah-kaedah Universiti Teknologi Malaysia (Tatatertib Pelajar-pelajar), 1999.



**SECTION A: READING COMPREHENSION (50 marks)**

**Text I (35 marks)**

**Read the text carefully and answer all the questions that follow.**

- I In the last two decades, many scholars have investigated the underlying factors that explain why childhood poverty has such strong ill effects on human development. Today, a growing number of children live in **poor** condition that contributes to powerful factors that can influence the cognitive and psychological developments among the children throughout their life.
- II Most of the current research has focused on two aspects of human development caused by childhood poverty. The first factor to explain why poor children lag behind their richer peers is parental investment. Parents face financial constraints to invest in good educational materials and constructive facilities to help their children grow. This leads children in poverty to have less cognitively stimulating environments, less available print media, fewer informal learning venues, fewer age-appropriate toys, fewer educational digital materials and more exposure to television. Poor children also live in impoverished language environments where fewer words are spoken and parents read to them less often.
- III Another factor is, children living in poverty are more likely to experience learning problems. Poverty has a particularly **adverse** effect on the academic outcomes of children, especially during early childhood. Poorer children scored 6 and 13 points lower on various examinations or tests. These differences are very large in educational perspectives. In addition, the dropout rate of students living in low-income families was about four times greater than the rate of children from higher-income families. Children are affected by the surroundings in their neighbourhoods that lack support for learning. Poor children are more likely to live in homes that are more chaotic and crowded. Another factor linking poverty to academic performance is less responsive parenting in poor families that includes less attention and social support such as helping children with their school work.
- IV Poor children also suffer from emotional and behavioural problems more frequently than non-poor children. This is due to the tendency of lower income parents to engage in harsher and less responsive interactions with their children.

Numerous social and physical factors related to income, family conflict, depression of their mothers, exposure to violence and lack of parental responsiveness can heighten the stress level. Furthermore, their neighbourhoods are more exposed to crime and street fights and they have fewer places to engage in physical activities to reduce their stress level. Therefore, these children with **disadvantaged and delinquent backgrounds** have more exposure to these multiple factors that are the important features of childhood chronic stress with huge consequences. Interestingly, not only are low-income children themselves more likely to experience greater psychological effects, their parents are also confronted and affected by similar environmental demands. Poverty-related stress affects parents' competencies as well as interpersonal relationship among family members. These inter-related situations such as financial constraints, parents' responsiveness and unconducive environment create a cyclical process that contributes to high level of stress particularly to both parents and children alike.

- VI Psychologists suggest that poor self-regulation will not help manage one's behavior and emotion. In low-income children's situation, they usually suffer from self-regulatory deficits. Childhood poverty does not only increase stress level but also interferes with regulatory systems that enable children to manage numerous environmental demands that typically happen in poor families. Self-regulation and coping rely on processes such as attention control and memory that can be affected by chronic stress that these children experience in their life. Due to this, teachers always describe them as less competent in self-control and often show attentional-control problem. They have short-attention span, are less able to control their aggressive behaviour in the classroom and have difficulty in



exposure to poverty in childhood and how it affects childhood development in relation to parenting quality and environment is still unexplored. An understanding of whether early exposure to poverty can have a long lasting effect on the children or repeated experience of poverty can have adverse effects on their mental health and development is needed.

Adapted from Evans, G.W., & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation, and coping. *Child Development Perspectives*, 7 (1), pp 43-48.

**A I Match the main ideas with the corresponding paragraphs. Write the paragraph number in the spaces provided.**

Main Idea	Paragraph
Unstable coping strategies contribute to childhood poverty	
Lack of parental involvement in poor children's education	
Environmental factors that cause severe stress among low-income children	
Effects of poverty on children's emotion and behaviour	
Inability in managing emotion and behavior among poor children	
Effects of childhood poverty on academic performance	

(6 x 1m = 6 marks)

**A II Answer the following questions based on the reading text.**

1. What is the central idea of the text?

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(1 mark)

2. How does lack of investment of the parents affect the children? Provide **THREE** examples.

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

(3 x 1m = 3 marks)

3. Childhood poverty affects children's academic achievement. Provide **TWO** evidence to support this.

i) \_\_\_\_\_

ii) \_\_\_\_\_

(2 x 1m = 2 marks)

4. How do parents contribute to their children's emotional and behavioural problem?

i) \_\_\_\_\_

ii) \_\_\_\_\_

(2 x 1m = 2 marks)

5. What are the inter-related factors that cause chronic stress to children?

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

(3 x 1m = 3 marks)

6. In paragraph V, what does the phrase '*disadvantaged and delinquent background*' mean?

\_\_\_\_\_

\_\_\_\_\_

(2 marks)

7. What issues on childhood poverty that remain unanswered?

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

(3 x 1m = 3 marks)

8. **"Today's high level of childhood poverty is likely to have continuing negative effects as the present generation grows."** (Paragraph VIII). What is the author's prediction on the future of the children in poverty?

\_\_\_\_\_

\_\_\_\_\_

(2 marks)

**A III State whether each of the following statements is TRUE (T) or FALSE (F).**

1. Poor children usually excel in their studies. [ ]

2. The difference in test scores between poor and non-poor children is wide. [ ]

3. Parents and children from low-income families have positive interactions with each other. [ ]

4. Poor children suffer from emotional problems that are characterised by aggressive behaviour. [ ]

5. Engaging in recreational activities can help reduce anxiety level among the children. [ ]

6. Engagement or disengagement with problem solving is the factor that determines whether poor children will be affected by chronic stress. [ ]

(6 x 1m = 6 marks)

**A IV Circle the correct option that explains the meaning of each bold word in the following sentences.**

1. Today, a growing number of children live in **poor** condition that contributes to powerful factor that can influence the cognitive and psychological developments among the children throughout their life.  
A. very low quality or standard  
B. possess very little of a substance
  
2. Poverty has a particularly **adverse** effect on the academic outcomes of children, especially during early childhood.  
A. harmful or not favourable  
B. difficult condition for something to happen
  
3. In addition, they are more likely to rely on **harsh** punishment than richer families.  
A. severe  
B. unpleasant
  
4. They have short-attention **span**, are less able to control their aggressive behaviour in the classroom and have difficulty in remembering facts.  
A. time  
B. length
  
5. Similar to self-regulation process, unstable coping strategies are also related to childhood poverty where the inability to adopt **good** coping strategies are prevalent among older children and youths.  
A. likely to be successful  
B. pleasant and enjoyable

(5 x 1m = 5 marks)



**Text II (15 marks)**

**Read the text carefully and answer all the questions that follow.**

- I In the aftermath of the Global Financial Crisis (GFC), the world has been negatively affected by the deep recession, the ensuing environment of shallow economic recovery and limited job growth particularly among youths. The global youth unemployment rate is approximately three times higher than the unemployment rate of adults, and more than two times the overall global unemployment rate. These figures amount to more than 70 million young people around the world who are experiencing difficulty in finding employment.
- II Youth unemployment has been on the rise. In fact, the growth in hiring has slowed since late 2014. In Malaysia, youth unemployment rate was estimated to have reached 10.7 per cent in 2016, more than three times higher than the total unemployment rate of 3.1 per cent. Cautious business sentiments and moderate economic performance have restrained businesses from expanding their workforce. At the same time, some companies have resorted to offer their staff a Voluntary Separation Scheme (VSS) due to high operational costs. Youths are the most vulnerable to this situation as they are likely to be the last to be hired and the first to be laid-off, due to their lack of experience and poor ability to communicate their skills effectively to their employers.
- III The Ministry of Education's Graduate Tracer Study tracks the status of graduates of higher learning institutions six months after graduation to ascertain whether they have started working, are continuing their studies, or are still looking for employment. Observations are gathered from graduates of public and private universities, university colleges, polytechnics and community colleges. These observations invite further questions for academics and policymakers, and more research is warranted to uncover the root causes of these problems, and to design appropriate policy responses. This can further help the ministry to propose more practical and effective solutions to address graduate employability issue.

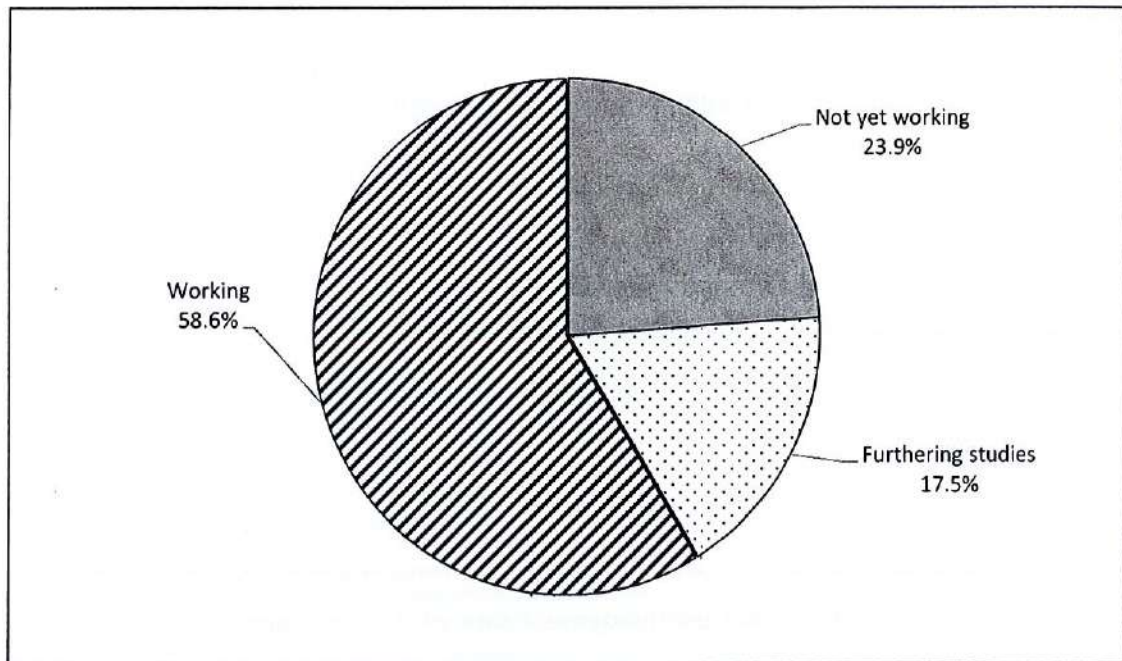


Figure 1: Distribution of Graduates by Employment Status in 2015

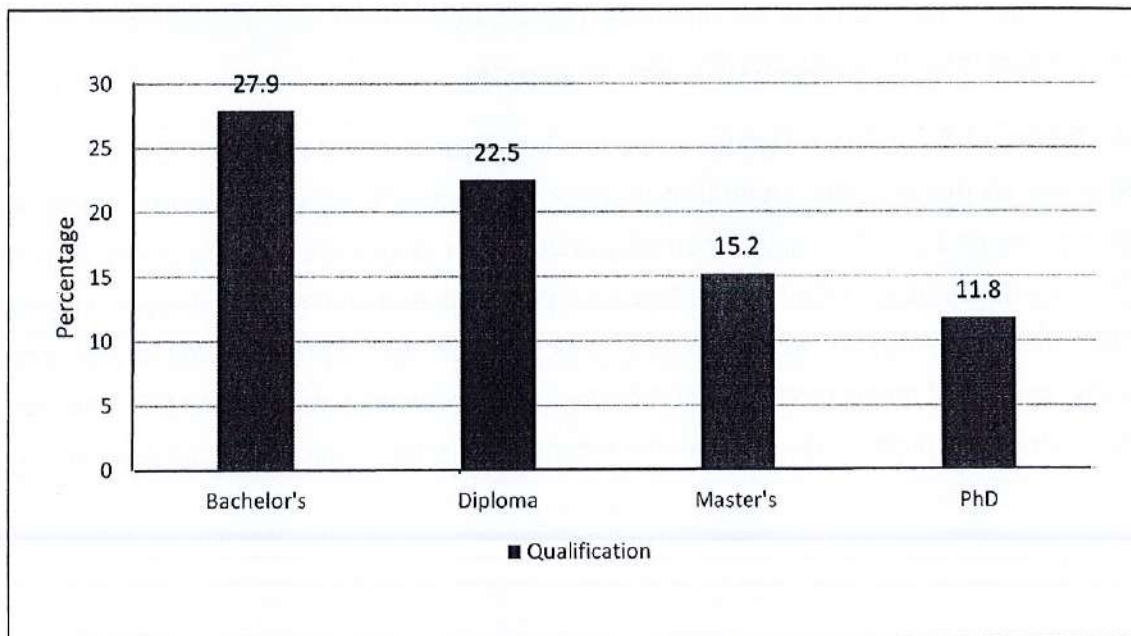


Figure 2: Unemployment Rates of Graduates and Qualification in 2015

Adapted from Dian Hikmah, Mohd Ibrahim, & Mohd Zaidi, Mahyuddin. (2016). Youth unemployment in Malaysia: Developments and policy considerations. *Annual Report 2016*. pp 99-104.

1. What are the effects of Global Financial Crisis (GFC)?

i) \_\_\_\_\_  
\_\_\_\_\_

ii) \_\_\_\_\_  
\_\_\_\_\_

(2 x 1 = 2 marks)

2. Youths around the world are found to be the most unemployed. Provide **TWO** evidence to support this claim.

i) \_\_\_\_\_  
\_\_\_\_\_

ii) \_\_\_\_\_  
\_\_\_\_\_

(2 x 1m = 2 marks)

3. What are the factors that cause employment to be slower in recent years in Malaysia?

\_\_\_\_\_  
\_\_\_\_\_

(2 marks)

4. What is the action taken by some companies to reduce operational costs?

\_\_\_\_\_  
\_\_\_\_\_

(1 mark)

5. Youths are in the most unsecured position in the workforce. Why?

\_\_\_\_\_  
\_\_\_\_\_

(2 marks)



6. What the aims for monitoring the status of graduates?

- i) \_\_\_\_\_  
\_\_\_\_\_
- ii) \_\_\_\_\_  
\_\_\_\_\_

(2 x 1m = 2 marks)

7. Based on the data shown in Figure 1, which of the following statements are **TRUE**?

- I. More than half of the graduates have started working
- II. Less than half of the graduates are still not working
- III. A lower percentage of graduates chose to further studies

- A. I only
- B. I and II
- C. II and III
- D. I, II and III

(2 marks)

8. Referring to Figure 2, which of the following statements is **FALSE**?

- A. PhD graduates have lesser chances of being employed.
- B. Master's graduates are more employable than Bachelor graduates.
- C. Bachelor graduates are more employable than Diploma graduates.
- D. Master's and PhD graduates have lesser chances of being employed.

(2 marks)

**SECTION B: WRITING (10 marks)**

**Situation:** Globally, the issue of unemployment among youths is not a new phenomenon. It is believed that the rising unemployment rate among youths may lead to economic and social dysfunction as well as widening the income gap. The youths in the South East Asian countries are equally affected by this problem. In these countries, one of the factors that influence employment among youths is their tertiary and non-tertiary education attainment.

**Task:** Study the graph below and write the introduction, analysis and conclusion under the headings given.

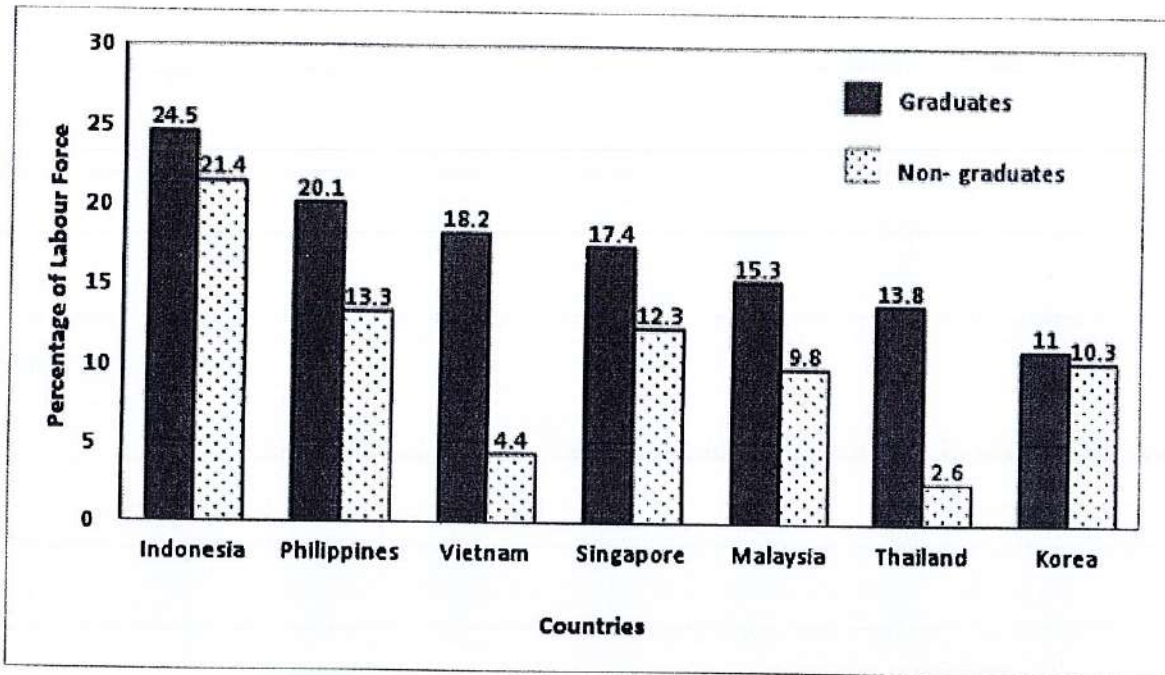


Figure 1: Youth Unemployment Rates by Educational Attainment in 2015

Adapted from Dian Hikmah, Mohd Ibrahim, & Mohd Zaidi, Mahyuddin. (2016). Youth unemployment in Malaysia: Developments and policy considerations. *Annual Report 2016*. pp 99-104

**Introduction**

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(2 marks)

**Analysis**

i) Compare the percentage of unemployment rate between graduates and non-graduates.

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(2 marks)

ii) Compare the percentage of unemployment rates between Indonesia and Korea.

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(2 marks)

iii) Compare the percentage of unemployment rates between Vietnam and Thailand.

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(2 marks)

**Conclusion**

Provide a conclusion by summarising the analysis.

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(2 marks)

**END OF QUESTION PAPER**



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