ZIMBABWE SCHOOL EXAMINATIONS COUNCIL

General Certificate of Education Advanced Subsidiary Level

COMMUNICATION SKILLS 6033/2

PAPER 2

SPECIMEN PAPER NOVEMBER 2018 2 hours

Additional materials:
Answer paper

TIME 2 hours

INSTRUCTIONS TO CANDIDATES

Write your name, centre number, candidate number and paper number in the spaces provided on the answer paper/answer booklet.

Answer the **two compulsory** questions from Section **A** and **B**.
Write your answers on the answer paper.
Begin your answer to Section B on a separate sheet of paper.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [ ] at the end of each question or part question.
You are advised to spend 45 minutes on Section A and 1 hour 15 minutes on Section B.

This question paper consists of 6 printed pages and 2 blank pages.

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SECTION A - COMPULSORY (20 MARKS)

Answer the following question.

1 Read the following article written by David Gelernter and answer the question that follows.

KICK CALCULATORS OUT OF CLASS

1 Calculators should be banned from primary schools. We could kick them out tomorrow if we wanted to. The practical gain would be large, the symbolic value even greater.

2 If you hand a child a calculator, you must make sure that it is used judiciously or the result could be catastrophic: an adult who cannot do basic arithmetic. Such a person is condemned to stumble through life's numeric moments in a haze.

3 The calculator subtly undermines the whole Mathematics curriculum. Walking to school is not bad if you do it every day, but if you sometimes go by car, walking can start to seem like a pain. "Once the calculator goes on," says Mike McKeown, a geneticist at the Salk Institute in San Diego, "the brain goes off, no matter what we hope." McKeown is a co-founder of Mathematically Correct, an American group that lobbies for common sense in Mathematics education.

4 My generation of school children mostly learnt their times tables when they were seven years old. (Japanese children still do.) You cannot proceed to long multiplication and division, and fractions and decimals, without the knowledge of the times tables. Surprisingly, at the school that my children attend, pupils do not master the times tables until they are nine. In the meantime, they burn lots of class hours learning something other than basic arithmetic. Have they mastered some marvellous new kind of mathematics? Not so, you would notice.

5 Teachers and principals who defend calculators make this argument: they are cheap, handy and accurate. Teachers need not waste time on basic arithmetic, instead they should proceed faster and deeper into more advanced terrain. True as that may sound, but should we allow the learners to use calculators to the extent that they rely on them?

6 As most parents realise, this is nonsense. If you have not mastered basic arithmetic by head, you cannot do arithmetic at all – with or without calculators. Calculators are reliable but people are not; they hit wrong keys. You cannot solve a problem unless you start with a general idea of the right answer. Otherwise you do not catch your errors – and you and your calculator are a menace.

7 However, suppose you are perfect; you never hit wrong keys. Even so, if you cannot do arithmetic manually, you cannot do it mentally; and you will need to do rough mental arithmetic all the time. How long ago did that happen? When will I arrive? How much cash will that leave me? What do I tip? You encounter such problems when shopping, strolling, driving, paying the taxi driver. Yes, you could whip out your calculator on such occasions and you could skip learning how to drive and simply consult the owner's manual each time you have to make a right turn. Is that what we want for our children?

8 It comes down to this: knowledge you can look up is knowledge you do not have. To be educated is to master a body of facts and skills and have them on call twenty-four hours a day, as you talk and walk, read and work, garden and scheme, and think. You cannot master everything, but after centuries of thought we have agreed on a time-tested agenda – reading, writing, history and basic arithmetic.

9 The yawning chasm between school doctrine and common sense has already swallowed up – to our shame – a whole generation of children. We have deeper educational problems, but the electronic calculator perfectly captures what the struggle is about. When you hand children automatic, know-it-all crib sheets, you undermine learning, so let us get rid of them.

Adapted f*rom: Reader's Digest, Jan*uary 1999.

Write a summary outlining the arguments for and against the use of calculators in primary schools according to the passage. Your summary, which should be in continuous writing, must not exceed 175 words. [15]

An additional 5 marks will be available for proficient use of English.

SECTION B: COMPULSORY (30 MARKS)

2 Read the following passage carefully and then answer all the questions that follow.

SCISSORS BEATS PAPER; PAPER BEATS TECHNOLOGY

1 In 1993, American advertising mogul, Jay Chiat, had the kind of brainwave that bosses tend to have when they are getting steadily rat-faced after a hard day's skiing: he would 'free' his employees from paper. What is more, he reasoned, he would make that freedom mandatory, by eliminating desks and filing cabinets. The bold new world of the paperless office was upon us, and he would be at its head.

2 His attempt backfired pitifully. Bewildered employees started storing paper in the boots of their cars. Some even bought toy wagons to stealthily haul their files around the office. Thankfully, the company was sold, and normality – or large piles of paper, at any rate – soon returned.

3 Chiat was not the only one to be left bemused. Like many trendy companies in the late '80s and '90s, he was seduced by technology's promise to permanently change the way people do business, and ended up demanding 'paperlessness' way before it was practical.

4 Are we any closer to attaining the mythical paperless office? Microsoft's Bill Gates certainly thinks so. In 2005, he boldly told The Times of London that "we are nearing a paperless world." The problem is, very few people agree with him. There is no doubt that technology exists, but the bottom line is that in 2015, your average office worker is drowning in more paper than ever before.

5 "The paperless office? It is about as likely as the paperless toilet," says Val Watt, who heads HP's multifunction printer business. "Despite technologies that are designed specifically to reduce the amount of paper being used, the staggering amount of data and information being generated today means we simply cannot take it all in through a screen."

6 For all of technology's good intentions, the advent of net-worked printers and e-mail on the desktop has just made it easier for people to print out their documents in new and better ways. As Willie Viljoen, a product manager for Oce South Africa, puts it, "People print information that they find on the internet. They print their e-mails. They print their electronic bank statements."

7 It is one of the anomalies of our age. As soon as companies introduced e-mail, their printing costs went up thirty percent. "Old habits die hard," says Paul Mullon, an executive with a storage company, Metrofile. "The inescapable fact is that people like paper. It is far easier to read, especially with long documents. People also trust paper more than back-up," he says.

8 If these technologies have failed to reduce paper use in our companies, they have certainly succeeded in other ways. They have dramatically simplified modern archiving processes, for instance, and streamlined the way that most businesses store data and transfer information internally.

9 "The real paradigm shift may be in the way paper is used," says Ashley Groenendaal, who manages the Xerox business at systems Integrator Bytes Document Solutions. "The focus must shift from plotting the demise of paper in organisations to using, managing and storing it as effectively, efficiently and cheaply as possible."

10 In other words, when companies take the time to design how employees create, share, store and access documents throughout the business, they save time and money. Research by Xerox reveals that for every dollar spent on printing in the business environment, another six is spent on the rest of the workflow. The modern organisation should be looking at ways to promote smarter paper use and effective document management. It should try to save costs by planning document output.

11 Is a paperless office possible? From a technology point of view, certainly. Apart from the myriad networked multifunction devices available today, many companies have been working to combine digital and paper capabilities. For example, Xerox is developing electronic paper: thin digital displays that respond to a stylus, like a pen on paper. Notations can be easily erased or saved digitally. There is also 'intelligent paper', which allows writing on a page printed with a special magnetic ink to appear simultaneously on a computer screen.

12 "If we look at the office environment and the processes within that environment, there are some ongoing transactional processes such as applying for a credit card or processing an insurance claim where people do not have to use paper," says Metrofile's Mullon. "But you must look at the broader value chain. Where do documents come from? Who must handle them? Where do they go? In South Africa, in particular, there are millions of people in this chain who simply do not have computer access, and will not for generations to come. That is a reality we must manage," says Mullon.

Adapted from: I. T. Magazine for Decision Makers Vol. 6 October 2006 by Peter Van der Merwe .

(a) **(i)** From the first paragraph, briefly describe Jay Chiat's dream and passion. [2]

(ii) From the description given of how Jay Chiat implemented his idea of creating paperless offices, how would you describe the manner in which he did it? [1]

(iii) How would you describe Jay Chiat's leadership style? [1]

(b) **(i)** Describe how the employees reacted to Jay Chiat's innovation. [3]

(b) **(ii)** What does the employees' reaction tell us about how people in general normally react to change? [1]

(iii) Give an idiom from paragraph 7 which supports your answer in **(b)(ii)** above. [1]

(iv) If you were Jay Chiat, how would you have made your employees slowly adapt to your proposed change? [1]

(c) Explain the phrase 'mythical paperless office' (line15). [2]

(d) Rewrite the following clause replacing the underlined words with their opposites: '... he was seduced by technology's promise to permanently change the way people do business... it was practical.' [3]

(e) According to Val Watt, "The paperless office is about as likely as the paperless toilet." (line 21) What is being implied by this simile? [2]

(f) The introduction of internet has negated the whole idea of a paperless office. Give **three** reasons from the passage which support this assertion. [3]

(g) In what way is Ashley Groendaal's attitude towards the use of paper in offices different from Jay Chiat's? [2]

(h) What type of text is this passage? Give a reason for your answer. [2]

(i) **(i)** Explain the meaning of **any three** of the following words as they are used in the passage. You may write the answer as **one word** or **short phrase** of not more than seven words.

- mandatory (line 4)
- bewildered (line 7)
- anomalies (line 31)
- demise (line 42)
- technology (line 52)
- myriad (line 53) [3]

(ii) Use the **three** words you have chosen in **(i) (i)** above in **three separate** sentences to illustrate their meanings as used in the passage. Your sentences should have enough context and should not deal with the subject matter of the passage. [3]

[30]

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