

UNIVERSITY OF ESWATINI
FACULTY OF HUMANITIES
DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION
2018/2019 EXAMINATION QUESTION PAPER: RESIT

TITLE OF PAPER: NEWS WRITING

COURSE CODE: JMC 221

TIME ALLOWED: 2 HOURS

INSTRUCTIONS:

Answer THREE Questions.

Question One is compulsory.

Answer at least one question from each section.

Use your own examples to illustrate answers.

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN
GRANTED BY THE INVIGILATOR.**

SECTION A

QUESTION 1 (Compulsory)

Discuss using examples at least five elements to consider when writing news.

(20 Marks)

QUESTION 2

Describe the following and elaborate on their usefulness in News Writing.

- a) The lead.
- b) The inverted pyramid.
- c) Attribution.
- d) Running story.

(20 Marks)

QUESTION 3

Choose a subject and describe what steps you would follow to write a good script for the campus radio station.

(20 Marks)

SECTION B

QUESTION 4

i) Correct the following quotations:

- a) "You don't really mean that," he winked.
- b) "I did not steal the money," she maintained.
- c) "The students go on strike yesterday," the DSA said.
- d) "The prime minister will attend this year's graduation ceremony," the spokesperson hinted.
- e) "What my colleague said is bull shit," said the manager.

(10 Marks)

ii) Using examples to illustrate your answer explain the following types of leads.

- a) The immediate identification lead
- b) The delayed identification lead
- c) The multiple element lead
- d) The 'you' lead
- e) The summary lead

(10 Marks)

QUESTION 5

Use the attached information to write a newspaper story.

(20 Marks)



INTRODUCTION

Since the inception of an independent University of Swaziland in 1982, the world of higher education has undergone significant changes. Most of these changes resulted from the drive for massification of higher education. Universal education was once restricted to primary education, then to secondary, and now, particularly in the West, there is an expectation that all young adults should have the opportunity to gain a tertiary level qualification.

Massification of higher education has come with costs and challenges. The increase in the number of institutions has, in most cases, not resulted in an equivalent increase in government grants or subventions. Consequently, Higher Education Institutions (HEIs) have been forced to seek other funding, including the increase in tuition fees, exploitation of their intellectual capital, seeking private partnerships, and philanthropic donations. Also, not surprisingly, the number of private

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institutions has increased. In Swaziland, over the last decade, more than 10 new small private institutions have been established. As well as closely examining and increasing their income streams, HEIs have also been forced to review their costs and to harness a variety of efficiencies in their operations.

Governments are also increasingly and, not unreasonably, insisting that they have a reasonable return on their investment. The investment in this case is the production of graduates that can serve the national agendas, societal needs, and drive the economy. These Government expectations and other pressures to make universities more responsive to wider societal and economic needs have led to the creation of an increasingly binary education system where some universities are research intensive whilst others are more applied and teaching orientated. Again, in Swaziland, many of the new private HEIs are specialist institutions focusing on areas of national priorities like teacher education (William

Pitcher), management (Mananga Centre for Regional Integration & Management Development) or science and engineering (Swaziland College of Technology), and with privatisation comes an agenda to make education a more profitable business.

One consequence of the pressure to become more accountable is an increased emphasis on the quality of the educational process. Universities need to demonstrate that they meet and exceed a predefined set of policies, standards, and requirements. Different countries have different approaches on how they assure the quality of their universities. Some countries, the UK for example, have set up quality assurance agencies. These agencies do not impose standards, they work in partnership with HEIs to help them establish, safeguard and improve their standards. The universities are self-regulating, giving them the freedom to reflect the diversity inherent in higher education. Other countries, including

most Southern African nations, have established regulatory authorities, both to impose standards and to police their implementation. The regulatory mechanism is usually through accreditation of the HEI and its teaching programmes. National standards are set and each HEI needs to demonstrate that it meets or will meet the standards in order to become accredited. In Swaziland, the regulatory authority is the Swaziland Higher Education Council (SHEC).

Pedagogy also had to change to deal with increasing numbers and deliver a worthwhile educational qualification. The traditional approaches to teaching and learning through the lecture, seminar, practical, tutorial and others, were designed for a small number of students undertaking an elite, not mass form, of education. Since the 1990s, the introduction of technology into the classroom (and beyond) was heralded as the new saviour and panacea to address the problems of the increased number of students. As technology has developed over the subsequent



VICE CHANCELLOR'S MESSAGE

continued

decades, particularly with the expansion of the Worldwide Web and the internet, new devices and software (for example, virtual reality technologies) and the convergence of information and communication technologies onto smaller, 'smarter', devices, then so has its potential for delivering high quality mass education. New technology is not sufficient; new pedagogical approaches must accompany it. UNISWA is not blind to these new technologies, and all the University's programmes will use blended learning (a combination of traditional and online learning) by 2021. With blended learning will come new pedagogies including a greater emphasis on outcome-based education that will hopefully not only improve the quality of our teaching and learning, but will also ensure that our graduates meet national priorities and employers' expectations both now and in the future.

To address this changing world of higher education, the University has put in place two major initiatives. First, we need to articulate our future more clearly and put in place plans to achieve our vision of being the University of Choice in Africa. And secondly, we need to understand how well we currently perform – our strengths and weakness – so that we have a stable platform from which the future can be built. The former is encapsulated in UNISWA's Strategic Plan (2016-2021), and the latter by undertaking a self-assessment exercise.

The Self-Assessment Report (SAR) is the product of that self-assessment exercise. The self-assessment focuses on quality standards; how well we perform against them, and how we can improve our performance in the future. It serves a dual purpose of meeting our internal need to safeguard and enhance our reputation for delivering a high quality educational process, and the external need to satisfy SHEC that we meet its standards and requirements for accreditation.

Furthermore, the year under review was marked by a monumental event in the history of the Kingdom of Swaziland where the country was renamed the

Kingdom of eSwatini by His Majesty King Mswati III during the commemoration of 50 years of independence from British rule. This was meant for Swazis to reclaim their original identity as a people in the global community of mankind. It pleasantly coincided with the year of birth for His Majesty who was also celebrating 50 years of age. As a result, the event was fervently named the 50/50 National Celebrations.

In response to the national position taken by the King, the University of Swaziland, recognising His Majesty's role as Chancellor of the National Institution, introduced a "50/50 programme of action" which will be characterised by more involvement with its external stakeholder communities. Accordingly, two public address initiatives have been scheduled for September 2018. One will involve the former Vice Chancellor of the University of Mauritius, Professor Romeela Mohee, who will present a talk on Blended Learning and Quality Assurance in higher education. At the same time, Mr Khenpo Sodarge of Tibet, in association with Amitofo Care Centre, will present a public lecture on a subject chosen by UNISWA.

Pursuant to the establishment of Chakaza Holdings (PTY) Ltd by UNISWA as the sole shareholder and Category A Public Enterprise in terms of the Public Enterprises (Control and Monitoring) Act, 1989, the Institution sought approval from the Minister to lease certain assets to the holding company for purposes of commercialisation. The execution of these rights of asset use are governed by a Shareholder's Compact entered into between the Parties operating under a General Protocol on Governance in companies owned by the University. Moreover, the breadth and depth of Chakaza Holdings' objects has positioned it to participate effectively in the agriculture, manufacturing and services sectors in terms of its incorporation. The sole purpose of the company's existence is to run its business affairs within the confines of solid governance principles; shareholder-value maximisation, while taking cognisance of the importance of stakeholder relationships.