THE UNIVERSITY OF SWAZILAND

DEPARTMENT OF ACADEMIC COMMUNICATION SKILLS

SUPPLEMENTARY EXAMINATION 2007

TITLE OF PAPER	ACADEMIC COMMUNICATION SKILLS
COURSE CODE	ACS1 (S)
TIME ALLOWED	THREE (3) HOURS
INSTRUCTIONS	**WRITE THE NAME OF YOUR FACULTY ON THE ANSWER SCRIPT** ANSWER ALL QUESTIONS
TOTAL MARKS	100

This examination paper contains 9 pages including the cover sheet.

DO NOT OPEN UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR

QUESTION 1 LETTER/MEMORANDUM WRITING (30 marks)

Write **either** a letter **or** a memorandum in response to one of the following instructions. Write at least one page but not more than two.

A Letter

The Commonwealth Office is inviting first year students in Southern African universities to apply for scholarships to study abroad. Write a letter of application, stating your proposed course of study and saying why you think you will succeed.

B Memorandum

Write a memo to the Dean of Student Affairs on what the University could do to make its graduates more employable. Copy the Vice Chancellor.

QUESTION 2 COMPREHENSION 30 marks

Read the passage below and then answer the questions that follow.

SAVING GRACE

Three years ago the Guardian published a supplement featuring the story of Grace Mathanga, an ordinary African woman with HIV. Now Sarah Boseley returns to Malawi to find out how Grace is doing, and what her life can tell us about the future of the continent.

Sarah Boseley

1 Grace Mathanga walks along a grass track, between scrub and shady trees, to the crumbling rural house that was her home until seven years ago. Black hoop earrings and handbag swing to her stride, her Sunday best remarkable against the ragged clothes of the dusty, barefoot children of the village. The house, its cement cladding falling off red bricks, its tin roof topped with straw, is as poor as any other here. In four small rooms live two of Grace's sisters, their five children, and 12-year-old Eleni, the daughter of one of two other sisters who have died. All that stands between this family and destitution is Grace and the generosity of strangers.

2 On two small tablets a day - one when the sun rises and one when it sets - Grace, who would otherwise be dead, is alive and well. Grace is part of a small miracle that is beginning to happen in Africa. Men and women who are HIV-positive, as she is, have the chance of a reprieve from the slow and painful death by emaciation and infection that is Aids. Drug treatment keeps the virus levels low in their bloodstreams. Those who receive antiretroviral drugs (ARVs) stay well, and are able to work and bring up both their own and others' children.

3 Grace is one of the lucky ones because she had the courage, nearly three years ago, to talk about her infection to a newspaper. Her husband and her child had died of Aids. She knew she would follow them within a few years, because she had no money for ARVs, which were then available only privately and at a high price. A doctor, Hetty van Dyck, who was working in Malawi's capital, Lilongwe, found Grace at the market where she sold shoes, and put her on treatment. Dr Van Dyck went on to start a small charity to do the same for others, which she called the "Saving Grace Foundation".

4 When I go back to find Grace, she is still living in the house in Mwenye-Kondo - a bustling suburb of the capital city Lilongwe - which she once shared with her husband and child. But she has changed. Friends and neighbours say they cannot believe the transformation since she went on ARVs. "They say I am lying when I say I am HIV-positive, because HIV people do not look like this," says Grace, laughing. "I feel happy for my life," she adds.

5 In quiet Ben Chauya village, in the hills between Lilongwe and Malawi's second city, Blantyre, Grace's sisters are happy too. Life for Grace means survival for them and for their children. Once a month, ever since she married and moved away seven years ago, Grace has made her way to the bus station at 4.30 am for the three-hour trip to Ben Chauya. It's a further 90 minutes on foot to her old house from the main road. She stays a few hours and then makes the long return journey, arriving home at 9 pm. Once she brought money that her husband had given her, but after his death, she brought money that she had earned herself, first at the market, and now as a care assistant for an organisation called the National Association of People with HIV/Aids in Malawi.

6 Grace supports all her family, but there is one child to whom she pays particular attention. Eleni and she stand apart in the shade of a tree, having a quiet conversation. When Eleni's mother, Ulemu, died, Grace was still living at home and Eleni was only five. Grace, having lost her own child, looked after Eleni like a daughter, cooking and washing for the child. Now she pays for Eleni's schooling. On a broken dresser inside the dark house lies a blue school exercise book filled with diagrams of circles and angles. Eleni does well at school, says Grace, coming in the top six for her grade.

7 Without her aunt, this thin and serious-looking girl would not be at school. At 12 Eleni would normally be working in the fields or doing chores. She might even have been sent away. In a society where most women have no status, she is vulnerable and will shortly become more vulnerable; but as long as she is alive, Grace will do all she can to give her a better future.

8 In Malawi and all over Africa, such small but life-changing individual victories are being won. Because HIV/Aids is devastating the working, parenting generation - a generation that includes the continent's teachers, nurses and farmers - every time the disease is thwarted, every time a man or woman is started on the drugs, the lives of a whole clutch of dependents become less precarious as well.

9 But the numbers on ARVs so far are tiny compared with the need. There are an estimated 40 million - possibly up to 45 million - people infected with HIV worldwide, of whom around 26 million live in sub-Saharan Africa. Of the six million people in the developing world who desperately need antiretrovirals, only a million are on the drugs so far. Unless something is done quickly, the rest will soon be dead.

10 This is a humanitarian emergency, but even though the superpowers have mobilised - George Bush has a $15bn Aids plan, Bill Clinton is involved, the UK and France are heavily committed - it is taking an agonisingly long time to scale up levels of treatment. The World Health Organisation wanted to have three million people in the developing world on ARVs by the end of this year. We're nowhere near.

11 Tiny Malawi, with as big a population and as grave a problem as its much larger neighbour Zambia, is doing relatively well. Nearly one million of its 12 million people are infected and 170,000 are in urgent need of treatment. Every year 85,000 young men and women die because of Aids. Life expectancy at birth has dropped to 42. But an ambitious government programme, which began last year, has pushed the numbers on treatment from 4,000 to 32,000. That is a remarkable achievement.

12 "We are saving at least 12,000 lives every year and the numbers are going up," says Erik Schouten, the Dutch HIV/Aids coordinator in Malawi's Ministry of Health. "These are young adults - the fathers and mothers of families. One of the most important determinants of child survival is having a parent alive. This is a national emergency because this disease is really undermining society. The social structure is disappearing."

13 Walk into hospitals such as Lilongwe Central, where Grace's husband died, and one of the fundamental problems becomes clear. Male and female wards are a vision from hell. Every bed is full and sometimes has two occupants, head to toe. On the floor lie more patients on mattresses. Most have their eyes closed in pain or are unconscious; their wasted limbs are angular and contorted. People come to hospital only when they are very sick, whether from meningitis, malaria, TB or pneumonia. In more than a third of cases, HIV is responsible for their sickness. The virus strips out the immune system, making people prey to infections.

14 Such patients need the help of doctors and nurses. But those are in desperately short supply. District hospitals have one qualified doctor. Big central hospitals may have two nurses on a ward in the day and none at night. How is Africa going to assess patients with HIV and put them on drug treatment when people are dying in hospitals across the continent for lack of care?

15 All over Africa, clinical officers with just a couple of years' medical training are being employed to assess whether a patient with HIV is sick enough to need drugs. Malawi doesn't do the sophisticated blood tests, called CD4 counts, which tell you how depleted the body's immune response to the virus is. They haven't got the machines or the labs. Instead, they use check-lists of symptoms, infections and weight. When you have seen a fair number of people with advanced HIV infection, it's not so hard to recognise the large, listless eyes, the emaciation and the pain caused by the effort of placing one slow foot in front of another.

16 Infrastructure and human resources are cited everywhere as the main obstacles to saving more lives. But there is an even more fundamental question being asked about the drug roll-out across Africa. Will the rich donor countries continue to pay? Malawi's growing programme is mostly financed by grants from the Global Fund to fight Aids, Tuberculosis and Malaria, set up by the UN in 2001. Malawi has been granted $267m over five years, but the money runs out in 2008.

17 In fact the Global Fund has struggled to raise anything like the $10bn a year that Kofi Annan called for at its launch. At a replenishment conference hosted by the UK

government in September, donor countries pledged $3.7bn for 2006 and 2007 - half what is needed. Much depends on the United States, which is constitutionally unable to commit funds that far ahead, but which also prefers to put its money into programmes directly under its control.

18 Wesley Sangala, Malawi's Minister for Health, says his country cannot afford to treat Aids patients without help. "I don't think in the next five to 10 years Malawi will be able to take on the burden of paying for ARVs," says Dr Sangala. If the donors pull out, he says, "it is a death sentence for all those people or we would have to go to the World Bank and borrow millions that we could not go on paying."

19 This would be catastrophic for Grace's relatives, friends, neighbours and other women like her.

Adapted from: Guardian Unlimited © Guardian Newspapers Limited 2005

(1, 674 words)

Questions (30 marks: 2 for each correct answer)

1. From the article above, estimate the year in which the following events occurred or will occur.

   In order to calculate the answers, you **must note the date of publication of the passage** (see the last line).

   Note that for some questions, **the answer is not available in the passage.** In those cases, write "N/A".

   a Grace got married and went to live in Lilongwe.
   b Eleni was born.
   c Grace was born.
   d Grace's husband died.
   e Grace started ARV treatment against HIV.
   f 3 million people worldwide will receive ARV treatment.
   g Malawi's government began its new ARV programme.
   h An average Malawian born in 2005 is likely to die by what year?
   i Malawi will be able to finance its anti-Aids programme without outside assistance.

2. How many sisters does Grace have, living or dead?
3. What is the name of Grace's home village (where she was born)?
4. At what time (approximately) does Grace leave her sisters' house?
5. How is Eleni related to Grace?
6. Where does Eleni attend school?
7. What is the attitude of the writer towards Grace? (Answer with ONE suitable word.)

8. With regard to AIDS, compared to Zambia, is Malawi faring (a) worse, (b) better (c) about the same ? – or (d) is the answer not clear from the passage (answer ONE).

QUESTION 3 **SUMMARY** 20 marks

Read the following passage, and then write a summary of the purposes of Nepad in about one page. Do not copy from the text.

Africa's ambitious reform agenda

By Adam Lusekelo, Dar-es-Salaam

Africa's latest development plan, Nepad, (New Partnership for Africa's Development) is an ambitious project to include the continent's leaders in its struggle for peace and prosperity. UK Prime Minister Tony Blair has insisted on the importance of healing Africa's problems.

"The state of Africa is a scar on the conscience of the world," said Mr Blair in October 2001. So what has come of that crusade to make Africa's plight a global concern? Do his words have a hollow ring or is there a real prospect of a fresh start for Africa?

Huge task

Tanzania's president, Benjamin Mkapa, says the challenge is to "narrow the gap between protestations for global good on the one hand and meaningful, sustainable action on the other".

African leaders have come up with proposals to stimulate development through Nepad, a partnership with the G8 (the group of the world's eight largest national economies) to pour funds into Africa whilst expanding democracy and tackling corruption.

Nairobi's rapidly growing Kibera slum symbolises the problems that Nepad is designed to address. More than 500,000 Kenyans live in squalid shacks, without water or sanitation. Yet for the past 20 years Kenya's ex-president Daniel Arup Moi could see Kibera from his hillside residence. Aid worker Chris Williams describes finding a 14-year old girl living in a latrine there.

"Mud walls, a mud floor and a hole... It's probably the lowest level you can get, and it's wrong. It's just wrong."

Glimmers of economic hope.

Will Nepad go the same way as previous grandiose plans for Africa conjured up by international donors?

There is no doubt that the challenges facing the continent remain real and stark. But there are signs that this could be a time of opportunity for Africa. Economically, the picture is not all hopeless. Uganda and Mozambique have annual economic growth rates of 7% and 10%, showing the downward trend is not inevitable, and more than 20 African countries achieved economic growth rates of more than 4% in 2001.

Corrupt leaders.

Professor Ali Mazrui, one of Africa's most distinguished political scientists, thinks that a new era of African leadership is needed. Many of Africa's greatest leaders were liberation leaders. "But the skills of liberation are not necessarily relevant for mobilising people for development," says Mr Mazrui, regretting the decline of many leaders into "corrupt politicians".

What's important about Nepad is it's a reform agenda being articulated by Africans. Nepad and the African Union - as the relaunched Organisation of African Unity is now known - does seem to represent a fresh determination amongst African leaders to ensure better government. One of the main architects of both is South Africa's president, Thabo Mbeki. Mr Mbeki has argued that "experience over the last 40 years shows that where you don't have democracy, where you have military governments, civil conflicts... no observance of rule of law... all these things need to be addressed in order to form a basis for development".

What makes this new partnership different is that it's a home grown African initiative.

'Made in Africa' pact

At its heart lies a deal between Africa and the world. African leaders will take responsibility for creating the right political conditions for development in Africa, ending regional conflict and improving government. In return, they are seeking international support to end Africa's marginalisation.

Leaders of developed nations have noticed trends to better government, most recently Kenya's landmark handover of power following elections. Such events unleash "trends (that) tend not to make headlines but show on the ground how the tide can be turned in Africa's favour", says Valerie Amos, the UK's minister responsible for policy on Africa. Furthermore, there are currently no military governments in sub-Saharan Africa.

"What's important about Nepad (is)... it's a reform agenda being articulated by Africans," says Clare Short, UK international development minister.

No naming and shaming

Critics have questioned whether Nepad can bring about better government in a voluntary framework assessed by fellow leaders, who include ex-dictators such as Nigerian President Olusegun Obasanjo.

"The reason it's voluntary is that it was felt we're not going to move forward if this thing is conditional on all 53 countries agreeing to this far reaching process," says Professor Wiseman Nkuhlu, chairman of Nepad's Steering Committee.

But already the credibility of Nepad and the African Union has been stretched by their failure to influence policy in Zimbabwe. Defenders argue that the new framework is still teething, that it is too soon to judge. Critics also point to famine in southern Africa states such as Malawi, where empty state grain silos stand witness to continuing corruption in the sales of basic goods. Grassroots protest organiser Thierno Khan from Senegal says top-down reform is not enough.

"I applaud that we have some leaders that took time to think about the renaissance of Africa," he says. "But it's not enough. Come back and talk to your people."

South African Trade Minister Alec Erwin compares the initiative with Europe's recovery from World War II. "Just over 50 years ago, Europe had dictators who killed 20 million people," he says. "But then they decided to change, and look what Europe is now."

No doubt making Nepad work will be a marathon rather than a sprint, one which will need long-term determination in Africa and across the world.

Story from BBC NEWS:http://news.bbc.co.uk/go/pr/fr/-/1/hi/business/2779573.stm

Published: 2003/02/21 09:32:59 GMT

QUESTION 4 **CLOZE TEST** 20 marks

Write the numbers 1-20 in your answer paper. Next to each give ONE word that will appropriately fill the corresponding gap in the text below.

What's wrong with cheats?

The co-option of parents as unpaid teachers is at the root of Britain's plagiarism epidemic

Last week a survey of 1,022 undergraduates at 119 UK institutions indicated that cheating has become widespread in British universities. In a poll [1 ....] out by the Times Higher Education Supplement, one in six undergraduates admitted copying from friends' work. Sadly, most academics know only too well that plagiarism has [2 ....] a widespread practice. Discussions with Social Science lecturers - including chief examiners - in different universities suggest that 20%-25% of assessment work contains [3 ....] wholesale or partial unacknowledged reproduction of someone else's work.

The really interesting story is not the disturbing extent of cheating but the increasing normalisation of it; it is treated as a learning problem. In universities [4 ....] often hears the argument that some students simply lack the skills to understand what is meant by cheating. Consequently many institutions are devoting greater resources towards providing [5 ....] with the "skills" necessary to avoid the problem. However, in reality undergraduates have a reasonably good grasp of what it [6 ....] to cheat. The problem is that they are encouraged to regard it in a morally neutral way. That is why students caught cheating are far more likely to feel a sense of irritation at [7 ....] caught out than to feel a sense of shame, humiliation or remorse.

Last week, a senior figure from Oxford University [8 ....] schools for creating a culture of work "cobbled together from the internet", and the idea that cheating is being normalised is supported by figures published yesterday by the Qualifications and Assessment Authority: from 2004 to 2005 the number of candidates penalised for "malpractice" in A-level and GCSE exams and coursework [9 ....] by 27% to more than 4,500. Tragically this culture of cheating afflicts children from a very early age. Children as young as seven or eight arrive at school showing off polished projects that [10 ....] benefited from more than a little help from parents.

But parents are not entirely to blame. From day one in primary school they are told that the performance of their children is intimately linked to how much support they get at home. In a desperate attempt to improve standards of education, parents' [11 ....] for their children is manipulated to draw them in as unpaid teachers. The outsourcing of education by schools encourages a dynamic where many parents become far too directly [12 ....] in producing their children's homework.

Surveys suggest that parents spend on average six or seven hours a week helping their children with homework. Official guidelines go [13 ....] the motions of advising parents to hold back from doing homework for their children. But once it is seen as a joint enterprise by parent and child it is hard to draw the line between helping and cheating. Concern about copying material from the internet has led the Minister for Education to order a review of the use of coursework in GCSEs. But the real culprit is not the internet. The problem has its [14 ....] in the outsourcing of education that begins in year 1. Two-thirds of parents "help" children with the coursework part of GCSEs. And sadly it is often parents, not students, who are busy [15 ....] for information on the Internet or in the local library.

The internet turns plagiarism into child's play, but it does not possess the moral power to incite otherwise honest students to pass off other people's work as their own. Blaming the internet simply distracts attention [16 ....] the responsibility that the system of education bears for cultivating a climate where cheating is not seen as a big deal. Sadly, universities tend to accommodate rather than challenge the culture of cheating. Cheating is now so rife on campuses that it is covertly accepted [17 ....] part of the daily routine of British university life. When a case occurs, the response is to try to avoid taking potentially time-consuming action. Authorities preoccupied with increasing student numbers are reluctant to get [18 ....] in the messy business of appeals and litigation. While officially condemning cheating, universities tend to be hesitant about taking a robust stand in specific cases. Is it any surprise that for many students, cheating [19 ....] to have any serious moral significance?

If we genuinely want to do something about plagiarism then we must acknowledge the true scope of the problem. And the best place to start is with primary-school children. Teach them that it is only their [20 ....] work that we value.

Adapted from: Frank Furedi Guardian Newspapers Limited March 28 2006, London

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