



NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
FACULTY OF COMMUNICATION AND INFORMATION SCIENCE
DEPARTMENT OF JOURNALISM AND MEDIA STUDIES
BACHELOR OF SCIENCE (HONS) IN JOURNALISM AND MEDIA STUDIES
FEATURE WRITING
IJM 2220

Final Examination Paper
May 2017

This examination paper consists of 5 pages

Time Allowed: 3 hours
Total Marks: 100
Special Requirements: None
Examiner's Name: Mr Mthokozisi Ndhlovu

INSTRUCTIONS

1. Section **A** is compulsory.
2. Answer any **two** questions from Section **B**.
3. Start each answer on a new page.
4. Poor spelling, grammar and structure will be penalised.

MARK ALLOCATION

QUESTION	MARKS
1.	60
2.	20
3.	20
4.	20

SECTION A

QUESTION 1

(a) Use the Information in **Annexure A**, and any other additional information you may find necessary to write a 700 -1 000 word **news feature** for a weekly newspaper. **(40 Marks)**

(b) Use the information below to write a feature introduction of your choice. Give your feature a headline: **(10 Marks)**

A homeless man who won a lottery jackpot has given away his remaining winnings, deciding to continue living in a tent outdoors. John Banda won a \$200 000 lottery jackpot last month, but yesterday decided to give away his remaining \$80 000 after losing another \$120 000 to a con-artist.

(c) Describe two techniques of concluding a feature story. **(4 Marks)**

(d) Using the information on (b) and with reference to the two techniques described above, write two conclusions based on (b) above. **(6 Marks)**

TOTAL [60 Marks]

SECTION B

QUESTION 2

(a) Distinguish between a news feature and a backgrounder feature. **(5 Marks)**

(b) Using examples, discuss any three types of column features. **(15 Marks)**

TOTAL [20 Marks]

QUESTION 3

You are working on an investigative feature on lecturers, and other members of staff sexually abusing students at a certain institution of higher learning.

(a) Identify and explain five major sources you will use in your story and clearly show the kind of information you will seek from each source. **(10 Marks)**

(b) Outline five ethical issues you might encounter. **(5 Marks)**

(c) How will you deal with each of the ethical challenges identified above? **(5 Marks)**

TOTAL [20 Marks]

QUESTION 4

(a) How does the structure of a feature differ from hard news?

(14Marks)

(b) Using examples, explain two types of colour story features.

(6 Marks)

TOTAL

[20 Marks]

Annexure A

Excerpt from the *Sunday News*

The just started 2017 school year will see the second stage in the shift to the new curriculum — the implementation stage. It is in this stage where the ideas formulated in the curriculum will start being practically applied in the education sector. Observers say the move is set to transform the primary and secondary sector in Zimbabwe.

Key among the elements is the continuous assessment model which will be applied starting this year. According to the narrative report by the Ministry of Primary and Secondary Education on the new curriculum, pupils' aptitude will no longer be tested solely by public examinations. "Continuous assessment combined with other assessment strategies such as end of term assessments and public examinations must be implemented in the new curriculum," reads the report. The model will be similar to the one in tertiary institutions where a students' performance is measured through marks accumulated over the semester and a final examination result.

"Learners completing every form should be provided with a school leaver track report as proof that they have completed a particular level at such a skill grid which can be used for further education or employment," the report continues. Various innovative methods will be used to assess pupils depending on the level. The ministerial report further reads that: "Continuous assessment is formative, process-oriented, informal, internal, learner involved, and or self-referenced in nature. It can take the form of daily work, for example essays and quizzes and practical laboratory work."

The Ministry says the major advantage of continuous assessment is the prospect of an everyday evaluation of learner performance. However, the continuous assessment system will not entirely replace the public examinations system which the country has employed since Independence. "Public examinations must be complemented by other methods such as school based assessments. Assessment must account for a broader range of skills and competence," the report said.

You interview supplementing O'Level students, parents and teachers' association, and you obtain the following information:

Supplementing O'Level students

Mary Ncube: The future is certainly bleak for people like us who are supplementing O'Level. Does it mean that we will have to return to class in 2018 to have marks for continuous assessment? If that is the case, then we are doomed. How do you expect a mother of two to go back to class? How will I even relate with students younger than my children?

Peter Nhamo: I passed seven subjects and failed mathematics. I am not sure if I will pass it this year, as I was planning to write in 2018, but with the talk of the new curriculum I have no choice, but to write this year since there will be continuous assessment. I cannot go back to class as I am working.

John Banda: This is madness. We were not even consulted when the ministry crafted the new curriculum, but now it is affecting us. Whoever came up with this madness should be examined as it will make O'Level a privilege of the few.

Parents

James Dube: My son was making progress in supplementing his O'Level, and now he has passed four subjects. The introduction of continuous assessment is a disaster as it will be impossible for him to supplement if he fails to pass five subjects this year. The ministry is destroying the future of our children and in the end they will all be thieves and sex workers as they will not be having anything meaningful to do.

Thando Sibanda: In times like these, only God can assist us as a country. Clearly there is a problem. Whoever crafted and approved the new curriculum is not a parent or does not have children supplementing O'Level. How do you talk about continuous assessment to someone who is a mother or who is working?

President of Teachers' Association

Linda Dube: "Our call to the teachers and students is to resist these changes. What came out of the new curriculum consultations is totally divorced from what is being presented by the minister. Another issue is continuous assessment of students from Form 3 to 4. They want to take 30 percent of the coursework to determine results, just like in universities. The exam will only contribute 70 percent. The problem is there are no set standards for all this, teachers have not been trained, and the students do not even know what is being done. This all spells disaster. It is all experimental at the risk of our children," he said.

Background information

Primary and Secondary Education said there was nothing wrong with the new curriculum as the country was simply following up on the Nziramasanga Commission. According to the Nziramasanga Commission, Zimbabwe's education curriculum was designed to train employees rather than employers or entrepreneurs. The Commission, which was set up in 1999 to evaluate Zimbabwe's educational requirements, observed that the national curriculum was inclined towards academics and recommended the introduction of vocational skills training in secondary schools.