



# MANICALAND STATE UNIVERSITY OF APPLIED SCIENCES

## FACULTY OF AGRIBUSINESS AND COMMERCE

DEPARTMENT: BUSINESS MANAGEMENT

MODULE: BUSINESS COMMUNICATION

CODE: COSK 101

SUPPLEMENTARY EXAMINATIONS

MAY/JUNE 2022

DURATION: 3 HOURS

EXAMINER: MS. E. MAFUNDA

---

### INSTRUCTIONS

1. Answer *All* questions in Section A
2. Answer *any three* questions in Section B
3. Start a new question on a fresh page
4. Total marks 100
5. Credit will be given for appropriate use of examples

*Additional material(s): None.*

---

## SECTION A: COMPULSORY

*(Answer all questions in this section. Section A carries 40 marks)*

### Question 1

**Read the following case study and answer the questions that follow**

Achieving parity in enrollment remains a critical objective and is fundamental to gender equality. However, focusing on access as the primary issue for girls can undervalue the importance of quality and relevance, with the false conclusion that what happens in the classroom need not be analyzed for possible differences in girls' and boys' opportunities and experiences. Some of the more traditional approaches to increasing parity in enrollment, such as offering parents food or financial incentives to send their daughters to school, treat only the symptoms, not the root causes of inequality. Striking a balance between equitable access, quality, and relevance is one way to ensure a quality education for all learners. A USAID-supported program in Mali, for example, increases demands for education "through improved, more relevant schooling for girls and boys, by addressing their needs through gender-conscious curriculum and teacher training" (USAID 2007).

Quality and equality in education are inextricably linked (UNESCO 2004). Poor or marginalized children, who are more likely to have illiterate parents and less access to reading materials in the home, are more dependent on their teachers for their learning than are better-off children. As a result, poor instruction perpetuates inequities because it is more often the most marginalized children who become school leavers, either through failure or voluntary termination. Research has shown that girls seem to be more sensitive to school quality than boys and that the quality of teachers has a greater impact on the demand for girls' education than for boys' (Kane 2004). For example, a Kenyan study concluded that "factors considered

under opportunities to learn – chores, homework, tutoring, punishment, sex ratio, and class size – have slightly different effects on girls than boys” (Mensch and Lloyd 1998). In Malawi, researchers found that teacher behavior and the availability of desks affected girls more than boys (Kendall 2006).

Another important dimension of quality is relevance. Relevance refers to the degree to which the education provided is applicable and relates to learners’ present and future. Too often education fails to prepare students for the contemporary labor market and adult life, as there are insufficient training opportunities for youth to acquire the skills needed to earn an income and become self-supporting. USAID’s Advancing Employability for a Better Future Project is designed to build the bridge between the education system, professional training providers, and the business community. The project focuses on enhancing the quality of education, while ensuring that Moroccan youth acquire the knowledge, skills, and know how needed to succeed in the work force and in life.

USAID, 2008. *Education from a gender equality perspective*. Pp.79-81

- a. Provide a suitable topic for the above passage. **(2 marks)**
- b. Describe any **three** features from the passage that distinguish academic writing from other forms of writing. **(12 marks)**
- c. Select any **two** cohesive devices that are used in the passage and explain their function in paragraph development. **(6 marks)**
- d. In not more than **100** words, write a summary of the relationship between quality and equality as raised in the passage. **(20 marks)**

**[Total Marks: 40]**

## SECTION B

*(Answer any 3 questions from this section. Each question carries 20 marks)*

### Question 2

Writing is a recursive process which involves stages that are fluid and overlapping (Kaplan, 1999). Basing on this assertion, discuss the stages involved in the process of academic writing. **[20 marks]**

### Question 3

Examine **two** ways of integrating scholarly sources of information when writing academic texts. **[20 marks]**

### Question 4

Explain the significance of any **four** of the following factors in a lecture presentation:

- a) Audience analysis **(5 marks)**
  - b) Notes **(5 marks)**
  - c) Nonverbal cues **(5 marks)**
  - d) Time management **(5 marks)**
  - e) Venue. **(5 marks)**
- [20 marks]**

### Question 5

Most learning problems are a result of poor listening. Drawing your examples from the learning situation at Manicaland State University of Applied Sciences, discuss any **five** ways of improving listening in academic contexts of learning. **[20 marks]**

**END OF EXAMINATION**