



**ZIMBABWE**

**MINISTRY OF HIGHER AND TERTIARY EDUCATION**

**HIGHER EDUCATION EXAMINATIONS COUNCIL  
(HEXCO)**

**NATIONAL CERTIFICATE**

**IN**

**INFORMATION TECHNOLOGY**

**SUBJECT: Business Communication**

**PAPER NO: 317/S06**

**OCTOBER/NOVEMBER 2013 EXAMINATION**

**REQUIREMENTS**

**INSTRUCTIONS TO CANDIDATE**

**Answer ALL questions.**

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*This paper consists of 4 printed pages.*

QUESTION 1

**Read the passage below and summarise it in 150 words. Give a suitable title to the passage.** (20 marks)

Independence consolidated indigenous and private initiative in press ownership. It also maintained and enhanced attempts by governments to control the press (Bourgault 1995, Hyden and Okigbo 2002).

Both as paymasters and as gatekeepers of public interest, African governments have, almost without exception, kept the press in check.

In Mobutu's Zaire, for example, the press was nationalised, newspaper titles indigenised, private initiative discouraged. Journalists were streamlined with an arsenal of restrictions on professionalism.

If the colonial press, was either at the service of settler communities or victim of repressive laws, the post colonial press from the 1960 to the 1980s was similarly either the mouth piece of the government or subjected to avaconian laws and administrative censorship.

States sought to make the press partners in nation building and development by harnessing its magic multiplier capacity to inform and educate citizens on government policy and action (Hachlen 1993: 3 – 13)

During that period nations such as 'development communication' and 'development journalism' became part of scholarly vocabulary and research.

Even the private press was often persuaded to tone down its watchdog role, against the excess of the powerful and the privileged.

But when both development and nation-building proved increasingly illusive and more rhetoric than reality, the press and other arms of civil society started clamouring for a second liberation from leadership without responsibility.

As leaders in Africa appeared to consolidate the state to the detriment of the nation and development, it became evident that post colonial governments had simply co-opted the press.

The leaders had drawn inspiration from and added on to the rich repertoire of repressive colonial laws to keep the press and civil society in check.

Such pieces of legislation, which accentuated the difficulties of journalists in many countries by hardening the uncooperative attitudes of many in high office, were targeted for, reform at the dawn of the second liberation struggles.

The freedom of the press made possible by the second liberation struggles of the 1990s is largely new. The assumption since the 1960s was to see any critical press and journalists as dangerous trouble makers that had to be contained. Just how much of this has changed with the struggles for democratisation in the 1990s is discussed further below and in subsequent chapters.

Extracted from Africa's Media: Democracy and the Politics of Belonging. Nyamnjoh B (2003) pp 42-43.

## QUESTION 2

Fill in the gaps with the correct preposition.

- a) He shouted ..... top of his voice. (1 mark)
- b) The manager was pleased ..... the work that was done. (1 mark)
- c) She was compensated .... the loss she suffered. (1 mark)
- d) He seemed to be ..... deep sorrow. (1 mark)
- e) I would do it if I ..... you. (1 mark)

## QUESTION 3

Assuming that you are the Head in the Information Technology Department at your college and you have been commissioned to assess the Security situation with regard to the two (2) computer labs that fall within your control by the Principal. Write a schematic report detailing the current situation and recommendations that you make for the improvement of the situation. (20 marks)

## QUESTION 4

You are the students Representative Council President of a polytechnic (supply name). There has been a recent hike in tuition across board by US\$50,00 to all students. They approach you citing their inability to pay and that some may even drop out of college. Write a letter of complaint to the Permanent Secretary of Higher and Tertiary Education suggesting a reversal of the hike. (15 marks)

Quemnaires  
Interviews  
Observations



- i) Quorum (2 marks)
- ii) Agenda (2 marks)
- iii) Notice (2 marks)
- iv) Motion (2 marks)
- v) Minutes (2 marks)

### QUESTION 6

### QUESTION 7

- easy
- caters illiterate

...../ab

- ① why, What, How,
- ② Details of Org
- ③ Guests
- ④ Contact Details