



# **MACHAKOS UNIVERSITY**

**University Examinations for 2018/2019 Academic Year**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF SOCIAL SCIENCES**

**FIRST YEAR SPECIAL/SUPPLEMENTARY EXAMINATION FOR  
BACHELOR OF SCIENCE (TELECOMMUNICATION AND INFORMATION TECHNOLOGY)**

**BACHELOR OF SCIENCE (ELECTRICAL AND ELECTRONICS ENGINEERING)**

**BACHELOR OF SCIENCE (AGRICULTURAL EDUCATION AND EXTENSION)**

**BACHELOR OF SCIENCE (MATHEMATICS AND COMPUTER SCIENCE)**

**BACHELOR OF SCIENCE (COMMUNITY RESOURCE MANAGEMENT)**

**BACHELOR OF SCIENCE (APPLIED PHYSICS AND TECHNOLOGY)**

**BACHELOR OF SCIENCE (FASHION DESIGN AND MARKETING)**

**BACHELOR OF SCIENCE (STATISTICS AND PROGRAMMING)**

**BACHELOR OF SCIENCE (INFORMATION TECHNOLOGY)**

**BACHELOR OF SCIENCE (MECHANICAL ENGINEERING)**

**BACHELOR OF SCIENCE (ACTUARIAL SCIENCE)**

**BACHELOR OF SCIENCE (APPLIED CHEMISTRY)**

**BACHELOR OF SCIENCE (CIVIL ENGINEERING)**

**BACHELOR OF SCIENCE (COMPUTER SCIENCE)**

**BACHELOR OF ECONOMICS AND STATISTICS**

**BACHELOR OF ECONOMICS AND FINANCE**

**BACHELOR OF SCIENCE (MATHEMATICS)**

**BACHELOR OF ECONOMICS**

**BACHELOR OF COMMERCE**

**BACHELOR OF ARTS**

**UCU 103: INTRODUCTION TO CRITICAL AND CREATIVE THINKING**

**DATE:22/7/2019**

**TIME: 2.00-4.00 PM**

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**INSTRUCTIONS: Answer QUESTION ONE and any other TWO QUESTIONS**

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**QUESTION ONE (30 MARKS)**

- a) Give a concise definition of “critical thinking” (5 marks)
- b) Discuss the role of philosophy in criticality and creativity. (15 marks)
- c) Explain how criticality moderates creativity in human life. (10 marks)

**QUESTION TWO (20 MARKS)**

Citing appropriate examples, discuss any five barriers to critical and creative thinking

**QUESTION THREE (20 MARKS)**

With reference to J.S.Mill, discuss the importance of individuality in any society.

**QUESTION FOUR (20 MARKS)**

Using any four prominent religious outfits in Kenya, show how fallacious reasoning is epitomized in religion.

**QUESTION FIVE (20 MARKS)**

In the context of the education system in Kenya, show how rote learning suppresses individuality in favour of mass thinking.