

ZIMBABWE



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EXAMINATION PAPER

COURSE CODE : UWC 140
COURSE TITLE : Communication Skills
DURATION : 3 Hours
DATE :

04 OCT 2022

INSTRUCTIONS TO CANDIDATES:

1. Answer any **THREE** questions only.
2. Section A is **COMPULSORY**
3. Each question carries equal marks.
4. Start each question on a new page of your answer sheet.

SECTION A

1. READ THE PASSAGE BELOW AND ANSWER ALL THE QUESTIONS THAT FOLLOW:

The community-based management of water programme (CBM) has faced several constraints in terms of its implementation. Technical experts and officers with local government water authorities have sometimes been reluctant to relinquish "control" and accept that communities have something worthwhile to offer in terms of water management.

However, the clear evidence of non-functioning wells and silted dams, theft of fences and pipes, the location of water-points in sulphurous areas, the difficulty children experience in using the implemented technology has meant that many of them have now accepted that technology alone cannot solve water problems, and that social mobilisation is also important. The lesson here is that time needs to be spent in convincing the professional lobby of the benefits of community participation.

Another difficulty experienced in the programme was the issue of community representation. The term community is often used as if it represents a homogenous, clear and defined structure. In actual fact it conceals a range of vested interests in terms of economic position, ethnic status, gender balance and age.

Earlier programmes had claimed a participatory approach because they had consulted communities in terms of water management. Yet these meetings were often only attended by older men, those in fact who had least to do with the collection and management of water in their villages. Children and women were not represented in these discussions. This meant that the sector most implicated in decisions about water were most excluded. The lesson here is that community participation must access the full range of opinions and input within communities if it is to be truly representative and avoid tokenism. Referring to the nature of participation in a flood programme in Bangladesh one author insists: "If participation of the poor and disadvantaged is to be effective, then it has to be on a basis which is independent of the control of not only government agencies but also the pre-existing power structure of local communities" (Adnan et Al, 1993, p. 179).

A final lesson learnt from the CBM programme, concerns the issue of sustainability and community empowerment. The rationale for arguments about the benefits of community

participation should not just be an instrumental one, namely that the project concerned will be more successful. This is obviously important and constitutes a major reason why water managers, for example, would choose to involve local people rather than exclude them. Yet genuine participation of those who have traditionally been excluded from important decisions, is also a training in independence and self-determination.

The programme noted, for example, that children and women involved in the management of water developed confidence and abilities to tackle other issues that affected them. One group of women, for example, set up an income generating project through vegetable gardening around one of the village boreholes. Children in another location have set up an environmental club, and are seeking assistance for a tree planting project both to yield income and protect an eroded watershed. These initiatives in turn have also helped to convince adults, for example, that children can assume responsibilities and make decisions, a realization which has led to a willingness to consult them on other issues that affect them.

Source: McIvor, C. 1999. "Community participation in water management: Experiences from Zimbabwe." *Development and cooperation on. 2/1999.*

- a) From the above passage, identify and explain any **five** characteristics of academic writing that distinguish it from any other type of writing.
- b) Identify any **five** cohesive devices that are used in passage and explain their function in paragraph development.

SECTION B

Answer any two questions from this section

2. Discuss any **five** poor listening habits in academic contexts and suggest ways of overcoming them.
3. 'Assignment writing is a process and not just a once-off event'. Discuss the stages of academic writing that justify the above statement.

4. Explain the following reading-writing interface strategies and cite situations in which a student can use them.
 - a. Summarising
 - b. Synthesising
 - c. Paraphrasing
 - d. Inferring
 - e. Interpreting
5. With reference to your area of specialisation, outline the factors one has to consider when preparing and during a class presentation.

END OF PAPER