

(4)

**THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – 1999
SECOND SEMESTER EXAMINATIONS
SCHOOL OF EDUCATION**

1. EAP 111 The Origins and Development of Education in Zambia
2. EAP 111 The Origins and Development of Education in Zambia (Del/Sup)
3. EAP 112 The Role of Education in Development (Distance Education)
4. EAP 931 The History of Education
5. EAP 931 The History of Education (Sup)
6. EAP 941 Philosophy of Education
7. EPS 131 Sociology of Education
8. EPS 151 Introduction to Special Education
- ~~9.~~ EPS 231 Sociology of Education
10. EPS 231 Sociology of Education (Sup)
11. EPS 251 Guidance and Counseling
12. EPS 301
13. EPS 351 Advanced Studies in Special Education
14. EPS 361 Curriculum Development in Special Education
15. EPS 361 Curriculum Development in Special Education (Del/Sup)
16. EPS 431 Education and Inequality in Zambia with special Reference to
the Handcapped
17. ISE 151 Physical Education
18. ISE 181 Introduction to Social Studies I
19. ISE 215 Inspection and Supervision
20. ISE 221 Home Economics Teaching Methods I
21. ISE 271 Textile Science
22. LSE 231 English Teaching Methods (Primary)
23. LSE 401 Curriculum Studies
24. LSE 411 Geography Teaching Methods
25. LSE 421 Geography Teaching Methods (Single Subject Major)
26. LSE 431 English Teaching Methods II
27. LSE 451 History Teaching Methods
28. LSE 451 History Teaching Methods (Sup)
29. LSE 471 African Languages Teaching Methods II
30. LSE 481 French Teaching Methods II

31.	LSE	491	Religious Education Methods
32.	MSE	231	Mathematics Education I
33.	MSE	331	Mathematics Education I
34.	MSE	341/351/361	Biology/Physics/Chemistry Teaching Methods I
35.	MSE	431	Mathematics Education III
36.	MSE	441/451/461	Biology/Physics/Chemistry Teaching Methods
37.	RS	101	Introduction to Religious Studies
38.	RS	201	Indigenous Religion in Central Africa
39.	RS	311	The impact of Christianity and Islam on Africa
40.	RS	921	Religion and Psychology

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

EAP 111

THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA

TIME: THREE HOURS

INSTRUCTIONS:

- 1. ANSWER ANY THREE QUESTIONS**
- 2. ALL QUESTIONS CARRY EQUAL WEIGHT.**
- 3. REFERENCES ARE NOT REQUIRED**

1. Examine the contribution of the early missionaries to the introduction and development of school education in Zambia. To what extent were the schools which they established designed to create an African nation-state?
2. During the colonial period different groups (local people, settlers, missionaries, colonial authorities) had different expectations of education. Outline the major expectations of the four groups that have been named, and discuss whether or not these expectations were met by the education system developed between 1925 and 1963.
3. Critically analyse the factors that led to the search for Human Resource Development (HRD) strategies in Third World countries in the 1960s. Refer to one major international conference designed to address HRD issues and, focusing on Zambia, outline its 1980 targets and accomplishments.
4. What were the aims of primary education in Zambia in the years after independence? How have these aims contributed to the political and economic development of Zambia?

- 2
5. Outline the special measures taken during the 1960s to ensure that EITHER university education OR technical and vocational education would be responsive to the real needs of Zambia, and examine the extent to which these measures succeeded or failed.
 6. Examine the process through which educational reforms were developed in Zambia in the period 1974-1977. Why did so little success attend these reforms efforts?
 7. Outline the background to the World Conference on Education For all (held in March 1990 in Jomtien, Thailand), the principal objectives and targets agreed by the Conference, and the progress which Zambia has made towards meeting those targets.
 8. In what ways has the Structural Adjustment Programme (SAP) affected
 - (a) access to school education in Zambia, and
 - (b) the quality of education provided in schools?
 9. Discuss the concept of equity in education, paying attention to its definition and the way in which it differs from equality. Explain the ways in which rural children in Zambia tend to be disadvantaged in the provision of education.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEFERRED SUPPLEMENTARY UNIVERSITY EXAMINATIONS - 1999

EAP 111

2 copies

ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA
(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

1. In the period 1925 to 1963 (colonial era) the local people, settlers, missionaries and colonial authorities were all interested in the development of education but with different expectations. Discuss the major expectations of each of the four groups and indicate the extent the education system met the different expectations in the said period.
 2. Identify the aims of secondary education in Zambia in the years after independence. How have these aims contributed to the political and economic development of Zambia?
 3. Critically analyse the factors that led to the search for a Human Resource Development Strategies in the 1960s. Refer to one major international conference designed to address HRD issues and focusing on Zambia, outline its 1980 targets and accomplishments.
 4. Examine the process through which educational reforms were developed in Zambia in the period 1974-1977. Why did so little success attend these reforms efforts.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY DEFERRED/SUPPLEMENTARY EXAMINATIONS - 1999

EAP 112

THE ROLE OF EDUCATION IN DEVELOPMENT
(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS:

- a) Write your Computer Number on all used answer sheets.
 - b) Answer THREE (3) questions from the given five questions.
 - c) All questions carry equal weight.
 - d) There are 2 printed pages in this examination
-

1. Select ONE problem that affects the financing of education in Zambia and write an essay describing the actual situation on the ground:
 - (a) the amount of public funds devoted to University education.
 - (b) the effectiveness with which funds are used in secondary educational provision.
 - (c) the equity with which funds are used in primary educational provision.
2. Using the conceptual framework give some variables which are regarded as essential features of a good school.
3. Discuss ONE of the following:-
 - (a) Human Capital Theory
 - (b) Modernisation Theory
 - (c) Dependency Theory
4. What are the essential components of BESSIP?

5. Outline your major thoughts on ONE of the following:-

- (a) Literacy
- (b) Decentralisation
- (c) Women and Girls' Education

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

EAP 931

THE HISTORY OF EDUCATION

TIME: THREE (3) HOURS

GENERAL INSTRUCTIONS:

- (a) Remember to write your Computer Number on all the answer sheets you hand in.
- (b) Answer only FOUR questions from all the questions given in this paper.
- (c) Write in essay form and not in any other form.

There are 2 printed pages in this examination.

1. EITHER show how we could incorporate into our education system some important aspects of Greek instruction OR contrast the education of a Greek boy at age 16 with that of a Zambian boy at the same age.
2. Of what importance is it, in the history of western civilization, that Greek thought had so thoroughly permeated the eastern Mediterranean World before the Roman armies conquered the region?
3. EITHER illustrate how the Hebrew tradition that the moral and spiritual unity of a people is stronger than armed force has been shown to be true in history OR show how the Christian idea of equality and responsibility of all gave the citizen a new place in the State.

4. EITHER explain how the monasteries were forced to develop schools to maintain any intellectual life OR explain how the copying of manuscripts led to further educational development in the monasteries.
5. Do university professors today have the same privileges as those granted to professors in a medieval university? Discuss this question in the light of the fact that the University Charter was the first step toward academic freedom and independence from Church and State control.
6. Using your own knowledge and information from elsewhere and anywhere say what you think is probably the greatest work of the University of Zambia in the last 35 years.
7. Discuss how indigenous forms of education can be integrated with modern systems of education in order to bring about national development.
8. EITHER show how English educational development during the 19th Century has been deeply modified by the progress of democracy OR how the English have attained extremely high standards without imposing uniform requirements that destroy individuality and initiative.
9. Answer only **ONE** of the following questions:-
 - (a) The contributions of Christian Missions to educational development in Zambia.
 - (b) The significance of Educational Reforms in Zambia.
 - (c) Female education in Zambia's socio-economic development.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2 Copies

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS -
DEC. 1999

EAP 931

THE HISTORY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. ANSWER THREE (3) QUESTIONS ONLY.
 2. ALL QUESTIONS CARRY EQUAL MARKS.
 3. WRITE YOUR COMPUTER NUMBER ON ALL ANSWER SHEETS.
 4. THERE ARE TWO (2) PRINTED PAGES IN THIS EXAMINATION.
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1. Describe the inheritance of the modern civilization from the ancient Greeks.
2. Discuss the contributions of Roman Law and Architecture to the development of the modern industrial societies.
3. Has the University played any difference in the economic, social, political and cultural development of the Zambian nation? Give reasons for your answer.
4. Answer only ONE of the following questions:
 - (a) The contributions of the British South Africa (BSA) company to educational development in Northern Rhodesia.
 - (b) The significance of educational change.
 - (c) Girls and women education in Zambia.

5. Make an analysis of English educational development during the 19th century.
 6. What were “ragged” schools and what role did they play in educational provision in England?
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

EAP 941

PHILOSOPHY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. **SECTION A IS COMPULSORY**
 2. **ANSWER THREE (3) QUESTIONS ONLY FROM SECTION B.**
 3. **ALL QUESTIONS ARE OF THE SAME WEIGHT**
 4. **TOTAL MARKS = 40**
 5. **10 MARKS FOR EACH QUESTION**
-

SECTION A (Compulsory)

1. Account for the shift in philosophical thinking towards the end of Zambia's second republic (1974 - 1990) and explain how and why this shift has resulted in the present (1999) liberalised provision of education

SECTION B (Answer 3 questions only)

2. Philosophy of education is mainly concerned with the clarification of the meaning of concepts. using philosophical analysis clarify the meaning of the concept of education.
3. In your opinion, what should be the aims of education? Reconcile your identified aims with Zambia's' aims of education in the 1990s.

4. A person might be a highly trained scientist with a lot of in-depth knowledge in science but, we might refuse to call him educated. Why? Explain the denial.
5. Government's role in educational provision arises from four (4) main concerns or principles. Outline these concerns and critically explain why governments should be pre-occupied with such concerns.
6. Drawing from your knowledge of teaching as practiced in Zambia, compare and contrast it with Israel Schefflers' three (3) philosophical models of teaching.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

EPS 131

SOCIOLOGY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- 1. ANSWER THREE (3) QUESTIONS ONLY.**
 - 2. A LOGICAL, ORDERLY AND DOCUMENTED PRESENTATION OF MATERIAL WILL BE TO YOUR CREDIT.**
 - 3. YOUR ANSWERS SHOULD BE IN SEPARATE BOOKLETS.**
-

1. From your past experience as a teacher, which two theories in Sociology of Education have enlightened you in understanding your practice as a teacher? Discuss in detail how this is so.
2. Do teachers in primary schools need to have their own teachers union? Justify your position and clearly indicate what such a unions' roles could be.
3. What is your understanding of inter and intra role conflicts of teachers? With practical examples, discuss how these conflicts arise and how could they be minimized, if at all.
4. There are three possible school-community relationships schools of thought. What are they? What could be your ideal position? How could you achieve this ideal position?

5. Recall your first day(s) of teaching. How were you socialized into the system? If you were in-charge of a school, how would you socialize your new teachers? Was the way you were socialized the best way of doing things? Justify your answer.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

EPS 151

INTRODUCTION TO SPECIAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: READ THE FOLLOWING INSTRUCTIONS CAREFULLY:

- 1. There are three (3) sections A, B, and C.**
 - Answer all questions in Sections A and B.
 - Answer only two (2) questions in Section C
 - 2. All answers must be written on the answer booklets and not on this question paper.**
 - 3. Credit will be given for orderly presentation of material.**
 - 4. This examination contributes 50% of the total course work**
-

SECTION A

Choose the best answer out of the four options given and write the letter A, B, C, or D in the answer booklet.

1. If a condition such as blindness is congenital then it is _____.
 - (a) contagious
 - (b) absent at birth
 - (c) present at birth
 - (d) difficult to tell

2. A physical state of condition that results in an impairment of functioning constitutes a _____.
- (a) lesion
 - (b) disability
 - (c) physical handicap
 - (d) visual impairment
3. The ability to move from place to place is called _____.
- (a) acceleration
 - (b) mobility
 - (c) ambulation
 - (d) all the above are correct.
4. Brain paralysis is reflected through a condition called _____.
- (a) cerebral palsy
 - (b) spina bifida
 - (c) otitis
 - (d) Autism
5. the first attempt to teach disabled children were first made in _____ at Magwelo, in Eastern Province.
- (a) 1964
 - (b) 1929
 - (c) 1905
 - (d) 1958
6. A condition that requires on going medical attention is known as _____.
- (a) amputation
 - (b) ulcerous
 - (c) health impairment

(d) resistant

7. _____ is a chromosomal abnormality that leads to mental retardation.

- (a) Epilepsy
- (b) Autism
- (c) Cry cat syndrome
- (d) Down's syndrome

8. _____ constitutes the differences in abilities within the same child.

- (a) diagnostic assessment
- (b) intra-individual differences
- (c) coding differences
- (d) inter-individual differences

(9) Which of the following classes does not belong to special education?

- (a) street kids, talented, slow learners
- (b) street vendors, shopkeepers
- (c) deaf children, gifted persons
- (d) epileptic persons, asthmatic children.

10. _____ is the placement of exceptional children in the regular education programme whenever possible.

- (a) Segregation
- (b) Exclusion
- (c) mainstreaming
- (d) Institutionalisation

SECTION B

Part I - fill in the missing words.

11. The light-sensitive innermost layer of tissue at the back of the eyeball is called _____.
12. The criteria for defining mental retardation provided by the American Association on Mental Retardation are:
- (i) _____
 - (ii) _____
 - (iii) _____
13. The teacher of disabled children must adapt instructions to meet the needs of the learner. Adaptations can be in the following areas:
- (i) _____
 - (ii) _____ and
 - (iii) _____
14. Placement strategies for children with Special Educational Needs currently being practiced include
- (i) _____
 - (ii) _____ and
 - (iii) _____
15. Braille is more appropriate to children who are _____.
16. Systematic approach to the teaching of children with disabilities involves assessment, _____, _____, _____ and modifications to be made to the teaching programme.

Part II

17. Provide definitions of the following:
- (a) Institutionalization
 - (b) Integration
 - (c) Exceptional children
18. List any four possible causes of visual impairment in Zambia.

SECTION C

Answer any Two (2) questions from this section

19. Through the assessment process, a teacher gets an educational profile of the child that helps him or her to create an individualised educational programme.
- (a) What is assessment?
 - (b) Apart from standardized assessment tools that are administered to a child with a disability, what would be the other possible sources of information, and state why?
20. Explain the extent to which interactions between non-handicapped and handicapped students influence the handicapped student's self-perception?
21. Describe the conditions under which you may support the establishment of separate classroom for children with severe disabilities.
22. What measures can you take to ensure that parents are involved in
- (a) academic (b) social and (c) vocational activities of children with special education needs?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

EPS 231

SOCIOLOGY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- 1. ANSWER ALL QUESTIONS IN SECTION A AND THREE ESSAY QUESTIONS FROM SECTION B.**
 - 2. WRITE ESSAY ANSWERS IN SEPARATE ANSWER BOOKLETS.**
 - 3. A LOGICAL, ORDERLY AND DOCUMENTED PRESENTATION OF MATERIAL WILL BE TO YOUR CREDIT.**
-

SECTION A

OBJECTIVE QUESTIONS (20%)

ANSWER ALL QUESTIONS BY CIRCLING OR TICKING THE BEST POSSIBLE ANSWER OR AS INSTRUCTED.

- 1. Which of the following is NOT an aim of Sociology of Education?**
 - a. Analysing interactions in the school.**
 - b. Explanation of behaviour in the school setting.**
 - c. Explanation of the processes involved in the pupils' memory.**
 - d. Explanation of the factors involved in pupils' academic achievement.**

- 2. Culture may be normative, material or actual (real). A real culture is**

3. Any society's culture, whether modern or traditional is superior in its own right.
True or False? _____

4. Distinguish between a teacher's role-set and his/her multiplicity of roles.

5. Name any 4 roles of the teacher in the school setting. _____

6. The school's hidden curriculum emphasizes most on (name two only) _____

7. A role-set may be defined as _____

8. Name two latent functions of Education. _____

9. Distinguish between socialization and education. _____

10. In our society, the provision of universal education is regarded to mean.
a. Equality of Education Opportunity
b. Equality of Results
c. Equality of Assess
d. Quality of Education
11. A closed school climate is one where _____

12. One major difference between a traditional society and a modern one is _____

13. To have a vision in school leadership means _____

14. The non-expert task of communities includes (one only) _____

15. Proponents of the closed-door position between schools and communities argue that the two should maintain distance because (one reasons only) _____

9. Distinguish between socialization and education. _____

10. In our society, the provision of universal education is regarded to mean.
- a. Equality of Education Opportunity
 - b. Equality of Results
 - c. Equality of Assess
 - d. Quality of Education
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13. To have a vision in school leadership means _____

14. The non-expert task of communities includes (one only) _____

15. Proponents of the closed-door position between schools and communities argue that the two should maintain distance because (one reasons only) _____

16. One of the themes of Sociology of Education is:
- The relationship between schools and economic institution.
 - The explanation of society's social structure.
 - The explanation of the thinking processes
 - The understanding social development.
17. The 19th Century thinker who introduced a science of society was:
- Karl Max
 - Max Weber
 - Herbert Spencer
 - A French Sociologist
- Auguste Comte*
18. A theory is a product of social context. This statement means that:
- A theory contributes to the understanding of a social phenomenon.
 - A theory helps to understand how things are related.
 - A theory creates prevailing conditions in the society.
 - A theory comes from the prevailing situations in the society.
19. The one theory which is similar to the labelling theory is
- Structural functionalist theory
 - Social exchange theory
 - Social stratification theory
 - None of these.
20. To Nathan Glazer, those occupations which may have some of the characteristics of a profession are:
- Para-profesions
 - Quasi-professions
 - Established professions
 - Minor professions.

21. Scalar status of a teacher is equivalent to:
- social status of a teacher
 - achieved status of a teacher
 - ascribed status of a teacher.
 - status of a teacher in the school system. .
22. The statement "A professional does not work to be paid but is paid to work" means:
- The job of a professional is of importance in itself.
 - The job of a professional needs more rewards.
 - The job of a profession is paid according to how much the professional has put in the job.
 - None of these above.
23. The conflict theory argues that:
- Jobs are rewarded according to their importance to society
 - Education contributes to workers' productivity
 - Education creates social inequalities in the society .
 - Education reinforces social inequalities in the society.
- With further the more successful Author + more*
24. The concept of self-fulfilling prophecy is an important concept in:
- The dynamics of the distributive system theory
 - The consensus theories
 - The conflict theories
 - The interactionalist theories.
- Labeling theory*

25. The professions are usually associated with associations while occupations are associated with:
- Simple groups
 - Communities
 - Unions
 - Secondary groups

Match the terms, names, etc. in Section A with those in Section B.

Section A	Section B
26. Burton Clark _____	a. Self-fulfilling prophecy 34 ✓
27. Social mobility _____	b. Profession 30 ✓
28. Bureaucracy _____	c. Technical Functionalist Theory 26 ✓
29. Sociology _____	d. Vertical 27 ✓
30. Quasi _____	e. Augustine Comte 29 ✓
31. Modernity Syndrome _____	f. Max Weber 28 ✓
32. Family _____	g. Human Capital Theory 33 ✓
33. Theodore Shultz ✓ _____	h. Primary relationships 32 ✓
34. Five stages _____	i. Curriculum 35 ✓
35. New Sociology of Education _____	k. Smith and Inkeles. 31 ✓

SECTION B

ANSWER THREE (3) QUESTIONS IN SEPARATE BOOKLETS.

1. "Schools are expected to help hold society together and yet may threaten its stability." Discuss this assertion in light of the innovative and conservative functions of education.

2. African traditional education may be viewed as good as if not superior over, Western Education. Critically react to this statement justifying your position.
3. With due justification, discuss what impressed you most in the "LEAN ON ME" video tape show. What lessons can be derived from this for your classroom/school practices as an educational leaders?
4. Of the theories discussed in this course, the labelling theory is the most helpful theory to the teacher's understanding of a classroom situation. Discuss this theory, showing clearly how the interaction between the teacher and the pupil can affect the pupil's behaviour and achievement in the classroom.
5. Although there are many factors which may affect the academic achievement of a pupil in secondary school, the social background of a pupil is a major determinant in a pupil's academic achievement. Discuss this statement in a Zambian context. Be sure to define academic achievement.
6. The teachers' tendency of being militant may help them improve their status in society, but it may adversely affect their profession. How?

END OF EXAMINATION AND GOOD LUCK.

THE UNIVERSITY OF ZAMBIA

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**UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS -
DEC. 1999**

EPS 231

SOCIOLOGY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. ANSWER FOUR (4) QUESTIONS ONLY
 2. EACH QUESTION ANSWERED SHOULD BE IN A SEPARATE BOOKLET.
 3. DO NOT FORGET TO WRITE YOUR COMPUTER NUMBER ON THE ANSWER BOOKLET.
-

1. Which theory or theories best explain(s) the operations of the Zambian Education System?
2. What can you say about the role(s) of schooling in promoting social mobility:
 - (i) At the time of independence?
 - (ii) At present?
 - (iii) In future?
3. Are the tasks of the modern education system different from those of the traditional education system? Discuss with examples.
4. Socialization is distinct from and yet related to education. How is this so?

5. Discuss with illustrations how changes in education may create changes in society, and vice-versa.
6. Is teaching in Zambia a profession or an occupation? Discuss. ✓
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END OF EXAMINATION

(1)

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

EPS 251

GUIDANCE AND COUNSELLING

TIME: THREE (3) HOURS

INSTRUCTIONS: READ THE FOLLOWING INSTRUCTIONS CAREFULLY:

- There are four (4) questions in the examination.

Attempt Question one (1) and two (2) others.

Each question should be answered in a separate answer booklet bearing your computer number.

- Credit will be given for orderly presentation of material.
- This examination contributes 40% of the total course marks [Question one 20% and the two questions 10% each].

-
1. You have been exposed to many theories of psychotherapy and counselling. Among these were the Reality Theory; Adlerian theory; Psychoanalytic theory; R. E. T. theory; Person-Centred theory and Gestalt theory.

Choose one theory and state what its:

- concept of the person is
- origin of problem is
- goals of therapy are
- procedures are
- counselling techniques are and
- limitations or strengths in the Zambian society would be.

2. Introduce and recommend the Three-Stage Model of Counselling to teachers of children with special education needs in Zambia.
3. Three models of family functioning which have had an impact on work with families who have children with disabilities are the transactional model, the ecological model and the family systems theory.
Defend the notion that it is the family systems theory that is the least important model.
4. Although the necessity for professionals to develop productive working relationships with parents is widely agreed, in practice this does not always occur. It is argued that the adoption of certain facilitative attitudes by both professionals and parents is necessary. A theoretical model for working with parents is also necessary in order to provide guidance to professionals in meeting parents needs and making use of their potential contributions. Present and discuss the Model of working with parents.

END OF EXAMINATION

**The University of Zambia
School of Education**

Department of Educational Psychology, Sociology & Special Education

EPS 301 EXAM

INSTRUCTION:

1. ANSWER ALL QUESTIONS IN BOTH SECTION A AND B

DURATION: 3 HOURS

Section A - Answer all questions in a separate booklet

1. Which of the following is a major function of Special Educational Research?

- a. To give guidance on special unit management
- b. To help assess School enrolment levels
- c. To assess special educational programmes, practices and materials
- d. To sensitise special needs teachers about learners' needs

(1 mark)

2. Applied research as opposed to basic research is oriented toward applications of scientific knowledge in real life. Which one of the following research titles is NOT a depiction of applied research?

- a. The effects of kinaesthetic priming on learning in malnourished Gwembe Valley children
- b. Teachers' perceptions of the 1992 science syllabus
- c. Leadership training among students as a way of preventing riots at UNZA
- d. Do sight sight-words help in improving English reading decoding skills of children in rural areas?

(1 mark)

3. The main advantages of using the mean are

(2 marks)

4. The choice of the kind of measure of central tendency to be employed in data analysis depends on
- a) one's only and purpose of measuring
 - b) the purpose of measuring
 - c) the type of data and purpose of measuring
 - d) The type of data one has and interests
 - e) All of the above

(1 mark)

5. Calculate the mean, median and mode for the sets of numbers below.

- a) 21 16 15 12 16 19 10 17 8 8
- b) 121 23 4 21 21 90 67 1 88 23
- c) What are your comments about the distribution?

(5 marks)

6. Mr. K. Mulenga is interested in studying the relationship between pregnancy stress levels, nutrition, length of delivery and the prevalence of neuro-cognitive disorders in children of low social economic status. He designs a research study in which there are 3 groups of children. The first group is from an economically impoverished area combined with high mother stress level and a long delivery process at birth. The second group has most of the characteristics of the first group but had a normal delivery process. The third group has most characteristics of the second group and had normal delivery and normal stress levels.

List all the independent variables in this study.

(3 marks)

7. List all the dependent variables in this study

(3 marks)

8. In this study what were the experimental and control groups?

(3 marks)

9. Which of the following statistical procedure would be best suited for the analysis of Mr. Mulenga's data?

- a. Correlative approach with some means and standard deviations
- b. Qualitative analysis involving categorising only
- c. Discriminant analysis
- d. Multivariate Analysis of variance with some association measures

(1 mark)

10. Which of the following computer package cannot be used in statistical analysis of data?

- a) MYSTAT
- b) SYSTAT
- c) SPSSWIN
- d) Minitab
- e) DataAnaSTAT

(1 mark)

11. Illustrate a negatively skewed distribution.

(2 marks)

12. A distribution that has tails neither too thin or fat in the tails is referred to as

- a) normal
- b) positively skewed
- c) platykurtic
- d) mesokurtic
- e) kurtosis

(1 mark)

13. Describe with simple examples the following terms in special educational research. Each of the item carry 2 marks.

- a) Extraneous variables
- b) Convenience sampling
- c) Research problem
- d) Hypotheses
- e) Inferential statistic
- f) Continuous versus discrete variable
- g) Constitutive assumptions

(14 marks)

14. List the major criticisms surrounding quantitative research in Special Education.

(2 marks)

15. Which of the following is the best possible source for the identification of a research problem?

- a. Advanced study and critical reading
- b. Popular religious magazines
- c. Meditation
- d. Motivation

(1 mark)

16. The standardised interview schedule is best used

- a) when interviewing heterogeneous people
- b) when interviewing large numbers of people
- c) when you know little about your sample
- d) when you want primary data

(1 mark)

17. Secondary data is the type of data that

(2 marks)

18. Mr. Mulenga is interested in measuring the memory span of children with mild neurological soft signs. Under which scale is this type of measurement categorised?

- a. nominal scale
- b. ordinal scale
- c. ratio scale
- d. interval scale

(1 mark)

19. Describe briefly the following terms. Each term has 2 marks

- a) External validity

- b) Single variable experimentation
- c) Skewness of a distribution
- d) Resistance of an estimator
- e) Positivism
- f) Generalisation
- g) Steps in research

20. Many of the marked changes in Special Needs research in the past decades were influenced by the Warnock Report (1978), the 1981 Education act, and the _____ of 1982.

(2 marks)

Section B

Answer all questions in a separate booklet

21. Describe and comment on the six areas of priority as recommended by 1982 Special Needs Research Symposium.

(10 marks)

22. The following exam results were obtained from 20 candidates who sat for end of semester exam:

72	75	92	88	15	100	76	90	90	99
78	76	76	69	78	76	82	83	10	8

Determine the mean, median and mode from the data

It was later found that the last 2 candidates' figure was incorrectly recorded. They should have been 100 and 98 instead of 10 and 8 respectively. Recompute the 3 measures of central tendency. What characteristics do these recomputed figures bring about measures of central tendency.

(10 marks)

23. Describe steps, stages and tasks when doing field work and ethnography in educational settings

(10 marks)

24. Outline the importance of single-subject research designs in Special Education research.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

EPS 351

ADVANCED STUDIES IN SPECIAL EDUCATION I

TIME: THREE (3) HOURS

INSTRUCTIONS: READ THE FOLLOWING INSTRUCTIONS CAREFULLY:

1. There are four (4) sections A, B, C and D.
 - (a) Answer all questions in Sections A, B and C.
 - (b) Answer only two (2) questions in Section D.
2. Ensure that each booklet you use bears your computer number.
3. Credit will be given for orderly presentation of material.
4. This examination contributes 40% of the total course work

SECTION A

Answer all 10 questions by writing the letter A/B/C/D in your answer booklets.

1. A potentially creative child might have any of the following characteristics
 - (a) unusual imagination, originality and insolence
 - (b) incredible memory loss, helping attitude and bright
 - (c) unusual curiosity, persistence and originality
 - (d) impulsive behaviour and high IQ
2. Hereditary disease resulting from a generalised dysfunction of the pancreas is called _____.
 - (a) cystic fibrosis
 - (b) amnesia
 - (c) Klinefelter's disease
 - (d) pancreatitis

3. _____ is a major theoretical and practical framework that describes how humans think.
- (a) Learning styles
 - (b) Information processing
 - (c) Special education
 - (d) A learning process.
4. One of the differences between Planning and Problem solving is that _____
- (a) Planning is related to present event while problem Solving is related to future action
 - (b) Planning is related to future action while Problem Solving is related to present event.
 - (c) All the above are correct
 - (d) None of the above is correct.
5. Three areas of performance in assessing adaptive behaviour are employed in the field of mental retardation. These are _____
- (a) intellectual performance, writing skills and maturation
 - (b) social adjustment, maturation and durability
 - (c) learning, social adjustment and maturation
 - (d) vocational competence, social responsibility and development
6. Which of the following is not true about Human development as a field of study?
- (a) It focuses, in part, on the scientific study of the ways in which people change
 - (b) It places emphasis on qualitative aspects of development only
 - (c) It is focused on specific life span issues
 - (d) Disability is a life cycle dimension viewed within the context of human development

_____ is a childhood disorder rendering the child noncommunicative and withdrawn.

- (a) Epilepsy
- (b) Cleft palate
- (c) Neurosis
- (d) Autism

8. To understand the environment better, a blind child needs training in _____.

- (a) use of a perkins braille
- (b) mobility and orientation
- (c) use of a typewriter
- (d) cane management

(9) A child who displays hearing difficulties should be referred to an _____ for the hearing test.

- (a) etiologist
- (b) itinerant teacher
- (c) audiologist
- (d) occupational therapist.

10. Two well accepted approaches to describing inter-individual differences in academic performance are _____.

- (a) cognition and behavioural tests
- (b) diagnostic and standard achievement tests
- (c) planning and cognition tests
- (d) none of the above

SECTION B

Write the missing answers in the answer booklet.

11. The two major factors that influence human development are _____ and _____.
12. A _____ is a person born with an impaired thyroid gland.
13. _____ is an indicator of a behaviour disorder.
14. One biological factor that contributes to mental retardation is _____.
15. Academic disorders associated with learning disabilities include
- (i) _____
 - (ii) _____
 - (iii) _____
16. F. B. Skinner is best remembered for his _____ model theory of learning.
17. An inherited condition (physical disability) occurring primarily in males is known as _____.

SECTION C

Provide short answers to the following questions. Write the short answers in the answer booklet.

18. How are giftedness and talent different? To what extent do they overlap?

19. What are the major modes of communication for hearing impaired students?
20. Why is Adaptive behaviour crucial to today's definition of mental retardation?
21. Comment on the correctness of the following statements:
- (a) learning from observation may be advantageous to some children with disabilities
 - (b) disabled and non-disabled children pass through the same stages of linguistic and cognitive development.

SECTION D

Attempt two (2) of the following questions in separate answer booklets.

22. How are behavioural and cognitive perceptions of learning different? What criticisms are labelled against behavioural instructional approaches?
23. How do hearing losses affect a child's language development and what can be done to maximize communication potential?
- 24 (a) Explain briefly, how Piaget's cognitive developmental theory contributed to some instructional practices found in special education.
- (b) Provide a brief explanation why Charles Darwin's theory of "Survival of the fittest" may not find its place within the notion of Inclusive Schooling.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS -
DEC. 1999**

EPS 361

CURRICULUM DEVELOPMENT IN SPECIAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

**ANSWER FOUR (4) QUESTIONS ONLY. ALL QUESTIONS CARRY
EQUAL MARKS.**

1. What are the major determinants of a curriculum? By means of practical examples, illustrate how any five (5) of the various models could be employed to deliver the curriculum to learning disabled children.
2. Some areas in ordinary curriculum cannot be adequately delivered to children with special educational needs. Identify these areas and indicate the critical issues that should be looked at to benefit children with special educational needs.
3. List the three (3) basic functions society needs to be accomplished by the school as an institution. How can these functions be related to the curriculum for children with special educational needs?
4. No curriculum should be developed without assessing the specific needs of an individual child with special educational needs. Discuss this statement showing the effects that emanate from them.

There is an outcry that children with special educational needs should follow a separate curriculum. How can you advise the Minister of Education regarding this thorny matter?

6. There are four (4) interrelated elements which contribute to the development of a curriculum. What are these elements? By means of practical examples, show how the children with visual impairments can benefit from the curriculum.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

**UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY,
1999**

EPS 361

**CURRICULUM DEVELOPMENT IN SPECIAL
EDUCATION**

TIME: THREE (3) HOURS

INSTRUCTIONS:

**ANSWER ANY THREE (3) QUESTIONS. ALL
QUESTIONS CARRY EQUAL MARKS. CREDIT
WILL BE GIVEN TO ORDERLY PRESENTED
ANSWER SCRIPTS.**

-
1. Models in curriculum development are believed to be derived from the major determinants of the curriculum. By means of practical examples, illustrate how any five of the various models could be used to deliver the curriculum to children with hearing and visual impairments.

2. From history, children with special educational needs have been educated using the ordinary national curricula. What areas of the curriculum should be critically looked at to benefit children with special educational needs?
3. There are four interrelated elements which contribute to the development of a curriculum. What are these elements? By means of practical examples, show how the children with learning difficulties can benefit from the curriculum.
4. The school as an institution must accomplish three basic functions for society. Discuss these functions relating them to the curriculum for children with special educational needs.
5. In special needs education, it is vital to assess the specific needs of an individual child. How can this affect the development of a school curriculum?

6. If you were the Minister of Education, would you declare a separate curriculum for children with Special Education Needs? Why? If not, why?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

EPS 431

EDUCATION AND INEQUALITY IN ZAMBIA WITH SPECIAL REFERENCE
TO THE HANDICAPPED

TIME: THREE (3) HOURS

**INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS. CREDIT WILL BE
GIVEN FOR ORDERLY PRESENTATION OF YOUR
WORK.**

1. Supposing you are a proprietor of a private special school for children with mental retardation, what problems do you think would you encounter. What measures can you take to convince parents to bring their children to your school?

2. Imagine you have been invited by the Senate of the University of Zambia as an expert in Special Education to address it on the policy of positive discrimination for students with disabilities who apply to enter the University. Write a paper which you will present to the Senate to argue for or against positive discrimination for such students.

3. Write any essay on how you would improve special education provision in a district if you were appointed a District Education Officer for Special Education.

4. The problem we have in this country is that we do not have good ideas about special education, and so we have lagged behind Uganda in the provision of special education. Discuss. .

5. Apply the Labelling Theory to the teaching of pupils with special educational needs in a mainstream school.
6. Imagine you have been posted to D. K. Secondary Technical School at the end of your training in the University. Upon arrival at the school the Head, the teachers and pupils feel you are in a wrong place, they do not need you, at least not as yet. Why do you think they would feel that way? On the basis of your training in this University, do you think you would justify your stay in the school? Write a paper you would present to the school if you were called upon to justify your being posted to D. K. Secondary Technical School.
7. In not more than 10 lines write on the following:
- i) Equality of educational opportunity
 - ii) New Sociology of Education
 - iii) Bases of Social Stratification
 - iv) Academic achievement
 - v) Attitudes towards teachers of Special Education in schools.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

ISE 151

PHYSICAL EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER TWO (2) QUESTION FROM SECTION A AND TWO (2) FROM SECTION B. ALL QUESTIONS CARRY EQUAL MARKS.

SECTION A

1. Outline the influence that the philosophies of Plato and Aristotte have had on the development of modern physical education.
2. To what extent has the attempt to model the modern Olympic games on those Ancient Greece been successful
3. Compare the type of physical education that a boy would have received in one city-state of Ancient Greece with that experienced by a boy in modern Zambia.
4. The modern Olympic Games are in danger of extinction for reason similar to those that caused the Ancient Olympics to die. Discuss.

SECTION B

1. Discuss the function of play in:
 - (a) a child's social adjustment
 - (b) a child's emotional life

2. How can physical education contribute to the character building of a child?
3. Compare the role of the church in the Renaissance education with its role in education today. Particular emphasis should be given to factors that have influenced the development of physical education.
4. Ling divided his gymnastics into four groups. Name them and briefly explain one.

END OF EXAMINATION

(1)

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

ISE 181

INTRODUCTION TO SOCIAL STUDIES I

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS, TWO (2) FROM SECTION A, AND ONE FROM SECTION B.

SECTION A

1. Why did European powers partition Africa at the end of the nineteenth century?
2. Show the significance of the Luba-Lunda dispersal to Zambia.
3. Critically comment on the statement that, "Indirect rule benefited both Africans and colonial administrators."
4. Show the impact of the creation of Native Reserves on African societies in Central Africa.

SECTION B

5. Discuss the roles and powers of chiefs in Zambia during the colonial period.
6. Write briefly on two of the following concepts:
 - a) Customs
 - b) Norms
 - c) Culture.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

ISE 215

INSPECTION AND SUPERVISION

TIME: THREE (3) HOURS

ANSWER: FOUR QUESTIONS CHOOSING TWO QUESTIONS FROM SECTION A, ONE QUESTION FROM SECTION B AND ONE QUESTION FROM SECTION C. PLEASE CLEARLY INDICATE THE NUMBER OF THE QUESTION YOU ARE ANSWERING IN THE LEFT HAND MARGIN OF THE ANSWER BOOK.

ALL QUESTIONS CARRY EQUAL MARKS.

SECTION A

CHOOSE TWO QUESTIONS FROM THIS SECTION.

1. "Previously the date of school inspection was kept secret from the Headteacher of the school. Inspectors preferred to take the school authorities by surprise. This approach had created a feeling of resentment among teachers, lack of cooperation and trust. At its worst, there was hostility between the teachers and the inspectors." Analyse this statement according to the modern approach for inspecting schools and the preparation that the inspectors make before visiting the schools and what they look for when they visit primary schools.

2. Robert Goldhammer states that there are five phases in the cycle of clinical supervision. Discuss the phases in terms of how the supervisor uses them during the supervision of student teachers on school teaching practice. Make an appraisal of clinical supervision as a procedure for training teachers in achieving theoretical and practical skills.
3. According to J. A. Moyo (1980), the primary teacher training colleges in Zambia use an evaluation system for students on school teaching practice which is objective so that the students' teaching weaknesses are exposed and remedies sought, and a justifiable grading system applied. Comment on this statement according to the findings of the Moyo's research study. Citing relevant literature in supervision in teacher education, propose solutions to rectify the situation obtaining in the primary teacher training colleges of Zambia.

SECTION B

CHOOSE ONE QUESTION FROM THIS SECTION.

4. Compare and contrast scientific management and human relations supervisory practices as found in the Zambian primary schools.
5. Discuss the characteristics of an effective supervisor of teachers bringing out the techniques he or she uses in clinical conferences.

SECTION C

CHOOSE ONE QUESTION FROM THIS SECTION.

6. "In their review of research on teaching and supervision in the 1970s, Rosenshine and Furst found consistent evidence that pupils whose teachers make clear structuring statements on particular topics and in addition give clear classroom rules of classroom management have better academic achievement." Examine this statement closely and then;
- (a) define the terms "structuring statements" and "classroom management";
 - (b) give examples of structuring statements a teacher would make on two different topics;
 - (c) provide examples of directions or instructions and disciplinary statements a teacher would make in the classroom situation; and
 - (d) explain the classroom observation technique you would use to analyse structuring statements, instructions and disciplinary comments made by the teacher in carrying out your duties as a supervisor.
7. Imagine that you have just been appointed Principal Inspector of Primary Schools in a school district and you have completed the inspection of schools and you are now in your office perusing your notes. Write a full inspection Report on one of the schools in the district taking into account all the information to be included in the report.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

ISE 221

HOME ECONOMICS TEACHING METHODS 1

TIME: 3 HOURS

**INSTRUCTIONS: THERE ARE TWO (2) SECTIONS IN THIS PAPER.
ANSWER TWO (2) QUESTION FROM EACH SECTION**

SECTION A

1. The general aim for Home Economics is to develop a clear and practical understanding of the role of home economics teachers and their responsibility to their pupils, schools and local community. Discuss the implications of this statement.
2. Evaluation is very important during the teaching of home economics.
 - (i) Define 'evaluation'.
 - (ii) What are the different types of evaluation?
 - (iii) Why do we evaluate in home economics?
3. Home economists face a lot of challenges in the teaching of the subject. Discuss these challenges and suggest ways in which they can be overcome.
4. The home economist is responsible for professional self-development. Critically discuss the above statement and give illustrations.

SECTION B

1. Classroom management and control is very important during the teaching of home economics lessons. Discuss how you are going to manage a class of 30 pupils doing a cookery lesson on cake making.
2. Home economics should be taught to both boys and girls in the Zambian school system. Using a value reasoning skill called assembling supporting and refuting evidence, assemble a chart with your statements from the above given statement.
3. You have just graduated from the university as a home economics professional. You are assigned to start a department as a newly opened school. The school has no equipment and you are going to be the only teacher for the subject. Using the skill of the problem solving process, outline how you will go about solving this problem.
4. Needlework requires knowledge of the kind of equipment that is used during teaching. Write down the kind of equipment you will need for a lesson on stitches and give reasons for your choice.

END OF EXAMINATION

1

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

ISE 271

TEXTILE SCIENCE

TIME: THREE (3) HOURS

**ANSWER: THIS PAPER HAS THREE (3) SECTIONS.
SECTIONS A AND B ARE COMPULSORY. SECTION C HAS
FOUR (4) QUESTIONS AND YOU ARE REQUIRED TO ANSWER
ONLY TWO**

SECTION A

Answer all questions in this section. Each question is worth two (2) marks.

1. The raw material that is removed from sheep is called:
 - (a) Raw wool
 - (b) Grease wool
 - (c) Scoured wool
 - (d) Fleece

2. Protein fibres are referred to as being amphoteric. This means that they:
 - (a) contain protein
 - (b) have both acidic and basic reactive groups
 - (c) are composed of various amino acids
 - (d) contain sulphur

3. The quality of wool is based on
- (a) Durability
 - (b) Fineness and length
 - (c) Crimp and colour
 - (d) Elasticity and durability.
4. Rayon fibres were commercially produced in the United States in
- (a) 1910
 - (b) 1939
 - (c) 1664
 - (d) 1889
5. is a process of forcing or pumping the solution through the tiny holes.
- (a) Spinning
 - (b) Extrusion
 - (c) Coagulation
 - (d) Solidifying
6. Nylon, Olefin, Polyester and Saran are spun by the
- (a) Wet spinning method
 - (b) Dry spinning method
 - (c) Dispersion or Emulsion spinning method
 - (d) Melt spinning method.
7. When a fibre is modified by molecular structure and crystallinity, it will have the following properties
- (a) sunlight resistance, antistatic fire retardant
 - (b) high tenacity, low pilling, low elongation
 - (c) low tenacity, abrasion resistance, moisture absorption

(d) mildew resistance heat retention, flexibility

8. Manufactured fibres that use the dry spinning method are spun into

- (a) a chemical bath
- (b) warm air
- (c) dry air
- (d) a solution

9. In natural coloured wool, the cortical cells contain

- (a) fibroin
- (b) keratin
- (c) melanin
- (d) protein

10. Wool has a unique three-dimensional crimp and this is responsible for the following properties

- (a) cohesiveness, elasticity and loft
- (b) resiliency, flame resistance, specific gravity
- (c) waviness, water repellency, crimp
- (d) fineness, length, color

11. Felting, a unique and important property of wool is based on

- (a) shrinkage
- (b) structure of the fibre
- (c) scale arrangement on the shaft
- (d) molecular structure of the fibre

12. is an untwisted rope of thousand of fibres

- (a) filament
- (b) fibre yarn

- (c) filament tow
- (d) dope
13. A fibre that is short, very lustrous and light cinnamon in colour comes from
- (a) Angora rabbit
- (b) Vicuna
- (c) Cashmere
- (d) Qiviut
14. When one polymer is surrounded or encircled by another polymer, it is an example of
- (a) Bicomponent fibres
- (b) Core-sheath fibres
- (c) Matrix-fibril fibres
- (d) Blended fibres
15. During the manufacture of rayon, the fibre passes through an acid bath and solidifies by
- (a) coagulation
- (b) evaporation of solvent
- (c) cooling
- (d) dissolving the carrier
16. The dimensional stability of regular rayon is
- (a) High
- (b) Medium
- (c) Low
- (d) Very high.

17. refers to fibres that soften or melt with heat.
- (a) Heat resistant
 - (b) Heat sensitivity
 - (c) Chemical resistant
 - (d) Heat setting
18. Nylon has the following properties.
- (a) high strength, light weight, resistance to chemicals
 - (b) high absorbency, low resiliency, low elongation
 - (c) low tenacity, low dimensional stability
 - (d) poor elastic recovery, poor abrasion resistance
19. Polyester is made by reacting dicarboxylic acid and dihydric acid and spun by
- (a) wet spinning
 - (b) dry spinning
 - (c) melt spinning
 - (d) hot drawing
20. A is the number of warp and filling yarns per square inch.
- (a) Balance
 - (b) Selvedge
 - (c) Fabric count
 - (d) Grain

Total 40 marks

SECTION B

True OR False - 2 marks each

1. The degree of luster can be controlled by varying the amount of delusterant producing dull or semi dull fibres.

2. Acetate loses some strength when wet.
3. Nylon has a high absorbency property.
4. Nylon has low resistance to sunlight.
5. Polyesters are more electrostatic than other fibres in the heat-sensitive group.
6. Olefin has poor heat retention.
7. Colour cannot be added to textile objects by either dyes or pigments.
8. Air is the best natural insulator known.
9. Fibres are either found in nature or made by man.
10. Fabrics made of resilient fibres tend not to wrinkle easily.

Total - 20 marks

Define five (5) of the following terms: 4 marks each.

Delustering

Mercerization

Block printing

Detergent

Antistatic finish

Water repellent

Colourfastness

Progressive shrinkage

Total - 20 marks

SECTION C

The section has four (4) questions and you are required to answer only two (2).

Each question is worth 10 marks.

1. What characteristics of manufactured fibres can be modified? Give an example of an end use that would benefit from each modification. How are these modifications achieved?

2. What are the three most common spinning methods used to produce manufactured fibres. Explain briefly how they differ and give an example of a fibre produced by each of these methods.
3. You have been invited to give a talk to a group of dress designers about the different types of fibres suitable for a cross-section of people. Select 2 fibres from two different classes and write down brief notes that you would use to present this talk under the following sub-headings:
- (i) Source
 - (ii) properties
 - (iii) Care
 - (iv) Use
4. Consider the most recent textile product you purchased. On what basis was that selection made?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

LSE 231

ENGLISH TEACHING METHODS (PRIMARY)

TIME: THREE (3) HOURS

**ANSWER: THREE QUESTIONS ONE FROM SECTION A AND TWO FROM
SECTION B.**

**ALL QUESTIONS CARRY EQUAL MARKS. CREDIT WILL BE
GIVEN FOR MATERIAL PRESENTATION AND PROFICIENCY
IN LANGUAGE USE.**

SECTION A

CHOOSE ONE QUESTION FROM THIS SECTION.

1. Explain briefly each of the following concepts, giving concrete illustrations of their significance in English Language Teaching:
 - (a) Aim versus objective in Lesson Planning.
 - (b) Language Acquisition Device (LAD).
 - (c) Stimulus - response - reinforcement.
 - (d) Deductive teaching
 - (e) Hypothesis testing.

2. Discuss the Education Act of 1966 in terms of language education provision at the primary school level bringing out the current implications for basic literacy of the school children according to the language teaching policy.
3. Compare and contrast the physiological adaptation theory and the second source theory of the origins of language bringing out their influence on English Language Teaching.

SECTION B

CHOOSE TWO QUESTIONS FROM THIS SECTION.

4. Read the following passage and do the tasks based on it below:

PASSAGE

Jane complained that she did not have an attractive dress to go to the School Independence Day Dance in. Jelita asked her why she did not make a new dress and Jane replied that she had not got enough money to buy material and that in any case none of the shops in the village had any attractive material. Jelita said that she would lend Jane some money and that Makina's Store had just received some new material. Jane gratefully accepted Jelita's offer and then asked her if she would go with her to the village. Jelita replied that she would be glad to as she wanted to buy some material herself.

TASKS

- (a) Re-write the passage as a dialogue suitable for a Grade 6 class.
- (b) Construct a linguistic situational exercise meant to teach a target structure extracted from the dialogue.
- (c) Briefly outline the procedure you would use to teach a particular structure or sentence pattern based on this dialogue.
- (d) Justify the uses of dialogues in English Language Teaching.

5. Construct a complete Lesson Plan for a 40 minute lesson to teach Grade 7 structure outlining both pupil and teacher activities and showing the actual materials to be used in the lesson. The lesson is based on the following objective:

By the end of the lesson PSBAT use question tags in order to encourage agreement with the speaker.

6. Discuss the merits and demerits of the Communicative Approach to Language Teaching and explain how this Approach has influenced the English component of the Zambia Basic Education Course at both the linguistic theory and learning theory levels.
7. Identify the elements, methodology and techniques of the English Component of the Zambia Primary Course and explain the shortcomings of this Primary English Course at both the theoretical and practical levels.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS, MAY, 1999

LSE 401

CURRICULUM STUDIES

TIME: THREE (3) HOURS

INSTRUCTIONS:

Reading Time:

You will be given 10 minutes to read the question paper, before starting to write, in order to choose which question to answer. 2 hours 50 minutes will remain to answer THREE questions.

Choice of Questions:

You should answer THREE questions choosing ONE from each of the three sections. In each section you have to choose one question from two available.

Use Three Separate Answer Books:

Please use a separate answer book for each question. You should therefore submit THREE answer books in all. Please clearly indicate the number of the question you are answering in the left hand margin of the answer book.

TOTAL MARKS: 100

SECTION A

INSTRUCTION FOR SECTION A

Answer only one question in this section; either Question 1 or Question 2. Use a separate answer book.

1. Denis Lawton in Curriculum Studies and Educational Planning (1983) states that the behaviourist view of human beings and the behavioural objectives model of curriculum have been examined and rejected. Both views are philosophically and psychologically unsound and anti-humanistic.
 - (a) Discuss the behaviour objectives model.
 - (b) Explain briefly whether there is a relationship between the behaviourist view of human beings and the behavioural objectives model of curriculum.
 - (c) To what extent would you agree that the demerits of the behavioural objectives model have influenced the rejection of the behavioural model of curriculum.
2. Elliot W. Eisner in The Educational Imagination (1979) says that one major orientation to schooling emphasizes the belief that the curriculum provided and the teaching strategies used should foster the development of the students' cognitive process.
 - (a) Explain the various levels of the cognitive domain and the implicit beliefs in the cognitive processes.
 - (b) Identify the major functions of the school that follows such an orientation.

- (c) Critically consider the implication of the orientation to cognitive processes for teaching curriculum content, and evaluation procedures.

SECTION B

INSTRUCTIONS FOR SECTION B

Answer one question in this section; either Question 3 or Question 4. Use a separate answer book.

3. Philip H. Phenix in Realms of Meaning (1964) states that the best curriculum for any learner is one that makes each learning experience available to him or her as soon as he or she is ready for it.
- (a) Imagine that you are a teacher in one of the schools or a curriculum worker in another type of educational institution in Zambia. Discuss any factors that you think might make it difficult for you in choosing what to teach.
- (b) Explain the principles you would use in organising materials for teaching and learning. Illustrate your answer with examples from your subject area.
4. D. K. Wheeler in Curriculum Process (1983) says that the final stage in the curriculum process is evaluation based on measurement and assessment.
- (a) Explain the terms “evaluation”, “assessment” and “measurement” according to Wheeler.
- (b) Discuss the Wheeler model of curriculum planning.
- (c) To what extent would you agree that evaluation is the final stage in the curriculum development process?

SECTION C

INSTRUCTIONS FOR SECTION C

Answer one question in this section; either Question 5 or Question 6. Use a separate answer book.

5. In 1973, P. W. Musgrave wrote in Knowledge, Curriculum and Change that the structure of knowledge in any society is clearly of great complexity and can be seen to relate to the division of labour in that society. It follows that as people come to occupy more specialised positions in society their knowledge comes to be meaningful to fewer other people.
- (a) Explain what the phrase “the structure of knowledge” means to you.
 - (b) Discuss factors that contribute to a situation whereby some members of a given society might “occupy more specialised positions” as a result of the curriculum knowledge that they possess.
 - (c) Would you agree that there is a correspondence between the amount of school knowledge made available to learners and what those learners might do in the world of work? Illustrate your answer with close reference to the Zambian situation.
6. G. Bishop in Curriculum Development (1985) states that the problem of innovation is a matter of changing attitudes, skills, values and relationships of education personnel. Change in attitudes is just as necessary as change in the instruction materials.
- (a) What do these terms mean to you “change”, “innovation”, “change/innovation process”, “planned change/innovation” and “change agent”.

(b) Identify and explain four (4) models of innovation.

(c) Think of an educational innovation in your area of expertise which you might introduce in an educational institution. Describe what your role is, the people involved, the resources needed and the appropriate strategy which you might utilise in order to implement the exemplified innovation.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

LSE 411

GEOGRAPHY TEACHING METHODS

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER THREE (3) QUESTIONS, OF WHICH ONE MUST BE QUESTION ONE (1). CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES AND ILLUSTRATIONS.

1. Study the following information:

“The enemy who must be stabbed by the National Party spear for Zambia’s sake, is not another politician or a member of another political party. It is not President Chiluba or a member of MMD. It is not former President Kaunda or a member of UNIP. It is our country’s 31 years old political system, ...”

(‘Shield and Spear of National Party’, The Post, Thursday, December 21, 1995).

Assess the impact of the ‘enemy’ concept on human development, such as that of political parties.

[20 marks]

2. "Then the owner of the vineyard said: 'What am I to do? I will send them my dear son. Perhaps they will respect him'",

(Luke 20:13 The Jerusalem Bible (1974), Darton, Longman and Todd Ltd, London).

Based on the above passage, devise a four - week scheme of work on the theme 'Respect' which can be taught to Grade 12 school candidates. [15 marks]

3. What power bases must you be familiar with in order to effectively handle potential discipline problems in your geography lessons? [15 marks]
4. Outline the main techniques required in order to set good mapwork questions at the senior secondary school level. [15 marks]
5. Discuss how you can display entrepreneurship when teaching geography in Zambia. [15 marks]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS, MAY, 1999

LSE 421

GEOGRAPHY TEACHING METHODS (SINGLE SUBJECT MAJOR)

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER THREE (3) QUESTIONS, QUESTION ONE (1)

COMPULSORILY

1. Population issues can hardly be separated from issues of environmental quality and sustainability. Argue.
2. If the present population situation continues, it will be difficult for the Zambian government to raise the standard of living and quality of life of the Zambian people. Discuss.
3. Of fieldwork you have undertaken, write a brief report under the sub-headings:
 - (a) Title
 - (b) Problem
 - (c) Objectives/hypotheses
 - (d) Methodology
 - (e) Findings, and

(f) Conclusions

4. (a) Compare and contrast quantitative and qualitative research paradigms.
- (b) Provide three (3) reasons why many geography education researchers are adopting a qualitative research approach in their work.
- (c) Research is not research if it is not action research. Analyse the validity of this argument in our socio-economic situation.
5. (a) Rationalize the need for fieldwork in teaching geography in Zambian schools.
- (b) Although objective testing is ideal for testing a large part of the syllabus, it can not be relied on to test all intellectual capabilities. Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

LSE 431

ENGLISH TEACHING METHODS II

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (1) IN SECTION 'A' AND TWO OTHER QUESTIONS, ONE FROM EACH OF THE OTHER SECTIONS. YOU SHOULD THEREFORE ANSWER THREE QUESTIONS IN ALL. ALL QUESTIONS CARRY EQUAL MARKS

SECTION A

1. Hymes (1974) theory of "Communicative competence" is a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Another but related analysis of communicative competence is that of Canale and Swain (1980). According to these two writers, communicative competence has four dimensions.
 - (a) Compare and contrast the concept of communicative competence as presented by Hymes (1974) with that presented by Canale and Swain (1980).
 - (b) Discuss and illustrate the implications of Canale and Swain's four dimensions of communicative competence for language teaching in general.

SECTION B

2. (a) Outline and explain the key stages in error analysis.
- (b) Following the stages discussed in (a) above, analyse all the errors in the following extract from a conversation on the telephone:
- Jane:** So Mwana! Me I just told her off that chi-woman.
Me she should not bother me, no.
- Ruth:** Yes, you she should not bother you at all. Her husband is the one she should bother. He is the one who wrote the letter which she found in the car, isn't it?
3. You are given a text below, a transcribed speech. Use it to plan a lesson on listening comprehension and note-taking for a Grade 9 class of 40 pupils. Your lesson plan should include, among other things, such information as:
- (i) administrative details
 - (ii) stages
 - (iii) teacher activities
 - (iv) expected responses or model answers
 - (v) evaluation exercise(s)
 - (vi) closure
 - (vii) follow up activity.

The Text: **The official Local languages of Zambia.**

Soon after independence in Zambia, seven of the local languages were given official recognition. These are: Bemba, Kaonde, Lunda, Luvale, Nyanja, Lozi and Tonga. In this talk, I am going to discuss the areas in which each of these languages is used in the country.

But before I do that, I would like to briefly explain what it means when a local language is given official recognition. Well, this will normally mean a number of things. One of them is that that particular language will be taught in schools as a subject in the relevant area. That's one thing. the other implication is that information originating from the central authorities, the central government, will be communicated to the people by translating it into the local language. It is partly for this reason that the seven local languages in Zambia are given air time on both Radio and Television.

Well, we may now go on to look at how the seven official local languages are distributed in the country. Let me start with Bemba. Bemba is associated with people from the Northern Province of Zambia. So it is the official local language in Luapula Province, in the Copperbelt Province, and in the eastern part of Central province; I am, talking about places around Mkushi or Kapiri-Mposhi. So much about Bemba; let me come to another local language, Nyanja.

Nyanja is one other local language which is quite widely used in the country. This language is commonly associated with people in the Eastern province, and therefore, obviously, it is official local language in that province. But in addition to the Eastern province, Nyanja is also official local language for Lusaka province, especially in the city itself and the area east of it, the area between the city and the Luangwa river.

And then we come to Tonga. Tonga is usually associated with people from the Southern Province; so once again, it is the official local language in this province. Tonga is the official local language in the Province, but not in the town of Livingstone. Let us look at the case of Livingstone later. Still talking about Tonga, we need to note that it is the official local language in some other areas. For instance, in the south-western parts of Central Province, that is in areas around Mumbwa, and in the Southern part of Lusaka Province, that is the areas around Kafue.

Now let us look at Lozi. This language is associated with people who come from the Western Province of Zambia. And so Lozi is the official local language of the Western Province. Lozi is also the official local language in the town of Livingstone. You remember I said we should discuss the case of Livingstone later, here you are.

That leaves us with three more official local languages; these are Kaonde, Lunda and Luvale. I would like to discuss these languages together because they are associated with people from the same province, the North-Western Province, although in various parts of it. For instance, Kaonde is the official local language in such areas as Solwezi, Kasempa and Mufumbwe. Lunda is the official local language in areas around Mwinilunga and Zambezi East. And Luvale is the official local language for the areas around Chavuma, Zambezi West and Kabompo.

I had intended my talk to be as brief as possible, so I shall stop here. Thank you very much for your attention.

SECTION C

- 4 (a) Explain and illustrate the way the Situational Approach has influenced the design of teaching and learning materials as well as classroom practices in ESL lessons in Zambia.
- (b) Prepare a lesson plan in which you teach a Grade 8 class the use of the third person singular in the present simple tense using the Situational Approach.
5. (a) With the help of examples explain how the structural linguists and behavioral psychologists' views influenced the development of the Audio-Lingual Method.
- (b) Construct an audio-lingual exercise aimed at giving Grade 10 pupils practice in the use of 'now that' and 'seeing that' to express reason.
6. (a) Discuss and illustrate the assertion that the Cognitive-Code Approach looks for a rationale in Cognitive psychology and linguistics or Chomsky's theory of transformational grammar.
- (b) Design a forty-minute lesson plan in which you teach a Grade 11 class the use of 'who' with subjects that are people in defining and non-defining relative clauses using the Cognitive-Code approach.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS, MAY, 1999

LSE 451

HISTORY TEACHING METHODS

TIME: THREE (3) HOURS

MARKS: 40

INSTRUCTIONS:

ANSWER ANY THREE OF THE FIVE QUESTIONS GIVEN IN THIS PAPER. WRITE THE ANSWER TO EACH QUESTION ON A SEPARATE ANSWER SHEET.

ALL THE QUESTIONS CARRY EQUAL MARKS.

-
1. Highlight the attributes of a good history textbook and explain with examples how a textbook can be utilised to enhance history teaching.
 2. What are the functions of questions in history teaching and what are the characteristics of good questions?
 3. Discuss any two objective history test instruments with particular reference to their nature, advantages and disadvantages.

4. What are the essential qualities of an HOD for the Social Sciences Department and what is his/her job description?
5. Outline the duties of a Subject Inspector and explain how he/she can improve the quality of teaching in his/her subject area.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS -
DEC. 1999**

LSE 451

HISTORY TEACHING METHODS

TIME: THREE (3) HOURS

MARKS: 40.

INSTRUCTIONS:

ANSWER ANY THREE (3) OF THE FIVE QUESTIONS GIVEN IN THIS PAPER. WRITE THE ANSWER TO EACH QUESTION ON A SEPARATE ANSWER SHEET.

ALL QUESTIONS CARRY EQUAL MARKS.

1. Discuss a project with particular reference to its application, value and limitations in history teaching.
2. Highlight the functions, value and limitations of still flat pictures in history teaching.
3. What problems of subjectivity are involved in marking of history essay work for pupils in senior secondary schools and how can such problems be effectively addressed by history teachers.
4. Illustrate Popham's Instructional Model and compare it with the Instructional Model that has been developed by its critics.

5. Why are lesson objectives necessary in history teaching and what are their essential components?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

LSE 471

AFRICAN LANGUAGES TEACHING METHODS II

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER TWO QUESTIONS FROM each SECTION. ALL THE QUESTIONS CARRY EQUAL MARKS.

SECTION A

1. (a) Discuss major weaknesses in African languages education programmes for both primary and secondary school teachers in Zambia.
 (b) Suggest remedies for the weaknesses you have identified in (a).
2. Discuss the significance of teaching poetry and explain why the teaching of poetry in Zambian languages has for a long time been neglected.
3. (a) Briefly explain the implications of the following statement:
 pedagogical aspects of first language, linguistic competence and linguistic performance in a particular African language you teach are some of the requisites for teaching African languages in Zambian secondary schools.

 (b) (i) State whether the requisites cited in (a) are strictly observed in schools, and give reasons for your answer.
 (ii) What would be the effect of ignoring these requisites?

- 4) "Les jeux contribuent à animer les classes de langue et à permettre aux élèves de s'impliquer davantage dans leur apprentissage en prenant plaisir à jouer avec les mots, les phrases et les textes qu'ils créeront individuellement et collectivement"
- Proposez un jeu de vocabulaire pour la classe de grade 9.

5. Trouver les situations communicatives pour les énoncés suivants:

- Tu es vraiment sympa!
- C'est chic!
- Je ne sais comment vous remercier!
- T'as l'heure?
- Hé! là queue!

- 6.
- Oui?
 - Bonjour madame. Je suis Renata Fischer l'amie de Christine
 - Ah! Enchanté de vous connaître Renata - Christine m'a beaucoup parlé de vous Bernadette Maréchal
 - Enchantée, madame
 - Eh bien, entrez Renata, Voilà mon mari. Chéri, je te présente Renata Fischer
 - Très heureux mademoiselle
 - Enchantée monsieur

A l'aide du texte ci-dessus, préparez cinq questions à choix multiple.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

LSE 481

FRENCH TEACHING METHODS II

DUREE: TROIS HEURES

CONSIGNES: TRAITEZ TROIS QUESTIONS.

UNE QUESTION DANS LA PREMIERE SECTION ET DEUX
QUESTIONS DANS LA DEUXIEME SECTION.

PREMIERE SECTION

1. Comment la linguistique traditionnelle a-t-elle influencé l'enseignement des langues étrangères?

OU

2. Définir les tests de pronostic et de diagnostic ensuite, faire une classification de ces deux types de tests.

DEUXIEME SECTION

3. "La motivation est une notion complexe, non observable et elle est inférée à partir des manifestations" Comment motiveriez-vous les élèves de français en grade 8 ou 9?

4. With the help of illustrations, explain the meanings of the following statements or phrases as they relate to the teaching of translation:

- (a) phonetic, phonological, syntactic and semantic levels of equivalence.
- (b) Total linguistic equivalence-in the sense of preserving equivalence at all levels-is an impossibility.
- (c) The linguistic level equivalences in translation are always to some degree mutually exclusive.
- (d) Linguistic and cultural distance.

SECTION B

5. Explain and illustrate how you would help pupils to study in great detail and understand setting and characterization in any novel or short story book you have read in any *Zambian* language.

Remember to indicate the grade level of your pupils.

6. Prepare a lesson plan in which you teach a Grade 9 class the form and function of diminutive nouns.

7. the objectives given below are extracted from the Junior Secondary *Zambian* Languages Syllabus.

PSBAT:

- (i) 4.2.1 carry out a conversation.
- (ii) 4.9.1 sing traditional songs.
- (iii) 4.11.1 recall some tongue twisters.

- (iv) 8.1.3 use the principles of written composition to write an account of an encounter with some aspect of Zambian political life.
 - (v) 15.1.1 use the present simple to express habitual action, given the principles of verb tense formation.
 - (vi) 29.1 construct the interrogatives.
 - (a) Comment on the suitability of each objective.
 - (b) Where you feel an objective is either inappropriate or inadequate formulate an alternative objective on the aspect suggested, which you think would be more suitable for a mother-tongue syllabus.
8. Construct a lesson plan in which you teach a Grade 11 class how to write a speech. For the pupils' written exercise give them a situational composition question and state the techniques you will use to prepare them to answer it.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

LSE 491

RELIGIOUS EDUCATION METHODS

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS:

**ANSWER THREE (3) QUESTIONS IN FULL, CHOOSING ONE (1)
OR TWO (2) FROM EACH SECTION.**

SECTION A

1. With reference to learning about religion and learning from religion, discuss evaluation of pupils' learning in RE.
2.
 - (a) Critically discuss the difference between the empiricist theory of knowledge and the coherentist theories of knowledge.
 - (b) Explain why religious language or explanation is largely allegorical, metaphorical, figurative and poetic.
3. According to Phillips, religion should be taught in schools because of
 - (i) its content,
 - (ii) the part it has played and still plays in human life, and

- (iii) its connection with other educational disciplines.

With reference to these three factors, discuss the importance of RE as a curriculum subject.

SECTION B

4. Critically discuss Hill's four (4) approaches to the teaching or presentation of multi-faith RE.
5. (a) Explain the difference between 'religious absolutism' and 'religious equality or neutrality' in RE.
- (b) What is :
- (i) the educational critique, and
- (ii) the religious critique of religious equality or neutrality?
6. (a) Show the difference between education and indoctrination.
- (b) Critically discuss the teacher's 'intentions' and 'methods' as criteria of indoctrination.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

MSE 231

MATHEMATICS EDUCATION I

TIME: THREE (3) HOURS

INSTRUCTIONS: ATTEMPT ANY FOUR (4) QUESTIONS BELOW.

**MARKS POSSIBLE: 100. EACH QUESTION CARRIES 25 MARKS.
FOR EACH PART OF A QUESTION, MARKS ARE
SHOWN IN BRACKETS.**

1 (a) (i) What is meant by sequencing of Instruction?

(ii) Why is careful sequencing of subject matter important in teaching Mathematics? [4]

(b) Named below are two devices that may be used in sequencing subject matter. Select **ONE** of them and explain how you might use it to sequence subject matter in school Mathematics.

(i) learning hierarchy.

(ii) Topic Precedent Diagram (TPD) [6]

(c) Name and explain briefly **FIVE** factors that influence sequencing of subject matter in Mathematics. [15]

2. Primary Teaching is an occupation which requires the ability to handle and live with a multitude of dilemmas, for example you are expected to establish your authority to maintain discipline while at the same time (you are expected) to allow children to develop their own individual capacities and interests.

(a) Elaborate on what is meant by allowing children to develop their own individual capacities and interests. [8]

(b) Explain how you would gain respect from the children. [8]

(c) Discuss how you would balance the two delicate roles in (a) and (b) above. [9]

3 (a) What do you understand by the term "Teaching Method"? [3]

(b) Name and explain briefly **FOUR** factors that may influence teachers' choice of teaching method in a given situation. [12]

(c) "What Primary Mathematics Classrooms in Zambia need most today is not teachers who understand mathematics and can explain it to children, but teachers who understand and can use the right teaching methods in a given situation."
Discuss briefly the statement above, justifying any points you make in agreeing or disagreeing with it. [10]

4 (a) List **FIVE** ways of assessing pupils in Mathematics other than through examinations, tests, homework and exercises. [5]

(b) For each of the ways you have stated in (a), explain the context at primary level when it may be used highlighting its pros and cons. [20]

5 (a) "Many people say that the best teaching aid is ourselves, teachers."
Explain how and why this may be so and how, in fact, this may not be so. [6]

(b) Familypac is a new intervention in primary schools in Zambia aimed at strengthening home support for the learning of pupils. It involves parents (or a representative of the family) sitting in class about three times in a term to learn with the children and to see the teaching techniques being used and hence be of adequate help with children's homework. What strengths, weaknesses, opportunities and threats do you see in this intervention for the teaching of Mathematics? [8]

6 (a) In his keynote lecture on the Nature of Mathematics given to the Zambia Association for Mathematics Education Conference of 1994, Professor Theo said that "..... to attempt to define Mathematics would be dangerous for more worthy beings have burnt their fingers in attempting to do so." He then went on to give four possible definitions these being:-
(i) "Mathematics may be defined as the subject in which we never know what we are talking about nor whether what we say in Mathematics is based on valid reasoning."
(ii) "Mathematics is "the study of what is true of hypothetical states of things."
(iii) "Mathematics in general is fundamentally the science of self evident things."
(iv) "Mathematics is the science of patterns."
Choose two of the four definitions and state your understanding of what they mean. Then discuss the merits and demerits of the two definitions. [15]

(b) Argue for or against the need for Primary School Teacher to learn University level Mathematics. [10]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

MSE 331

MATHEMATICS EDUCATION 1

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS:

**ATTEMPT ANY FOUR QUESTIONS. EACH QUESTION
CARRIES 25 MARKS. FOR EACH PART OF A
QUESTION, MARKS ARE SHOWN IN BRACKETS.**

- 1 (a) Some of the aims of teaching mathematics are utilitarian; e.g. to provide each pupil with such Mathematics as may be needed for the study of other subjects. Some of the aims are aesthetic; e.g. to develop in each pupil the appreciation and enjoyment of Mathematics itself. Coverage of specific topics on the syllabus can enable the fulfillment of utilitarian aims. Fulfillment of non utilitarian aims needs more than the coverage of specific topics. Discuss what it takes to fulfill the non utilitarian aims. [15]
- (b) Discuss advantages and disadvantages of basing the planning for teaching on Bloom's taxonomy of behavioural objectives. [10]
- 2 (a) Give a critical appraisal of peer teaching as a tool for preparing trainee teachers for the real classroom situation. Your appraisal should cite the strengths, weaknesses, opportunities and threats associated with this component of teacher training and experienced during the course MSE 331. [15]
- (c) It is said that it is neither possible nor desirable to prescribe to teachers definite ways of teaching Mathematics. Explain your position on this statement. [10]

- 3 (a) (i) What is meant by sequencing instruction? When can a teaching sequence of mathematical subject matter be said to be **logically** and **psychologically** sound? [8]
- (ii) What are the advantages and limitations of learning hierarchies as devices for sequencing subject matter in Mathematics? [7]
- (b) A teacher decided to teach the following mathematics topics in senior secondary school: statistics, fractions, graphs of functions, vectors, transformations, matrices, polygons, and equations. Work out and justify a linear sequence for presenting the topics. [10]
4. Explain how each of the following can and cannot be a positive factor in enhancing the quality of teaching.
- | | | |
|-------|-----------------------------|-----|
| (i) | Schemes of work | [5] |
| (ii) | Lesson Plans | [5] |
| (iii) | Records of work | [5] |
| (iv) | The pupil as a teaching aid | [5] |
| (v) | Improvised teaching aids | [5] |

- 5 (a) Explain the distinction between a norm-referenced and a criterion-referenced test, and give an example of the appropriate use of each type of test. [10]
- (b) A major objective of the Basic Education Mathematics curriculum in Zambia is “to develop interest in mathematics and encourage a spirit of inquiry”. This objective is not evaluated by current teacher made tests and/or public examinations. Suggest ways in which current assessment practices in basic education might be modified so as to make possible the evaluation of the above objective. [10]
- (c) Twenty Grade 9 pupils were given a Mathematics test. Part of the results are shown in the table below, where R (Right) and W (Wrong) are used to indicate which candidate got the named item right or wrong.

Student	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Position in class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Performance on item 2	R	R	R	R	W	R	W	W	W	W	W	W	W	W	W	R	W	W	W	W

Calculate the facility index and discrimination index for item 2, and comment on your results. [5]

- 6 (a) You have been awarded a consultancy by the Ministry of Education to give a well informed recommendation on whether the Ministry’s In-Service Education Department should invest its hard earned special budgetary allocation on training teachers on the use of child centred methods or on improving teacher expository methods. Analyse the two scenarios and make, with justification, a definite recommendation. [15]
- (b) “..... by insisting on particular methods of solving (mathematical) problems, and particular ways of writing down these solutions, are we in danger of preventing our pupils from developing their own common-sense even ingenious solutions? In brief, to what extend are our pupils’ failures really our own?” Write detailed answers to these questions. [10]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

MSE 341/351/361

BIOLOGY/PHYSICS/CHEMISTRY TEACHING METHODS 1

TIME: THREE (3) HOURS

INFORMATION:

1. THERE ARE SIX(6) QUESTIONS IN THIS PAPER.
2. EACH QUESTION HAS POSSIBLE MAXIMUM MARKS OF 20.

INSTRUCTIONS:

1. ANSWER QUESTION ONE AND
2. ANY OTHER FOUR (4) QUESTIONS .

-
- | | | | |
|----|----|--|------|
| 1. | a. | Explain the importance of lesson evaluation. | [2] |
| | b. | Identify approaches a science teacher can use to evaluate a lesson. | [3] |
| | c. | Discuss the significance of 'self-Evaluation' after presenting a lesson. | [3] |
| | d. | Identify and discuss aspects of a lesson a science teacher should consider when doing self-evaluation/self-reflection. | [12] |
| 2. | a. | In what ways are "Aims" different from objectives? | [3] |
| | b. | Show the differences between the following pairs of objectives: | |

- (i) Knowledge and comprehension objectives;
 - (ii) Analysis and synthesis objectives;
 - (iii) Cognitive and psychomotor objectives.
 - (iv) Application and Evaluation objectives [8]
- c. Objectives are said to be more useful for teaching purposes than aims.
Discuss ways in which they are useful to teaching of science. [4]
- d. Write on the components of a complete instructional objective. [5]
3. a. Identify things that a science teacher should take into account when considering to use lecture method. [4]
- b. Discuss the disadvantages of using lecture method for teaching science. [12]
- c. Explain how the effectiveness of the lecture method can be improved. [4]
4. a. Describe what Role-Play is. [3]
- b. Discuss the value of Role-Play for teaching science. [5]
- c. What kind of topics are best taught using Role-Play? [2]
- d. Choose a topic in your subject area and discuss fully how you would teach it using Role-Play. [8]
- e. Identify problems associated with using Role-Play for teaching purposes. [2]
5. a. Distinguish between the following terms:
- (i) Formative and Diagnostic tests
 - (ii) Reliability and Validity
 - (iii) Impression and Analytic marking
 - (iv) Criterion and Norm referencing. [8]
- b. Discuss the role of tests in the teaching-learning of science. [6]

c. The following are test-items that may be used for assessing pupils' learning of science:

- (i) Multiple - choice items
- (ii) Matching items
- (iii) Essay items

Choose only one of them, and then

- (i) identify three merits of using such a test item
- (ii) identify three demerits of using such a test item. [6]

6. a. Discuss the value of a well prepared scheme of work to a new science teacher. [4]
- b. Contrast between a syllabus and a scheme of work. [10]
- c. Discuss issues a science teacher must consider where preparing a scheme of work for a term. [6]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

MSE 431

MATHEMATICS EDUCATION III

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS:

**ATTEMPT ANY FOUR QUESTIONS. EACH QUESTION
CARRIES 25 MARKS. FOR EACH PART OF A
QUESTION, MARKS ARE SHOWN IN BRACKETS.**

1. This question is based on the extract from the England and Wales National Mathematics Curriculum document of 1988 (circulated with the examination paper).
 - (a) Using the England and Wales national Curriculum document, tease out the factors that influenced and/or were taken into consideration when drawing up the National Curriculum. [15]
 - (b) Discuss the relevance (or lack of relevance) of the factors in (a) to Mathematics Curriculum reform in Zambia. [10]
- 2 (a) Briefly compare and contrast two philosophies of Mathematics, namely: platonism and intuitionism; and indicate with reasons which of the two you favour. [10]
- (b) Outline how you would negotiate your philosophy of mathematics education in a context where other philosophies are practiced? What obstacles are you likely to face? Explain your answer. [15]

- 3 (a) (i) What is meant by classroom organisation? [5]
- (ii) What is the main methods of classroom organisation used in Zambian schools? In what ways do you think this method of classroom organisation advances or hinders the progress in Mathematics of individual children with special educational needs? Illustrate your answer with clearly explained examples. [12]
- (b) It is often said that the best discipline is self discipline. Identify and discuss one strategy that you might use to help pupils improve their own standard of conduct in the classroom. [8]
- 4 (a) (i) State what you understand by In-Service Education and Training (INSET). [5]
- (ii) Explain why there is often conflict between the views of school administration and individual teachers regarding purposes of INSET and suggest ways in which the planning and implementation of INSET might be conducted to minimize the conflict. [12]
- (b) It is often suggested that by being active in extra-curricular activities, for example participating in activities of Mathematics clubs, teachers are furthering their own professional development. To what extent do you think this is true? Explain your answer. [8]

5. "Identification and analysis of children's errors and misconceptions on a regular basis is a significant step towards improvement of pupil bearing".

(i) To what extent do you agree/disagree with the statement above? [8]

(ii) How would you identify children's errors and misconceptions in a given school subject? [7]

(iii) How would you ensure that colleagues in your department adopt a similar approach (to (ii) above). [10]

6 (a) The main responsibilities of a Head of Mathematics Department in a school may be classified under five themes:

(i) implementation of the curriculum;

(ii) concerns with pupils;

(iii) concerns with colleagues;

(iv) administration; and

(v) beyond the department.

Outline the details that may fall under each of the five themes. [15]

(b) Present a case on whether or not the training of teachers of Mathematics in Zambia should concentrate on improving child centred methods or on improving teacher expository methods. (Your presentation should benefit from your school teaching practice experience). [10]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

MSE 441/451/461

BIOLOGY/PHYSICS/CHEMISTRY TEACHING METHODS 111

TIME: THREE (3) HOURS

INFORMATION:

- 1. THERE ARE EIGHT (8) QUESTIONS IN THIS PAPER.**
- 2. EACH QUESTION HAS POSSIBLE MAXIMUM MARKS OF 20.**

INSTRUCTIONS:

- 1. ANSWER ONE QUESTION IN SECTION A AND**
- 2. ANY OTHER FOUR (4) QUESTIONS IN SECTION B.**

SECTION A

ANSWER ONE QUESTION ONLY FROM THIS SECTION.

1. a. As a science teacher, you will be required to prepare reagents or solutions.
- (i) Identify things you must take into account when preparing reagents or solutions. [5]
- (ii) Explain:
- (1) Why it is better to purchase Benedict's solution instead of Fehlings A and B.
- (2) Where Hydrogen peroxide should be kept.
- (3) The purpose of using ethanol where testing for presence or absence of fats. [4]
- b. One of the purposes of the practical examination in Biology is to test candidates' ability to draw specimens. Discuss fully how they are expected to do this. [6]
- c. Explain how pupils are expected to label a biological drawing. [3]
- d. How are pupils expected to express measurement and magnification in biology practicals. [2]
2. a. Compare and contrast between qualitative analysis and quantitative analysis. [2]

- b. Describe fully giving practical details how you would teach a class of pupils in order to enable them label correctly six test-tubes containing the following solids:
- (i) common salt
 - (ii) calcium hydroxide
 - (iii) calcium carbonate
 - (iv) sodium sulphate
 - (v) calcium nitrate
 - (vi) sodium nitrate [18]
3. a. Describe a laboratory method of determining the acceleration due to gravity by using simple pendulum [8]
- b. Discuss the chief sources of errors likely to be present in this experiment and suggest how their effects can be reduced to minimum. [6]
- c. Outline the guidelines for drawing graphs as part of the calculations. [6]

SECTION B

ANSWER ANY FOUR (4) QUESTIONS FROM THIS SECTION.

4. a. Distinguish between the following:
- (i) core-curriculum and co-curriculum
 - (ii) balanced curriculum and integrated curriculum.
 - (iii) spiral curriculum and subject curriculum. [6]
- b. Discuss 3 criteria for selecting curriculum content. [3]
- c. Some science educators have argued against the use of the objectives model for curriculum development. Identify and discuss their arguments against this model. [11]

5. a. Public Examinations are said to be "a Necessary Evil". Discuss. [10]
- b. You want to introduce continuous assessment in the Science Department.
- (i) Explain fully how you would go about bringing this change. [5]
- (ii) Identify and discuss merits the intended change is likely to bring. [5]
6. Write briefly on each of the following:
- a. The value of INSET to science teachers. [5]
- b. Strategies for improving female participation and achievement in science subjects. [5]
- c. Scientific attitudes pupils can acquire as a result of participating in JETS activities. [5]
- d. The value of being a member of a professional association like ZASE. [5]
7. Discuss the attributes of a good or an effective Head of Science Department. [20]
8. a. Identify and discuss:
- (i) bad classroom practices and
- (ii) good classroom practices you observed during school teaching practice. [10]
- b. Discuss how
- (i) the bad classroom practice you have identified above may be minimised and
- (ii) how the good classroom practices you have identified can be strengthened. [10]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

RS 101

INTRODUCTION TO RELIGIOUS STUDIES

TIME: THREE (3) HOURS

ANSWER FOUR QUESTIONS.

1. (a) Attempt some definition of **Religion**.

 (b) Explain **clearly** three theories of the origin of religion that aimed to explain away religion in the 18th or 19th century.
2. In what ways did Carmody see the Idea of the Holy operating in African societies as well?
3. Explain why Otto was unhappy with Schleiermacher's description of the Holy.
4. "Although Zoroaster denounced the Daevas as malignant, he also made slight concession to polytheistic ideas." Discuss.
5. (a) "Zoroastrianism is regarded as the first religion to develop a full scheme of demonology." Discuss.

 (b) "Zoroaster reduced the whole human drama, the ultimate purpose of human existence to one essential element: CHOICE." Discuss.

6. “There was unmistakable traces of the principle doctrines of Zoroastrianism concerning heaven and hell, judgment after death and at the end of the world, an angelic hierarchy, a dualism of good and evil under two opposed forces with their respective leaders, Michael and Satan, together with a Messianic Kingdom in which righteousness would prevail ...” E. O. James. Discuss in the light of post-exilic Judaism theological outlook.
7. Discuss the creation of Israel in 1948 as a response to the Holocaust.
8. Discuss the current varieties in Judaism.
9. (a) Write short notes on the following Early Christian Heresies: Gnosticism, Marcionism, Montanism.

(b) Indicate the importance of St. Augustine to the Christian Church.
10. why is Martin Luther traditionally regarded as the found of the Protestant Reformation?
11. (a) Outline the history of the Church of England in the context of the Protestant Reformation.

(b) What are Millenarian churches? Give examples.
12. Why do you think we have too many churches in Zambia? Are they for monetary gains or for evangelising the un-evangelised? Defend your position

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

RS 201

INDIGENOUS RELIGION IN CENTRAL AFRICA

TIME: THREE (3) HOURS

ANSWER ONLY FOUR QUESTIONS.

1. Discuss the similarities in the myths about the Bemba and Lozi royal origins. What is the significance of these myths?

2. (a) Trace the origin of Makumba cult.

- (b) How did it survive foreign invasion of Lunda, Yeke, Swahili and colonial administrator?

3. Briefly describe the following terms:
 - (a) Lineage spirits
 - (b) Ancestral spirits
 - (c) Territorial spirits
 - (d) Guardian muzimu
 - (e) Inherited muzimu
 - (f) Household muzimu

4. State the similarities and differences between Kapembwa and Basangu cults.
5. (a) Describe the nature of the migration of the Eastern Bantu from Cameroun to Central and Southern Africa.
(b) Explain the impact it had on their:
(i) Language
(ii) Religious beliefs
(iii) Agriculture
6. State the major similarities and difference between Ceelo among the Plateau Tonga and Mahamba among the Chookwe, Luchazi and Lwena.
7. (a) Discuss the three (3) social groups among the Western Bantu noting what necessitated the establishment of such groups.
(b) Why did the Eastern Bantu fail to form any organised social groups during their migration?
8. Why should African Tradition Religion be regarded as a world Religion?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

RS 311

THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA

TIME: **THREE (3) HOURS**

ANSWER ANY FOUR QUESTIONS.

REMEMBER TO WRITE YOUR COMPUTER NUMBER ON ALL ANSWER PAPERS.

1. (a) Describe what is meant by Strayer when he speaks of the Metropolitan of history?
 (b) What is methodologically new about the encounter stage and the study of African religions?
2. (a) Outline Horton's theory of religious change.
 (b) Identify the nature and consequences of Fisher's differences with Horton's theory.
3. (a) State and explain the social-structural factors that Ifeka - Moller discusses in her article of conversion?
 (b) Describe the five types of conversion according to Rambo?

4. (a) What strategies did the missionaries use to convert Africans to Christianity?
(b) "Muslims have used force to convert Africans to Islam". Do you agree or disagree? Give reasons for your answer.
5. Identify and explain five (5) critical factors according to Beidelman, in the study of Christian missions.
6. (a) How does Gadsden argue that colonial schooling contributed to gender inequality?
(b) What effect does this has/have on the economic and political roles of women in Zambia?
7. With reference to Stockton (California) and Gwembe (Zambia), discuss critically the merits and demerits of the Human capital theory?
8. (a) How does Van Binsbergen criticize Horton's theory of conversion?
(b) What does Van Binsbergen propose as an alternative to Horton's theory?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS, MAY, 1999

RS 921

RELIGION AND PSYCHOLOGY

TIME: THREE (3) HOURS

ANSWER ONLY FOUR QUESTIONS.

1. (a) Outline the Anglo-American contribution (people, dates, etc.) to the psychology of Religion.

 (b) Write a note indicating the importance of Edwin Starbuck.
2. (a) Identify some of the main types of consciousness.

 (b) Illustrate how religious consciousness can be affected by some of the other forms of consciousness.
3. (a) Outline the Behaviorist approach to psychology.

 (b) Discuss some of the main strengths and weaknesses of the behaviorist approach for the psychology of religion.
4. (a) Write an explanatory note on Freud's notion of superego indicating its origins in the person's psyche.

- (b) Critically outline Freud's view of religion.
5. (a) Outline Jung's personality theory.
- (b) Critically examine Jung's psychology of religion.
6. (a) How did William James define religious experience?
- (b) According to James, what are the characteristics of mysticism?
7. As a new teacher you are asked to give a talk to the academic staff of your new school on: "Abraham Maslow's Psychology." Please outline the talk you would give.

END OF EXAMINATION