

The University of Zambia
School of Education
2008 Second Semester Examinations

1. EAP 111 The origins and development of education in Zambia
2. EAP 112 The Role of education in development
3. EAP 912 Educational administration and management
4. EAP 925 Issues in higher education
5. EPS 115 Developmental outcomes: Primary school years
6. EPS 121 Developmental outcomes pre-school years
7. EPS 151 Introduction to special education
8. EPS 131 Sociology of education
9. EPS 152 Special education needs
10. EPS 112/212 Educational psychology
11. EPS 252 Teaching children with specific learning difficulties
12. EPS 261 Child neuro-psychology
13. EPS 262 Teaching children with communication disorders
14. EPS 332 Learning processes: a sociological perspective
15. EPS 352 Classroom organization and management in special education
16. EPS 372 Teaching children with hearing impairments
17. EPS 472 Counseling in child disability – practical
18. ISE 111 Nature of children's learning
19. ISE 132 Art and design
20. ISE 152 Human anatomy, physiology and physical education
21. ISE 152 Psychology of adult learning
22. ISE 172 Community nutrition and education
23. ISE 181 Introduction to social studies I
24. ISE 182 Introduction to social studies II
25. ISE 242 Art teaching methods II
26. ISE 252 Physical education and health
27. ISE 262 Physical education teaching methods II
28. ISE 282 Current issues in social studies
29. ISE 292 Music of Africa
30. ISE 319 Primary school curriculum development
31. ISE 352 Biomechanics of physical education
32. ISE 372 Issues in home economics
33. ISE 382 Special topics in social studies II
34. LSE 212 Social studies teaching methods II
35. LSE 232 English teaching methods – primary II
36. LSE 292 Primary religious education methods

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| 37. LSE 312 | Geography and teaching methods |
| 38. LSE 332 | English teaching methods (secondary) |
| 39. LSE 342 | Pedagogical grammar |
| 40. LSE 362 | History of teaching methods |
| 41. LSE 372 | African languages teaching methods I |
| 42. LSE 382 | French teaching methods |
| 43. LSE 392 | Religious education teaching methods |
| 44. MSE 332 | Mathematics education II |
| 45. MSE 932 | Mathematics education IV |
| 46. MSE 942 | Biology teaching methods |
| 47. RS 102 | Introduction to religious |
| 48. RS 202 | Bantu religions in southern Africa |
| 49. RS 312 | The impact of Christianity and Islam on Africa II |
| 50. RS 335 | Introduction to world scriptures |
| 51. RS 922 | Religion and psychology |
| 52. RS 935 | Religion and politics |

**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION**

FINAL EXAMINATIONS-FEBRUARY 2008

**COURSE: EAP 111-THE ORIGINS AND DEVELOPMENT OF EDUCATION IN
ZAMBIA**

TIME ALLOWED: Three (3) hours

INSTRUCTIONS:

- a) Answer any three (3) from the given 9 questions.
 - b) All questions carry equal marks i.e. 20 marks each.
 - c) Total marks:60.
 - d) You are requested to read all the questions carefully before selecting the ones to attempt.
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1. There are some elements in traditional education which are relevant to an individual's life in a community. Discuss this assertion in relation to modern way of life.
 2. Discuss the way the philosophy of adaptation was used during the pre-independence period. Evaluate the extent to which the philosophy is related to the 1970s educational reforms in Zambia. Provide justifications for the use of this model in developing countries.
 3. The development of education in Zambia during the last 100 years has seen various policy changes. Discuss the main thrust of these changes since 1907 (the establishment of the Barotse National School). How have successive Governments tried to guarantee access to education across the country?
 4. Trace and discuss how the Colonial Government in Northern Rhodesia got involved in the provision of African education between 1924 and 1938.
 5. Show how Missionary Education has contributed to later advances in Zambia's development in the 21st Century.
 6. Trace the way in which the "White Collar Worker" syndrome developed and manifested itself in Zambia's education system during the 1960s. How did the new Republic of Zambia attempt to address the "White Collar Worker" syndrome?
 7. Give reasons for the slow development of secondary education in Zambia.
 8. Why was there need to change the education system in Zambia in the Third Republic? Give examples of the preceding developments in the development of the education system as you understand it.
 9. Identify the major recommendations of the Dakar World Conference. What steps should Zambia take to achieve the goal of providing basic education to all by 2015?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES.**

2007/2008 -ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS.

EAP 112 – THE ROLE OF EDUCATION IN DEVELOPMENT.

TIME ALLOWED: THREE(3) HOURS.

INSTRUCTIONS

- a) Answer only **THREE(3)** questions from the given **nine(9)** questions.
- b) All questions carry equal marks,(i.e. 20 marks each)
- c) You are required to read through all the questions carefully before selecting which ones to attempt.
- d) Write legibly and do not cut words at the end of each line.
- e) Credit will be given for practical examples given in your answers.
- f) Clearly number each question that you are attempting to answer.
- g) There is **two (2)** printed pages in this examination.

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- 1) An equal distribution of either resources or opportunities does not always bring fairness in the education sector. Therefore, sometimes we should have resources or opportunities distributed unequally to achieve fairness. Discuss this statement with examples from the Zambian education system.
 - 2) What is the link between education and production? Discuss the importance of production activities in education, giving practical examples of such activities.
 - 3) Define the theory of dependency and describe the historical roots and characteristics of this theory. How possible and how far can an African country extricate itself from a situation of dependency?
 - 4) Identify and discuss the four models or approaches that can be used in the process of curriculum diversification. In what ways can diversification of the school curriculum become a tool for reducing unemployment in Zambia?
 - 5) (i) Examine and discuss the characteristics that define a modernised individual/society under the following subheadings:
 - (a) psychological aspects
 - (b) economic aspects
 - (c) polical aspects(ii) Is it tenable to argue that the school is the most potent force through which modern values can be cultivated.

- 6) It has been argued that investments in the girl-child's education yields some of the highest returns of all development investments. Discuss four(4) reasons advanced in support of this assertion.
- 7) A key factor in any discourse on the trends of educational management in the 21st century is that of global context. Discuss this statement, showing how this global context influences the provision of quality education in Zambia.
- 8) Discuss the effects of poverty with reference to education provision in Zambia. What specific measures can the local people, non-government organisations and the government of Zambia take to counteract the effects of poverty?
- 9) Can education lead to national development in the 21st century? Discuss.

END OF THE EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EAP 912: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS: i) Answer any **THREE** questions.

ii) Each question carries 20 marks.

iii) Write legibly and do not cut words at the end of each line.

iv) Credit will be given for practical examples in your presentation of answers.

v) There is one printed page in this examination.

1. Within the framework of an appropriate organisational theory, outline the major elements that are common to all forms of school administration in Zambia today. Examine the adequacy of the approach you have chosen for dealing with issues arising in schools.
2. Groups and teamworking are an essential and integral part of the work organisation, but people value their individuality for the mutual benefit of the group as a whole. Do you agree? How do you think school managers might best be trained to enhance the contribution and performance of groups?
3. Critically assess the practical value of Maslow's hierarchy of needs model to improving the motivation of people at work. Give examples of the extent to which the theory could meaningfully be applied to staff in the education system.
4. "It is generally accepted that almost any person of normal intelligence and sincere desire to be of service to people can acquire considerable skills in the art of leadership through training"(Anthony D' Souza, 1999:20). In line with the above assertion, identify and discuss various ways through which the art of leadership can be learnt.
5. Discuss critically the importance of culture for effective organisational performance. Give practical examples from the educational organisation.
6. Critically examine the factors that cause work-related stress and point out how leaders/managers can cope with stress.
7. Examine the notion of Human Resource Development in Education and suggest ways in which national development in general and the individuals in particular would benefit from improved skills and knowledge in the population.
8. What similarities and differences do you see between the policies **Education For Development** of 1976 and **Educating Our Future** of 1996?
9. Analyse the ways in which **EITHER Focus on Learning** (1992) or **Ministry of Education Strategic Plan** (2003-2007) pay special attention to equity and efficiency issues.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**EAP AEP 925- ISSUES IN HIGHER EDUCATION
SEMESTER 2 EXAMINATIONS – 2008**

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS:

- 1. There are nine (9) questions in this examination**
 - 2. Answer any three questions**
 - 3. All questions carry equal marks, that is twenty (20 marks**
 - 4. There is one page in this examination**
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1. Explain and discuss any four (4) practices for ensuring effective teaching and a conducive learning and teaching environment.
2. In what ways can a model of an institution of higher learning in terms of structure, organization, management and administration fulfill the institution's mandate? Choose one model of an institution you know very well.
3. Highlight some major factors in terms of policy expertise, funding and infrastructures that led to the setting up of the Department of Technical Education and Vocational Training in Zambia in 1972. To what extent has the Department lived up to the expectations.
4. Compare and contrast the elementary teacher training offered by the missions before independence and that by the government after Independence under the following sub-heading: aims, organization, administration, content and the nature of the training. Assess the pros and cons of such training.
5. To what extent are the curative and preventive sectors of medical training important in the training of middle and lower levels of medical personnel in Zambia? Suggest ways through which training in the above sectors could be improved?
6. Define the terms academic freedom and state its origins too as it is used with reference to institutions of higher learning. In what sectors of the institutions of higher learning is the term often used? What are the limitations of academic freedom?

7. Describe one form of training in the commercial sector and relate the training to the changing needs of both the urban and rural areas. Assess its major challenges.
8. Briefly describe the process of producing a high school syllabus. What improvements ought to be made to the process?
9. What role should Universities play in the modernization process of Zambia particularly in the fields of industrial and social development? To what extent do the private sector and public sector policies limit or facilitate that role?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
2007 ACADEMIC YEAR
FINAL EXAMINATIONS

EPS 121 DEVELOPMENTAL OUTCOMES: PRE- SCHOOL YEARS

Time: three (3) hours

Instructions:

- This examination contributes 50% to the course grade.
- This question paper has three sections. Section A carries 15 marks, section B carries 15 marks and section C carries 20 marks respectively.
- Attempt all questions in sections A and B.
- From section C, attempt question 31 and any other question.
- Write all responses in the answer booklet provided to you.

Section A: (15 marks)

Instructions:

- Answer all questions in this section. Each question carries one (1) mark.
 - Questions 1 – 10 are multiple choice. Indicate a, b, c or d for your response.
 - Questions 11 – 15 require filling in the blank spaces.
1. In which growth period does physical growth becomes faster?
 - a). 4 to 6 years
 - b). 3 to 6 years
 - c) 1 to 3 years
 - d). 7 to 12 years
 2. Which statement below best describes an ideal characteristic of early childhood?
 - a) Maturing early.
 - b) Improvement in gross motor abilities.
 - c) Slimming down and growing short.
 - d) Aspects of growth influence other aspects of development.

3. After reading the EPS 121 module, you want to explain the principles of human development, whose work can you refer to?
 - a) Papalia
 - b) Freud
 - c) Piaget
 - d) Erikson
4. What does the principle 'human beings continue to develop, to change and to be affected by experience in life' refer to?
 - a) All growth is related
 - b) Development is a never ending process
 - c) The principle of heredity
 - d) The principle of nurture
5. Why should teachers consider it as normal growth when one child is able to read and the other is unable during early childhood stage of development?
 - a) Each child is an individual and develops at his or her own rate.
 - b) Growth is a never ending process
 - c) Development has direction
 - d) Most teachers do not believe in special needs education
6. Peter was 2 years old. His mother was complaining of headache and demanded Peter to reduce the shouting. Peter could not understand why the mother was telling him to reduce the noise. Peter depicted typical characteristics of
 - a) structure precedes function
 - b) abstraction
 - c) egocentrism
 - d) childhood.
7. A child who knows that there can be exceptions to rules or rules can be changed to meet specific situations has reached a stage of growth known as
 - a) outer control to inner control
 - b) spiralling
 - c) primary school years
 - d) relativism
8. 'Schools would have little reason to exist and there would be no cause to believe that education could bring positive influence on a child.' This is an argument against
 - a) the belief that a child was born a tabularasa
 - b) the belief that a child was defined by heredity
 - c) the belief that a child was defined by both heredity and environment
 - d) the belief that a child was defined by values of her parents.

9. In describing self awareness one can not avoid talking about three components of human beings. Which are these components?
 - a) self image, self esteem and ideal self
 - b) self esteem, self awareness and self
 - c) self image, ideal self and individual differences
 - d) individual difference, self awareness and self image
10. What factor would greatly contribute to formation of 'social perception'?
 - a) picture of oneself
 - b) people's reactions
 - c) social achievements
 - d) collective perception
11. Between 1 to 4 months babies learn to
12. In relation to child development, the word 'pre-operation' refer to.....
13. At the age of a baby has object performance fully developed.
14. is an example of an operation.
15. The principle of conservation states that.....

SECTION B (15 marks): Provide brief answers of not more than two sentences on each of the questions in this section.

16. Why do children younger than seven years usually have difficulty with conservation concepts?
17. Chawanzi has two carrots on her plate. She leaves the table and comes back to find only one. 'Who took my carrot?' She demanded. In relation to development, what cognitive achievement has Chawanzi demonstrated?
18. What is the significance of understanding the 'theory of mind' to a teacher?
19. Peter knows the name 'Poppy' stands for his dog. Once the name Poppy is mentioned, Peter feels good. What type of cognitive achievement has Peter reached?
20. Write an example of transductive reasoning.
21. What type of limitation of pre-operation thought when a child attributes life to movement?
22. Describe 'child directed speech.'
23. Critics of child directed speech argue that children speak sooner and better if they
24. What is holophrastic speech?
25. In regard to two word utterances give an example of action – object.
26. 'Where I can put them?' This is a typical example of

27. Success in releasing or holding back the bowels by a child contributes to personality characteristic of
28. is the advocate of psycho-sexual personality development.
29. is the advocate of psycho-social personality development.
30. sought to determine whether there were universal stages in the development of moral judgements

Section C. (20 marks)

Essay questions. Answer question 31 and any other question from this section.

31. Define a disorder. Identify and explain conditions that place Zambian children at increased risk of experiencing atypical development.
32. At oral stage a child is expected to depict personality characteristics of sense of trust. It is common however, to see children without a sense of trust. Discuss factors that would contribute to a sense of mistrust in a child.
33. Using examples outline the characteristics of a child at pre-operation stage of development.

THE END OF EXAMINATION.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF DISTANCE EDUCATION**

SECOND SEMISTER FINAL EXAMINATIONS ~ FEBRUARY, 2008.

EPS 251~ TEACHING CHILDREN WITH DEVELOPMENTAL DISORDERS.

TIME: THREE HOURS.

INSTRUCTIONS:

THERE ARE THREE SECTIONS IN THIS EXAMINATION PAPER (A, B & C)

(A) ANSWER ALL QUESTIONS IN SECTION A

(B) ANSWER FIVE QUESTIONS IN SECTION B.

(C) ANSWER TWO QUESTIONS IN SECTION C. QUESTION ONE IS COMPULSORY.

SECTION A: Answer all the questions in this section (15 Marks)

1. Reber (1985) defines developmental disorders as

2. A type of seizure whose organic cause is completely unknown is referred to as

3. Infantile spasms are characterized by

4. According to Leo Kanner (1943), Autism is

5. Childhood Disintegrative Disorder was first discovered in _____ by

6. Name the part of the brain implicated in ataxic cerebral palsy _____

7. A condition in which a child with cerebral palsy has excessive muscle tone is referred to as: _____
8. _____ is the immediate repetition or echoing of verbal utterances made by another person.
9. Incontinence is _____
10. Hydrocephalus is mainly caused by _____
11. Schedules can enhance _____ and later facilitate learning in children with Autism.
- (a) Treatment
 - (b) Predictability
 - (c) Programming
 - (d) Behaviour
12. Cerebral Palsy was first discovered by _____
- (a) Sigmund Freud
 - (b) Hans Asperger
 - (c) William John Little
 - (d) Leo Kanner.
13. Researchers such as Lejeune and Jacobs(1959) specifically attributed the causes of Down's Syndrome to: _____
- (a) Triplication of the 21st chromosome
 - (b) Non dysjunction
 - (c) Mongoloid
 - (d) Gene mutation
14. _____ is a test which provides a visual display of chromosomes grouped by size, number and shape.
- (a) corpus callosotomy
 - (b) Trisomy
 - (c) Karyotype
 - (d) Chromosomal analysis
15. _____ is a disorder in which children may show no significant delay in cognitive development and do not experience a significant delay in developing language skills but have qualitative deficits in social skills.
- (a) Aspergers Syndrome
 - (b) Autism
 - (c) Retts Syndrome
 - (d) Childhood Disintegrative Disorders.

SECTION B: Write brief notes on five of the following; (10 Marks)

1. Ligamentus laxity
2. Gene mutation?
3. Diagnostic criteria for Autism as per **DSM-IV.TR**
4. EEG
5. Differences between Meningocele and Myelomeningocele.
6. Differentiate between William John Little and Sigmund Freud's views on the causes of cerebral palsy.
7. Hydrocephalus

SECTION B: Answer two questions from this section. Question one is compulsory.

1. Kalundwe is a 5 year old boy with delayed developmental milestones. Her parents are confused about this state of development as they are comparing their child with other normally developing children in the neighbourhood. After visiting a nearby clinic, the family was told that the child might be having a developmental disorder and therefore requires thorough diagnosis. Puzzled with this news. Kalundwe's parents have just heard that you are a second year student who has been studying Special Education and currently taking a course on developmental disabilities. They wish to learn more from you about the ***possible causes*** and ***implications*** of a developmental disorder. Prepare a presentation on the topic. **(15 Marks)**
2. Critically analyse the effects of Down Syndrome on the child in the following areas; cognitive, social and adaptive functioning of the child. **(10 Marks)**
3. Discuss the neurological basis of Autism. **(10 Marks)**
4. You have a child with Tonic Clonic Seizures in your class. Discuss how you would help the child during and after a seizure attack. What are the Educational implications of the condition on the child? **(10 Marks).**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2007/8 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EPS 252: TEACHING CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES

FEBRUARY 2008

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. THIS PAPER CONSISTS OF THREE (3) SECTIONS A B AND C.
 - **SECTION A:** THERE ARE 10 MULTIPLE CHOICE QUESTIONS
 - **SECTION B:** THERE ARE 9 QUESTIONS IN THIS SECTION AND ANSWER ALL QUESTIONS.
 - **SECTION C:** THERE ARE FOUR QUESTIONS IN THIS SECTION. ANSWER TWO (2) QUESTIONS. QUESTION 1 IS COMPULSORY. CHOOSE ONE OTHER QUESTION IN THIS SECTION.
2. THIS EXAMINATION PAPER CONTRIBUTES 50% TO THE TOTAL COURSE.
3. ANSWER ALL QUESTIONS IN THE ANSWER BOOKLETS PROVIDED.

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION. (10 MARKS)

1. Reading researchers say the two most important predictors of how well a first grader will learn to read are _____
 - a. oral vocabulary and rhyming skills
 - b. knowing the alphabet and writing his first and last names
 - c. phonemic awareness and recognizing the alphabet
 - d. letter-sound manipulations in their orthography
2. How do the brains of people with dyslexia differ from other brains?
 - a. Some sections of their brains are overactive or under-active when processing language.
 - b. The left and right hemispheres of their brains are symmetrical.
 - c. The Broca's and Wernike's areas are absent in Dyslexics
 - d. A and B.
3. Which of the following therapy or combination of therapies has proven most helpful for most kids with Attention Deficit Hyperactivity Disorder (AD/HD)?
 - a. Medication alone
 - b. Psychotherapy and medication

- c. Behavior management, medication, and accommodations
 - d. Biofeedback and nutritional therapy
4. People with learning disabilities have _____.
- a. Below to above average intelligence
 - b. Average to above average intelligence
 - c. Below to average intelligence
 - d. Any intelligence level
5. Patients with _____ have great difficulty recognizing written words, though the ability to write and spell is retained. They can recognize words that are spelled aloud.
- a. Surface alexia
 - b. Phonological alexia
 - c. Pure alexia
 - d. Deep alexia
6. _____ is the awareness that words, both written and spoken, can be broken down into smaller units of sound and that the letters constituting the printed word represent the sounds heard in the spoken word.
- a. Phonological recoding
 - b. Phonological decoding
 - c. Phonemic awareness
 - d. Phonological awareness
7. Children with Developmental Articulation Disorder are typically characterized by _____
- a. problems expressing themselves in speech
 - b. trouble in controlling their rate of speech
 - c. trouble understanding certain aspects of speech
 - d. recognizing the sounds associated with letters
8. Which one of the following scholars is credited with coining the term 'learning disabilities'?
- a. William Cruickshank
 - b. Samuel Orton
 - c. Robert Sternberg
 - d. Samuel Kirk
9. _____ involves providing a student with a coordinated set of services to help the student move from school to adult life.
- a. Transition planning
 - b. Transition services

- c. Transition service agencies
- d. Related services

10. Which model of reading development states that the two routes (lexical and non-lexical) do not operate independently?
- a. Dual route cascaded model
 - b. Computational model
 - c. Connectionist approach
 - d. Grapheme-phoneme conversion

SECTION B: ANSWER ALL QUESTIONS IN THIS SECTION IN THE ANSWER BOOKLETS PROVIDED (20 marks).

1. Learning disabilities are characterized by a significant difference in the student's achievement in some areas, as compared to his or her overall intelligence. State the three broad categories into which learning disabilities may be divided (3 marks)
2. Define the following (2 marks)
 - a. Verbal Intelligence
 - b. Non-Verbal Intelligence
3. What is the difference between a Transparent and a Deep Orthography (2 marks)
4. State two (2) behaviours typical of children with Attention Deficit Disorder (ADD) (2 marks).
5. State three (3) typical characteristics of children with dyscalculia (3 marks).
6. According to IDEA, Placement Decisions must be made according to the Least Restrictive Environment (LRE) requirements. Explain what the LRE is? (2 marks)
7. What were the two major achievements of scientists in the area of learning disabilities during the Emergent (c. 1960 to 1975) (2 marks).
8. Explain what is meant by IQ –Achievement discrepancy in assessing specific learning disabilities (2 marks).
9. Differentiate between transition services and related services (2 marks).

SECTION C: THERE ARE FOUR (4) QUESTIONS IN THIS SECTION. ANSWER TWO (2) QUESTIONS. QUESTION 1 IS COMPULSORY. CHOOSE ONE OTHER QUESTION IN THIS SECTION.

1. Critically evaluate the importance of the following in the development and implementation of the Individualised Education Program (IEP) for a child with Acquired Reading Disabilities in line with the provisions of Individuals with Disabilities Education Act (IDEA) (12 marks).
 - a. Parents of Children with Specific Learning Disabilities
 - b. Child with Specific Learning Disability
 - c. Regular Class Teacher
 - d. School Psychologist
 - e. Social Worker
2. Explain with appropriate examples why identification and assessment of SLD children for placement and special education services require the use of a variety of psychological and achievement tests (8 marks).
3. State reasons and explain why the number of individuals identified with SLD almost trebled during the Turbulent Period (c. 1985 to 2000) (8 marks).
4. Write brief notes on any two of the following (8 marks)
 - a. Relationship between transparent orthographies and reading development
 - b. Transition planning and individualised Education Program (IEP)
 - c. State typical characteristics of Dysgraphic learners
 - d. Main accomplishments of the Solidification Period

END OF EXAMINATION!

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF DISTANCE EDUCATION
FIRST SEMESTER EXAMINATIONS FEBRUARY, 2008
EPS 261-CLINICAL CHILD NEUROPSYCHOLOGY**

Name: _____

Computer #: _____

INSTRUCTIONS

1. THIS EXAMINATION HAS THREE PARTS, SECTION A, B AND C.
2. ANSWER ALL QUESTIONS IN SECTION A.
3. ANSWER ANY FIVE (5) QUESTIONS IN SECTION B.
4. ANSWER ANY TWO QUESTIONS IN SECTION C.

Duration: 3HOURS

SECTION A

Put all the responses of section A in the Box below:

1		6		11	
2		7		12	
3		8		13	
4		9		14	
5		10		15	

1. Which part of the brain is most activity during problem-solving tasks?
 - a. Parietal Lobe
 - b. Frontal Lobe
 - c. Central Fissure
 - d. Temporal Lobe
2. _____ is an abnormal increase in the amount of cells as a result of teratogens.
3. The telencephalon refers to...
 - a. The cortices
 - b. Neural tube
 - c. indbrain
 - d. brain stem
4. The term used to describe nerve cell production is _____
5. Phrenoblysis refers to _____
 - a. The belief that the structure of the head can be related to certain kinds of behaviour
 - b. The relationship between the brain circumference in relation to other body organs and mental growth
 - c. The ability to differentiate between two skills in a test
 - d. The inability to respond to high frequencies of sound

6. In order for any substance to be detected by the neurons on the tongue, the substance must be _____.
7. Damage to the left Parietal lobe will affect the patients
 - a. personality
 - b. visual-spatial skills
 - c. Memory
 - d. Attention
8. _____ is the type of synapse that has no axons at the terminals.
9. Which of the following will affect the ability of the eye to react to high intensities of light?
 - a. Absence of the corpus callosum
 - b. Presence of rods in the eye
 - c. Absence of cones
 - d. small iris
10. The _____ is name of the structure that divides the brain into two hemispheres.

True or False

11. The Broca's area is smaller in the left occipital lobe than in the right occipital lobe.
True **False**
12. The eight cranial nerve is responsible for auditory input.
True **False**
13. A child weighing 1.6Kg could be considered to have an extremely low birth weight
True **False**
14. The movement of neurons from where they are produced to where they will function is called Myelogenesis.
True **False**
15. When a child takes in information from the environment and acts on it, the action is referred to as being "experience-expectant"
True **False**

SECTION B

Briefly describe any five (5) of the following concepts

1. The Interhemispheric Connections
2. The Theory of Pluri-potentiality
3. Axodendritic Synapses
4. The All-or-None Principle of impulse transmission
5. A developmental arrest
6. The Efferent Neuron
7. Wernicke's Area
8. The sympathetic systems
9. Secondary Affects of a Head Injury
10. Anoxia

SECTION C.

Answer two (2) questions from this section. Question 1 is compulsory.

1. With specific examples, describe the four possible ways a teratogens affects the developing Brain.
2. With the aid of diagram, describe how the nerve impulse moves from the cell body to the axon terminal.
3. "Neuropsychology is not relevant for Special Education teachers". Discuss.
4. With Specific examples, outline the difference between the white matter and the grey matter of the spinal cord.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2008 SECOND SEMESTER EXAMINATIONS

EPS 342

WORKING WITH FAMILIES OF CHILDREN WITH SPECIAL NEEDS

TIME: Three (3) Hours

INSTRUCTIONS:

READ THE FOLLOWING INSTRUCTIONS CAREFULLY:

- (a) There are two sections (A and B) in this examination paper:
 - Section A has 20 questions. Attempt all.
 - Section B has five essay type questions. Attempt question 21 and any other two questions.
- (b) Ensure that each answer booklet that you hand in bears your computer number as well as the number of the question attempted.
- (c) Credit will be given for orderly presentation of material.
- (d) This examination contributes 60% to the total course marks.

SECTION A: (10 marks)

There are 20 questions in this section. Attempt all questions by writing the correct word or phrase in the answer booklet

1. The model suggests that the process of adaptation to disability can be viewed as a continuum of reactions.
2. The course recommended partnership as the most appropriate model for relationships between teachers and parents. In this approach:
 - (a) teachers are viewed as being
 - (b) parents are viewed as being
3. Which of the statements below is a task associated with childhood and early adolescence?
 - (a) understanding the nature of the disability
 - (b) coping with reactions of the broader community to the disability
 - (c) accepting the prolonged dependence of the family member with the disability
 - (d) accepting the sexuality of the family member with the disability

4. Some disability scholars have suggested that reactions which are evolved such as anger, sadness and denial are not resolved but become an integral part of the parents' emotional life. They have called this
5. The first time you, as a teacher, makes a telephone call to a parent, it is advisable that you first of all , when the parent first answers.
6. In the Model, development is believed to result from a continual interplay between a changing organism and a changing environment.
7. A model was introduced in the course consisting of two pyramids, one representing a hierarchy of parents' needs and the other, a hierarchy of
8. the social settings which indirectly affect the family with a member with a disability (such as the mass media, education system and voluntary agencies) are in the
9. Berger and Foster (1986) suggest that the behaviour of family members is a function of the of which they are a part.
10. A is a sort of book which provides a record of messages sent home by the teacher and which allows parents to write a message back to the teacher if they so wish.
11. Following denial, when parents are beginning to accept the reality of the disability situation, they tend to experience about the fact that their child has a disability.
12. In the adaptation process, the appearance of Is considered to indicate that the parent has begun to reluctantly accept the reality of the disability.
13. Ross (1963) suggests that, although people do experience a continuum of reactions to some extent, they may be affected by various fundamental conflicts which are exacerbated by having a child with a disability.
14. The model suggests that human development and behaviour can not be understood independently of the social context in which it occurs.
15. The is employed by professionals who regard themselves as the main source of expertise on children with special needs but who recognize the benefits of using parents as a resource.
16. The refers to the attitudes, beliefs, values and ideologies inherent in the social institutions of a particular society, which have an impact on the way a family of a child with a disability will function.
17. The family micro system is influenced by the in which it is embedded.
18. Schools must try to meet parents' needs. Which of the following is one of a parents' needs?
 - (a) information
 - (b) liaison
 - (c) collaboration
 - (d) resource

19. In order for you to be able to fulfill the four functions and to be of real help to parents, you need to develop certain , , and over and above the expertise associated with your special education profession.
20. Draw and label a figure of the “Three – Stage” model of counselling which was introduced in the course.

SECTION B (50 marks)

There are six questions in this section. Write essays on question 21 (20 marks) and any other two questions (15 marks each).

21. It is argued that a model for a parent workshop which combines aspects of both reflective and behavioural approaches must become an integral part of special education programmes in Zambia.
 - Provide a rationale for parent workshops.
 - Describe the organization and format of a parent workshop.
 - Write a letter inviting parents of the children in your class/unit to a workshop. Include in it a tentative programme.
22. Provide a rationale for developing collaborative working relationships with parents and describe the four essential functions of special education professionals.
23. The two main methods for developing and maintaining two-way communication between parents and teachers are home visits and parent-class teacher meetings:
 - Give a rationale and guidelines for home visits.
 - Give a rationale for parent-class teacher meetings and describe their organization and conduct.
24. Discuss the effects of having a child with a disability on families and their members in either Zambia’s rural setting or urban setting.
25. Discuss the four components in the Family Systems Conceptual Framework.
26. Four models were presented in the course to help you to understand what families go through in trying to adapt to having a child with a disability. Each of the models focuses attention on different aspects of the adaptation process. Critically analyze the models.

THE END OF THE EXAMINATION

The University of Zambia

School of Education

2007 / 2008 Academic Year Second Semester Final Examination

EPS 372: Teaching Children with Hearing Impairments

Time: Three (3) hours

Instructions

- (i) There are six (6) questions in this examination paper,
- (ii) Attempt any three (3) questions,
- (iii) All questions carry equal marks,
- (iv) This examination contributes 40% to the total course mark.

1. Your school has decided to start an assessment programme for children suspected to have hearing impairments in the school. The Head Teacher has asked you to orient other teachers in the school on how to conduct the conductive hearing test for children suspected to have hearing impairments. Prepare a presentation to your fellow teachers on the topic.

2. Curriculum for pupils with hearing impairments can be greatly enhanced / improved by a conscious and systematic programming of events that constitute classroom curriculum. In reference to the above statement, discuss the following aspects related to teaching and learning of pupils with hearing impairments in the classroom:

- (i) what you would include in the curriculum for pupils with hearing impairments?
- (ii) sources of information that would be used in designing the classroom curriculum for pupils with hearing impairments.
- (iii) major components of a scheme of work you would draw as part of the curriculum implementation process in an academic subject in a class of pupils with hearing impairments.

3. Discuss how each of the following influences the learning of children with hearing impairments in the classroom:

- (i) sensori – neural hearing loss
- (ii) levels of hearing loss

The University of Zambia

School of Education

2007 / 2008 Academic Year Second Semester Final Examination

EPS 372: Teaching Children with Hearing Impairments

Time: Three (3) hours

Instructions

- (i) There are six (6) questions in this examination paper,
- (ii) Attempt any three (3) questions,
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1. Your school has decided to start an assessment programme for children suspected to have hearing impairments in the school. The Head Teacher has asked you to orient other teachers in the school on how to conduct the conductive hearing test for children suspected to have hearing impairments. Prepare a presentation to your fellow teachers on the topic.

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- (i) what you would include in the curriculum for pupils with hearing impairments?
- (ii) sources of information that would be used in designing the classroom curriculum for pupils with hearing impairments.
- (iii) major components of a scheme of work you would draw as part of the curriculum implementation process in an academic subject in a class of pupils with hearing impairments.

3. Discuss how each of the following influences the learning of children with hearing impairments in the classroom:

- (i) sensori – neural hearing loss
- (ii) levels of hearing loss

(iii) speech reading

(iv) vibrotactile devices

4. Compare Inclusive Education with Segregative Education for pupils with hearing impairments. Which of these placement models would you recommend for pupils with hearing impairments and why?

5. Discuss the functions of the middle ear and ossicular chain and show how the physiological dysfunctioning of these structures impact on the learning of children in the classroom.

6. St. Dominic Special Education School, has asked you to advise on how the school can enhance parental involvement in the learning of pupils with hearing impairments. Prepare a presentation on the topic.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

SECOND SEMESTER EXAMINATION 2007-2008 ACADEMIC YEAR

COURSE: ISE 132 - BASIC OF ART EDUCATION II

TIME: 3 (THREE) HOURS.

INSTRUCTIONS:

A. Answer 3 (three) questions only on the sheets provided.

B. Careful presentation of your work will earn you more marks.

C. All questions carry equal marks.

1. Puppets are a good example of art activities in a classroom. How do puppets offer the child an expression of creativity?
2. Art is that quality of the way of doing things which is due to dissimilarity in modes of operation. Why do we teach Art and Design in formal schools?
3. Teaching about the making of a mural to a Grade 4 class can be done in many ways. How would you conduct a practical lesson on mural making to a Grade 4 class?
4. Lettering is a means of communication. How has lettering developed to the present day?
5. Collage has exerted a tremendous influence on contemporary art. Distinguish clearly the differences between the following; mosaic, montage, mural and ordinally collage.

END OF EXAM

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF DISTANCE EDUCATION**

SECOND SEMESTER EXAMINATIONS – FEBRUARY 2008

COURSE: ISE 152 HUMAN ANATOMY AND PHYSIOLOGY

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

**ANSWER FOUR (4) QUESTIONS FROM THIS PAPER. ALL
QUESTIONS CARRY EQUAL MARKS. QUESTION TWO (2)
IS COMPULSORY. MARKS WILL BE AWARDED FOR CLEAR
PRESENTATION OF IDEAS.**

1. Muscles produce movement by pulling bones in different directions, depending on the type of joint. Discuss reciprocal inhibition and the three (3) types of muscles.
2. One of the vital body systems is the skeletal.
 - (a) Discuss the four basic functions provided by the skeletal system.
 - (b) Briefly discuss the types of bones.
 - (c) In brief discuss the types of joints.
3. Discuss the types of synovial joints giving specific examples and illustrations where possible.
4. For each of the following activities, discuss briefly the one major muscle stressed when doing them. Use diagrams to illustrate your answer;
 - (a) Vertical jump.
 - (b) Chest pass.
 - (c) Toe touch.
 - (d) Picking up a heavy carton.
5. Discuss the digestion process of proteins, carbohydrates and fats. Take into account areas of absorption.
6. The respiratory, digestion, circulatory and nervous systems are very important for the proper functioning of the body. Relate these systems to Physical Education and Sport.

THE END -----GOOD LUCK

**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
FIRST SEMESTER UNIVERSITY EXAMINATIONS, FEBRUARY 2008**

ISE 181: INTRODUCTION TO SOCIAL STUDIES

INSTRUCTIONS: ANSWER TWO QUESTIONS FROM *SECTION A* AND *ONE* QUESTION FROM *SECTION B*

TIME: THREE HOURS.

SECTION A

1. Discuss the sources available for the reconstruction of pre-colonial social studies of Zambia.
2. Explain the migrations of the Bantu into Central and East Africa.
3. Examine the consequences of the Long Distance Trade in Central Africa.
4. Why did the Lunda people leave the Congo for Zambia?
5. Account for the rise and decline of Undi's Chewa Kingdom.
6. Examine the impact of the Kololo rule on the Western Zambian Kingdom of the Lozi.

SECTION B

7. In what ways does ethnicity differ from tribalism? What are some of the evils of tribalism?
8. How were the political, social and economic powers of chiefs eroded by the colonialists?

END OF THE EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2007/2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 232: ART IN PRIMARY SCHOOL II

TIME: THREE HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

Read the instructions carefully before you start answering questions. Answer only three questions.

QUESTIONS

1. Explain with a diagram how you can produce a linear design.
2. Discuss this statement: "Separation is the fact that precipitates all learning."
3. Explain qualities a creative teacher must have.
4. What does this statement mean to you as a teacher: "a potential space located between the world of inner subjective experience, and the outer world of objects?"
5. What changes have taken place in schools concerning creative needlework? What are the initial objectives?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

COURSE: ISE 372 ISSUES IN HOME ECONOMICS

TIME: THREE (3) HOURS

INSTRUCTIONS

1. ANSWER ANY FOUR (4) QUESTIONS FROM THIS PAPER. ALL QUESTIONS CARRY EQUAL MARKS (25).
 2. OBSERVE NEATNESS AND CLEAR WRITING.
-

Question 1

- (a) Briefly explain the meaning of "issue".
- (b) Describe two issues in Home Economics practice.

Question 2

Write brief notes on the definition and philosophy of Home Economics a conceptual framework; include the three environments presented by Buboiz Eicher (1979).

Question 3

The study of ecology is very important in Home Economics;

- (a) Define Ecology.
- (b) Explain the principles of Ecology
- (c) Describe the 'food web' in ecology.

Question 4

- (a) With the aid of a diagram, explain how the family ecosystem controls the mutual relationships with members.
- (b) Briefly explain the "elements of the family".

Question 5

Discuss the values of ethics in Human development; include the ethics of curriculum and professional ethics in the field of education.

Question 6

- (a) Discuss the history of Home Economics in Zambia. In your discussion, include the mission statement of the H.E Association and its meaning.
- (b) What were the reasons for reconceptualising Home Economics in Africa?

THE END-----GOOD LUCK

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS
FEBRUARY 2008

ISE 382
SPECIAL TOPICS IN SOCIAL STUDIES

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions, two (2) from Section A and one (1) from Section B in separate answer books.

SECTION A

1. Democracy is about citizens of a country taking part in the governance and decision-making process. To what extent does this apply to Zambia?
2. Industries and society/community constantly influence each other in many different ways. Discuss.
3. According to the United Nations Human Rights Commission, children deserve a special place because of rampant abuse of children in the world. What are some of the rules put in place to protect children?
4. Discuss some of the ways in which Zambian citizenship is weak and easy to obtain.

SECTION B

5. Give reasons for rapid urbanisation in Zambia soon after independence, citing the push and pull factors.
6. Write briefly explanatory notes on the following:
 - a) Unchecked population growth versus economic growth and prosperity.
 - b) The relationship between poverty and high fertility rates.
 - c) The reasons for high fertility rates in Zambia.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2007/2008 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 392: MUSICS OF THE EAST

TIME: THREE HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

Read the instructions carefully before you start answering questions. Credit will be given for orderly presentation of work.

The examination consists of eight questions, answer only five questions. Each question is worth 20 marks

QUESTIONS

1. Describe the concept of "flexible rhythm" in the music of Japan.
2. Discuss how history and geography have influenced music of India.
3. What are the four kinds of improvisation used in Carnatic music? Describe their characteristics.
4. In the context of fusion music as found in popular music of India, discuss the pros and cons of fusion versus strict adherence to tradition.
5. Karaoke is rooted in Japanese culture. Account for its popularity in almost all music-cultures of the world.
6. State the general characteristics of Japanese music and their relationship to religious life of the Japanese communities.
7. Describe the Shakuhachi giving its construction and performance elements. Comment further on its relationship with Zen Buddhist ideas.
8. Describe and contrast improvisation in the music of India to the improvisation found both in the music-cultures of Africa and the West.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS
(DISTANCE EDUCATION)
LSE 212
SOCIAL STUDIES TEACHING METHODS II

TIME: 3 HOURS

INSTRUCTIONS: Answer three (3) questions, two (2) from section A and one (1) from section B in separate answer books.

SECTION A

1. Explain the necessity and rationale for introducing learner-centred teaching methods.
2. Prepare a lesson plan for Grade 7 on any topic of your choice. Use the format that you were taught.
3. Why are pictures used for teaching Social Studies? Explain what to consider before using the pictures as your teaching aid.

SECTION B

4. Discuss the levels at which evaluation can be done, according to Bloom's taxonomy of educational objectives.
5. (a) What are the advantages and disadvantages of objective testing?
(b) Explain how three (3) types of objective questions can be constructed.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2007/2008 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

COURSE: ISE 222 HOME ECONOMICS TEACHING METHODS II
TIME: THREE (3) HOURS

INSTRUCTIONS

1. ANSWER ONLY FOUR (4) QUESTIONS FROM THIS PAPER. ALL QUESTIONS CARRY EQUAL MARKS (25).
 2. OBSERVE GOOD AND NEAT WRITING.
-

Question 1

- (a) Briefly explain the characteristics suggested by various Home Economists used to develop the Home Economics for Association in Africa mission statement.
- (b) State the mission statement for Home Economics in Africa.

Question 2

- (a) Briefly explain the seven terminologies of problem solving
- (b) With the aid of a diagram, explain how scientific problem solving approach works in systems thinking.

Question 3

- (a) Briefly explain the types of tests given to students and provide one example for each.
- (b) State ten (10) general suggestions for all testing techniques.

Question 4

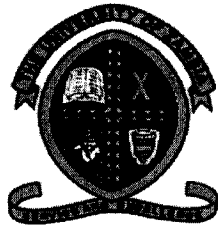
- (a) Explain the four basic factors differentiating adults' from children's learning.
- (b) Discuss nine (9) principles for adults' best learning situations.

Question 5

- (a) Define values
- (b) Briefly explain the seven (7) types of values.
- (c) Explain why values are important.

Question 6

Prepare a lesson plan for grade seven (7) on sources of food, different food values and preparation of fruit salad.



The University of Zambia

SCHOOL OF EDUCATION

Department of Language and Social Sciences Education
SECOND SEMESTER EXAMINATIONS, MONDAY 18TH FEBRAURY 2008

LSE 232: ENGLISH TEACHING METHODS-PRIMARY II

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS:

- 1. There are six questions in this paper.**
 - 2. You are required to answer question one (1) and any other two questions.**
 - 3. All questions carry equal marks**
 - 4. Do not spend more time than is necessary on any one question**
 - 5. Ensure that you have answered all the parts of the question**
-

1. With suitable examples, briefly explain the following terms as they are used in language teaching:
 - a) deep orthography and shallow orthography
 - b) inductive and deductive grammar teaching
 - c) synthetic and analytic methods of teaching reading
 - d) genre and process methods of teaching writing
 - e) guided and controlled writing
2.
 - a) If you were teaching pupils to write the letter 'm' in a handwriting lesson in an NBTL class, what would be the procedure? Justify the steps in your procedure (Concentrate only on the handwriting component in the lesson and nothing else).
 - b) Briefly explain the procedure for teaching the phoneme for the day in an NBTL class. In which tradition of teaching reading would you put the NBTL method of teaching the phoneme for the day. Justify your answer.
3.
 - a) Why is the teaching of initial reading in English more problematic than in a Zambian language for an average child in Zambia?
 - b) The NBTL program can be said to be an eclectic method of teaching reading. Which teaching reading methods have been combined in the NBTL program? Point out in which component(s) of the program each method you mention is found.
4. Mention and describe at least five possible pre-reading activities you would use in a reading comprehension lesson and the reasons for using them.

5. Study the following lesson procedure in a structure lesson and then answer the questions given below.

Step 1. Teacher asks pupils to give examples of events/ activities that are always true. Pupils suggest a number of such events or activities such as:

- The sun shines
- The wind blows
- etc.

Step 2. Teacher writes some of the pupils' answers on the board. He asks pupils to change the sentences he has written on the board so that they talk about the past. Teacher then asks pupils to compare the two sets of sentences and say what has changed. Teacher then asks pupils about the difference in meaning between the pairs of sentences. Pupils explain the difference.

Step 3. Teacher asks pupils to write an exercise in which verbs have been put in brackets and have to be put in the correct form either to talk about what is always true or about the past.

- a) Which language teaching methodology/approach would be compatible with this procedure? How?
 - b) Which grammar teaching strategy is used here?
 - c) Is this a pupil centred or teacher centred method?
 - d) What is the type of structure the teacher has introduced in the lesson?
6. a) Discuss the connections between the teaching of reading and that of writing. How can one make the two support each other?

END

in the country children were trained by their family and by their clan to follow the customs of their people and they often had to go through a process of initiation before they became full members of the tribe in towns it is not possible for children to be given this traditional training which is not replaced by the book learning taught at school many children moreover do not go to school because of the break up of many marriages and the large numbers of children born of temporary unions parents often have little control over the behaviour of their children other children escape to the towns from their homes in the country live in odd corners and seek a living in any way they can it is easy for children to fall into bad ways and many take to theft and other forms of crime

QUESTION 3 Concepts in Discourse Analysis (30 Marks)

Instruction: With concrete examples, define each of the following terms as used in discourse analysis.

- | | | | | | |
|--------------|-------------------|---------|-------------------|---------|-------------|
| a) Situation | b) Context | c) Role | d) Turn | e) Move | f) Text |
| g) Discourse | h) Macro-function | | i) Micro-function | | j) Ellipsis |

QUESTION 4 Teaching Materials Production (30 Marks)

Instruction: Design a pair of cue-cards for grade 8 learners to practice how to **have something done**. Ensure that each learner has at least eight turns in at least two of which he or she makes at least two moves. Each cue-card must have all the features needed to make it complete.

QUESTION 5 Simplification of Rule Explanation (30 Marks)

Instruction: Given here below are five grammatical items extracted from the junior secondary school syllabus. For each item: a) write three sentences to illustrate how it works, and b) write exactly what you would say to the learners by way of explaining the grammatical rule.

- i) *Only if*; when used to start a sentence
- ii) *However / Nonetheless*
- iii) *let alone*; as used to connect two ideas in one sentence
- iv) *Provided that*
- v) *Nor*; when used to start a sentence.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
Department of Language and Social Sciences Education

2007 Academic Year Second Semester Examinations

COURSE: LSE342 Pedagogical Grammar

TIME: THREE (3) HOURS

Instructions: There are five (5) questions in this paper. Answer any three (3) of them fully, as instructed in each case. All the questions carry equal marks. Credit will be given for legible writing, logical organization, and appropriate use of English.

QUESTION 1 The Simple Sentence in English (30 Marks)

Instruction: Answer all the parts of this question; i.e. a) to c).

- a) Using abbreviations only, list down the formulae for the seven simple sentence patterns in English.
- b) For each of the seven patterns in a) above, write an example of the simple sentence in English.
- c) Take any five of the sentences in b) above. Make each sentence complex by giving more information about a constituent element.

QUESTION 2 Punctuation (30 Marks)

Instruction: Punctuate the whole of the following passage. Paragraph divisions have been made for you.

marriage in the country is an agreement between two families or clans marriage in the town is becoming more and more an agreement between a man and a woman although many marriage customs are still followed only the richer and best educated people get married in church and often much money is spent on the ceremony few men in the towns can support more than one wife many marriages are between members of different tribes although this may lead to difficulties which cause them to fail

many people avoid marriage altogether the number of educated women is rapidly growing they seek an equal relationship with men which they cannot find in customary marriage they do not wish to obey a man and are therefore unwilling to tie themselves by marriage the migrant workers who leave their wives in the country are content to live with women who cook for them and look after the house as long as they agree with each other men and women are trying to find a new way of living together both inside and outside marriage this leads to much changing of partners and adds to uncertainty and lack of permanence in the social life of towns

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – FEBRUARY, 2008
LSE 352
HISTORY TEACHING METHODS

TIME: Three Hours

Instructions: Answer any **THREE** of the Five Questions listed Below.

All questions carry equal marks.

1. With the aid of pertinent examples, discuss the view that history is a study of men in time and space.
2. Discuss the positivist and interpretationist views regarding history and show the merits and demerits inherent in those views.
3. There are a number of factors that are worth considering when designing a syllabus. Point out these factors and clearly explain why each of them is worth considering.
4. Though time-consuming, proper lesson planning is of great importance to a teacher and his/her work. Discuss.
5. Teachers consider a number of lesson variables when preparing their work. State these variables, explain them and say what makes each of them worth taking into account.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – FEBRUARY, 2008
LSE 352
HISTORY TEACHING METHODS

TIME: Three Hours

Instructions: Answer any **THREE** of the Five Questions listed Below.

All questions carry equal marks.

1. With the aid of pertinent examples, discuss the view that history is a study of men in time and space.
2. Discuss the positivist and interpretationist views regarding history and show the merits and demerits inherent in those views.
3. There are a number of factors that are worth considering when designing a syllabus. Point out these factors and clearly explain why each of them is worth considering.
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5. Teachers consider a number of lesson variables when preparing their work. State these variables, explain them and say what makes each of them worth taking into account.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
SECOND SEMESTER FINAL EXAMINATIONS
2007/2008 ACADEMIC YEAR

LSE 392: RELIGIOUS EDUCATION TEACHING METHODS I

TIME 3 HOURS

MARKS 100

INSTRUCTIONS: ANSWER QUESTION ONE (1), ONE QUESTION FROM SECTION A AND TWO QUESTIONS FROM SECTION B. QUESTION ONE IS COMPULSORY.

1. (a) With reference to John Mudjrica's evaluation of the Religious Education syllabi in Zambia, state which of the following statements (i-x) below applies to Junior syllabus, syllabus 2044 or syllabus 2046. Do not write the statement; simply write the number and the syllabus.
- i) The clearly stated aim of the syllabus is to assist pupils to decide what they should believe and how they should act. Its basic structure indicates that the goal is to help pupils obtain personal insight. It emphasizes education rather than confession. Unfortunately, exams value memory more than understanding.
 - ii) With respect to being educational as opposed to indoctrination the syllabus is weak. It assists pupils to appreciate Biblical beliefs and values. The crucial question is whether the syllabus helps pupils toward greater autonomy by assisting them to think for themselves.
 - iii) The syllabus is Bible-centered and, thus, doctrinal and deductive. Education today favours direct experience and inductive approach.
 - iv) Life themes are there not so much to raise questions and solicit religious answers but rather to be judged and acted upon in a Christian way.
 - v) It is ready to dialogue with all; but at the same time, it is quite dogmatic as far as its Christian principles are concerned.
 - vi) It fosters responsible freedom and makes pupils aware that with their Christian understanding and action they can change this world and make it a better place.
 - vii) It does find human organisations (including churches and non-Christian religious places of worship) with bad or good elements. Nevertheless, the Christian doctrine based on the Bible is idealized as thoroughly good and fully liberating.

- viii) It is uncomplimentary of other religions but idolises the Bible.
 - ix) It promotes not only tolerance but also positive understanding between different ethnic and religious groups in Zambia. Although the syllabus highlights Christianity, it is never biased against other religions.
 - x) It seems more 'biblocratic' than democratic. It emphasises that one needs to submit to the authority of the Bible as opposed to being autonomous. However, one may argue that democratic values are Biblical values. In this sense, the syllabus is democratic after all.
- (b) Explain whether the Zambian high school syllabus 2044 is confessional or educational (or both).

SECTION A - THEORY

2. Give the history of RE in Zambia and discuss how this history has affected or not affected the teaching of the subject in Zambian high schools.
3. Discuss placement, formative and summative tests as forms of assessment in RE.

SECTION B – PRACTICE

4. Giving specific examples, discuss the importance of objectives and lesson evaluation in a Religious Education lesson.
- 5 (a) Compare and contrast panel discussion and open forum discussion as appropriate teaching methods in RE.
- (b) Taking one learning stage/topic you know well from either syllabus 2044 or 2046, explain how you would use an appropriate teaching aid to teach it effectively.
6. (a) 'The majority of discipline problems originate from difficulties within the teachers.'
- List and explain four sources of problems for RE teachers.
- (b) State six hints a Religious Education teacher may follow in order to control his/her class effectively.
7. Explain what non directive counselling means and list five societal problems that RE pupils may face.

End of Examination

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS

SECOND SEMESTER EXAMINATIONS – FEBRUARY, 2008

MSE 942 BIOLOGY TEACHING METHODS IV

TIME: THREE (3) HOURS

INFORMATION

1. There are six (6) questions in this paper.
2. Each question has possible maximum marks of 20
3. The intended mark for each part of the question is shown in brackets ()

INSTRUCTIONS

1. Answer question **one** and
 2. Any other **four (4)** questions
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1. A biology class normally consists of slow and fast learners.
 - (a) Identify strategies you can use to assist slow learners understand material during biology lessons (4)
 - (b) Explain the weaknesses and strengths of grouping slow learners together when carrying out activities in groups during biology lessons (4)
 - (c) Teaching biology involves giving notes and assessing learners. Describe how you can cater for variations among your pupils with respect to the following
 - i. Giving notes (4)
 - ii. Assessing (5)
 - (d) How would you keep the fast learners busy while trying to help slow learners (3)

2.
 - (a) Define change (2)
 - (b) Describe what is meant by 'change as a Human Problem'. (6)
 - (c) Discuss at least two changes you would like to introduce in Biology at your work place and give an account of how you intend to implement these changes. (12)

3. The general perception of most Biology Teachers is that the topic genetics is generally very difficult to both learners and teachers alike.
 - (a) Describe at least four issues that make genetics difficult to teach for some teachers. (4)
 - (b) Identify areas of difficulty ^{which} makes genetics difficult to learn by some pupils (4)
 - (c) Discuss strategies you can use to reduce teachers and learners difficulties in genetics (12)

4.
 - (a) Explain how you would illustrate each of the following :- '*community, biosphere, habitat and food chain,*' to pupils so that they can grasp these terms. (4)
 - (b) You have sent your pupils into the nearby villages to explain to their parents the effects of poor conservation of forests. Describe 5 recommendations you would wish pupils put across to villagers with regards to conservation of forests. (10)
 - (c) Oil is said to be a non-renewable resource outline how you would demonstrate to your pupils that it is a non renewable resource and suggest ways of conserving it. (6)

5. (a) Most Biology teachers introduce pupils to practical work during the mock examinations:-
(i) suggest at least 3 reasons why this is common (3)
(ii) suggest at least 3 reasons why this practice is not acceptable (3)
- (b) At what level of education would you recommend to introduce pupils to practical Biology and why. (4)
- (c) The calculation of magnification has always been a major crisis in Biology at Grade 12 level.
(i) State the formula for magnification and outline the reasons why pupils fail to calculate this Biological concept. (5)
(ii) Describe the strategies you would use to teach Magnification in order that pupils do not experience any difficulties. (5)
6. The issue of pupil interest in Biology is important for the teacher to consider during Biology lessons.
- (a) Explain the importance of interest in learning Biology (2)
- (b) How do pupils show lack of interest in Biology (6)
- (c) Some teachers of Biology contribute to lowering pupils' interest in this subject. Identify 4 ways they do this. (4)
- (d) Discuss measures you would put in place to improve pupils' interest in Biology. (8)

END OF EXAMINATION

d

TIME: THREE HOURS

Marks will be awarded on the basis of depth, analysis and synthesis.

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THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
2007 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

RS 201: INDIGENOUS RELIGIONS IN CENTRAL AFRICA

TIME: THREE HOURS

INSTRUCTIONS: **ANSWER THREE QUESTIONS ONLY**
EACH QUESTION IS WORTH 33 MARKS AND MARKS WILL BE
AWARDED ON THE FOLLOWING CRITERIA

- **LEGIBILITY OF HANDWRITING**
- **COHERENCE OF ESSAY**
- **DEPTH**
- **ANALYSIS AND SYNTHESIS**

1. Stephen Ellis & Gerrie Ter Haar have argued that Sir Burnnett Edward Tylor's definition of religion applies to the meaning of African indigenous or traditional religion.
 - a) State Tylor's definition and explain Ellis's and Ter Haar's reasons.
 - b) Why should indigenous religion in Southern Africa not be *religion* in the Western sense of the word?
2.
 - a) Why is it important for African scholars of religion to write the history of Bantu religion(s)?
 - b) Briefly show what religious ideas and practices the Eastern Bantu picked up during their migration.
3. How did the following beliefs come about?
 - Belief in Hunting spirits
 - Belief in Chiefly spirits
 - Belief in Lineage spirits
4. What are territorial cults? Give one particular example of such a cult in Zambia and discuss in detail what goes on at the *centre of power*.
5. Explain 3 cults of *Ngoma* in terms of a) symptoms b) unplugging the spirit through *Ngoma* and c) dietary and other prohibitions after the unplugging of the spirit.
6. Indigenous religions seem to be "alive and kicking" despite the presence of Christianity for slightly over a century in the country. WHY?
7. Since 1991, we have experienced a resurgence of traditional ceremonies in Zambia. Can you advance plausible reasons?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2007/8 SECOND SEMESTER EXAMINATION

RS 202: INDIGENOUS RELIGIONS IN CENTRAL AFRICA

Instructions:

1. Answer any **THREE (3)** questions only
 2. Marks will be awarded on the basis of:
 - ✓ Legibility of handwriting
 - ✓ Coherence of essay
 - ✓ Depth
 - ✓ Analysis and synthesis
-

1. a) What is a ritual? b) In what sense is *rite de passage* (rite of passage) a ritual? Explain the phase in the rite of passage during which episode religious ideas are transmitted to the neophyte.
2. a) Compare and contrast witchcraft beliefs between the Korongo and Mesakin. b) Why is it that the Tonga People of Zambia prefer an alien diviner to a local one? Using this statement as a premise, explain in detail what you know about divination in indigenous Bantu religions.
3. In the face of Christianity, Islam, colonial oppression, capitalism and modernity, African religion has repositioned itself. Critically discuss.
4. Write in detail about Women in African religion focusing on their roles such as: Enabler of the domestic cult, Initiator of Worship and Tutor of the transcendent and others.
5. What traditional religious practices have contributed to the spread of HIV in Zambia? Do not attempt this question unless you are sure of the **religious practices**.
6. The aim of this course was to enable you understand the religious dimension and cultural change through analysis of traditional concepts and symbols which manifest in altering patterns of African religious thought and cosmology. What did you really learn from the course?

Best of luck

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2007/8 SECOND SEMESTER EXAMINATION

RS 312: THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA II

Instructions:

1. Answer any **THREE (3)** questions only
 2. Marks will be awarded on the basis of:
 - ✓ Legibility of handwriting
 - ✓ Coherence of essay
 - ✓ Depth
 - ✓ Analysis and synthesis
-

1. a) How did persecutions affect the Church in North West Roman Empire?
b) Evaluate the church's dealings with Donatism and describe the effects of Donatism to the Church.
2. a) Give an account of the development of Islam in North Africa.
b) How did Muslims pressure Egyptian Christians to become Muslims?
3. a) Discuss the Challenges faced by Christianity in Sierra Leone.
b) Why do you think Rev. Samuel Crowther and William Wade Harris are important in African Church history?
4. a) Discuss the role played by any two kingships in the development of Christianity in Africa.
b) Identify and explain the main Christian missions that contributed to the establishment of the Church in East Africa.
5. a) Discuss the development and decline of the Coptic Church in Abyssinia.
b) Explain who Prince Henry the Navigator was and why he is important to understanding of African Church history.
6. Give a detailed account of the development of Islam in East Africa.

Best of luck

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

FEBRUARY 2008

RS 902: AFRICAN RELIGIOUS INITIATIVES IN 20TH CENTURY II

MARKS: 100

TIME: THREE (3) HOURS

INSTRUCTIONS:

THERE ARE SEVEN QUESTIONS IN THIS PAPER. ANSWER FOUR QUESTIONS ONLY.

1. (a) According to Mulenga (1998:17), "the successes achieved by Lenshina in a very short time of her ministry's existence were a thorn in the flesh of missionaries and sent cold shivers to both Ilondola and Lubwa missions which were nearer to Kasomo". Clearly outline and discuss the factors that led to the success of the Lumpa church within and beyond Kasomo village.

(b) What were the causes of the temporal decline of the Lumpa Church after Zambia's independence in 1964?
2. Trace the origin, development and decline of Emilio Mulolani's Church of the Sacred Heart.
3. (a) Clearly discuss the social milieu from which the church of Simon Kimbangu originated.

(b) What were the factors that led to the success of the Kimbanguist church in the Congo?
4. (a) The social-economic and religious status quo of Southern Rhodesia had a tremendous effect to the formation of the Korsten Basket Makers Church. Discuss.

(b) What features qualify Johan Masowe's Korsten Basket Makers's church as an African Independent Church movement?
5. (a) Who was William Wade Harris?

- (b) Outline and explain the different missionary strategies the prophet Harris used to successfully evangelise the Christian faith in the Ivory Coast and other countries along the West African coast.
6. (a) What led to the origin of the African Methodist Episcopal (A.M.E.) Church in Zambia?
- (b) Outline and discuss the main features of the Northern Rhodesian society that led to the success of the African Methodist Episcopal (A.M.E.) Church.
7. (a) Describe holistic healing as practiced by the Mutumwa Church of Peter Mulenga.
- (b) Clearly explain the following Bemba traditional religious concepts:
- i) Traditional-Ngulu possession.
 - ii) Modern – Ngulu possession.
 - iii) Mutumwa exorcism session.

END OF EXAMINATION.