

## SCHOOL OF EDUCATION

### 2004 ACADEMIC YEAR FIRST SEMESTER

EAP 111	:	THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA
EAP 931	:	THE HISTORY OF EDUCATION
EAP 941	:	THE PHILOSOPHY OF EDUCATION
EAP 965	:	INTRODUCTION TO GENDER ISSUES IN EDUCATION
EPS 131	:	SOCIOLOGY OF EDUCATION
EPS 151	:	INTRODUCTION TO SPECIAL/ INCLUSIVE EDUCATION
EPS 231	:	SOCIOLOGY OF EDUCATION
EPS 251	:	TEACHING CHILDREN WITH DEVELOPMENT DISORDERS
EPS 311	:	EDUCATION PSYCHOLOGY
EPS 361	:	CURRICULUM PLANNING IN SPECIAL/ INCLUSIVE EDUCATION
EPS 451	:	IDENTIFICATION, ASSESSMENT AND INTERVENTIONS IN SPECIAL/ INCLUSIVE EDUCATION
EPS 461	:	MANAGEMENT AND ADMINISTRATION IN SPECIAL EDUCATION
EPS 471	:	COUNSELLING IN CHILD DISABILITY – THEORY
ISE 111	:	NATURE OF CHILDREN'S LEARNING
ISE 171	:	INTRODUCTION TO FOOD AND NUTRITION
ISE 181	:	INTRODUCTION TO SOCIAL STUDIES 1
ISE 215	:	INSPECTION AND SUPERVISION
ISE 221	:	HOME ECONOMICS TEACHING METHOD 1
ISE 231	:	ART IN PRIMARY SCHOOL 1
ISE 271	:	TEXTILE SCIENCE
ISE 281	:	BASIC TOPICS IN SOCIAL STUDIES
ISE 241	:	ART TEACHING METHODS 1
ISE 341	:	ZAMBIAN TRADITIONAL GAMES
ISE 371	:	FAMILY RESOURCE MANAGEMENT
ISE 381	:	SPECIAL TOPICS IN SOCIAL STUDIES
LSE 211	:	SOCIAL STUDIES TEACHING METHOD 1
LSE 231	:	ENGLISH TEACHING METHODS (PRIMARY 1)
LSE 291	:	PRIMARY RELIGIOUS EDUCATION METHODS
LSE 411	:	GEOGRAPHY TEACHING METHODS
LSE 421	:	GEOGRAPHY TEACHING METHODS (SINGLE MAJOR)
LSE 431	:	ENGLISH TEACHING METHODS 11
LSE 451	:	HISTORY TEACHING METHODS
LSE 471	:	AFRICAN LANGUAGES TEACHING METHODS 11
LSE 491	:	RELIGIOUS EDUCATION METHODS
MSE 331	:	MATHEMATICS EDUCATION 1
MSE 341	:	BIOLOGY TEACHING METHODS
MSE 351	:	PHYSICS TEACHING METHODS
MSE 361	:	CHEMISTRY TEACHING METHODS

MSE 431	:	MATHEMATICS EDUCATION 111
RS 101	:	INTRODUCTION TO RELIGIOUS STUDIES
RS 201	:	INDIGENOUS RELIGIONS IN CENTRAL AFRICA
RS 311	:	THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA
RS 335	:	WORLD RELIGIOUS SCRIPTURES
RS 921	:	RELIGION AND PSYCHOLOGY

SHORT LOAN COLLECTION

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

**2004 ACADEMIC YEAR FIRST SEMESTER FINAL**  
**EXAMINATIONS**

**EAP111 – THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA**

Time: Three (3) hours

- a) Answer any three (3) from the given 9 questions.
  - b) All questions carry equal marks i.e. 20 marks.
  - c) Total marks: 60.
  - d) You are required to read all the questions carefully before selecting which ones to attempt.
  - e) There is 1 (one) printed page in this examination.
- 
1. Discuss the nature of Africa education policy and its application during the period between 1890 – 1924. What obstacles were encountered by the missionary groups in the provision of African education and how were they being dealt with, given that policy?
  2. ✓ What do you understand by the term "structural adjustment"? Discuss its effects on basic, secondary and higher education levels and possible solutions to such effects.
  3. Compare and contrast the contents of the early missionary teacher training programme with that of post independent Zambia particularly that regarding the training of teachers to teach at the elementary grades 1 – 7 levels.
  4. ✓ Identify and discuss problems in the education sector which were directed for attention in Focus on Learning policy document.
  5. ✓ Write a comprehensive essay on ONE of the following:
    - a) Development of the Primary Education Sector.
    - b) Development of the Secondary Education in Zambia.
    - c) Either
      - i) The development of technical and vocational education OR
      - ii) The development of University Education in Zambia. ✓
  6. ✓ What are the current educational issues and problems being faced by Zambia today. How has Zambia tried to increase access to education among the underprivileged groups such as the poor, rural, orphaned and handicapped populations?
  7. BESSIP is one of the major projects carried out in the Ministry of Education over the years. Identify and discuss its successes and failures.
  8. Examine the financing of education in Zambia in terms of where the money comes from, what the money is spent on and the major constraints on the financing of the sector.
  9. Account for government direct involvement in the management and development of mostly elementary or primary education in Northern Rhodesia from 1924 to 1964. What were the philosophical, social, economic and political justifications for concentrating on this type of education?

**END OF EXAMINATION!**

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

**EAP941 – THE PHILOSOPHY OF EDUCATION**

**JUNE/JULY 2004 END OF SEMESTER 1 EXAMINATION**

**INSTRUCTIONS**

This examination has 2 printed pages.

Time allowed: Three (3) hours.

Each question carries 20 marks.

Total: 60 marks.

Answer any three (3) from the following. Marks will be awarded for well explained and argued answers coupled with good examples.

1. How do you describe the purpose of education? Discuss how that purpose can relate to ensuring development in given sectors of society.
2. Write an essay on any one of the philosophical models of teaching that you learnt about. Criticise selected features of that model.
3. Define education. What problems are bound to arise as the government tries to offer education to all social classes?
4. Compare and contrast the concepts of moral values and ethics for teachers. What place should they occupy in specific areas of the Zambian education system?
5. What do you understand by the term foreign aid? Critically assess the advantages and disadvantages of foreign aid in education.
6. What do you understand by the term 'liberal education?' To what extent can a liberal education foster development in Zambia?
7. Assess the impact of the philosophy of Humanism on the provision of education in Zambia during the 1973 – 1991 period.
8. Does globalisation with respect to education provision in Zambia exist? If it does, justify your answer and, if it does not, also justify your contention.

9. Write an essay on democracy and education while you highlight some major problems that may arise in providing education in a democratic environment.
10. How does one define human rights? Discuss a few critical issues that may arise with respect to human rights in the provision of education.

***END OF EXAMINATION!***

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

**FIRST SEMESTER EXAMINATION JUNE/JULY 2004**

**EAP965: INTRODUCTION TO GENDER ISSUES IN**  
**EDUCATION**

**TIME ALLOCATION: THREE (3) HOURS**

**INSTRUCTIONS**

Answer all questions in Section A and three (3) questions in Section B. The examination carries the total of 40 marks.

**SECTION A (22 Marks)**

Give brief explanation of the following gender terms:-

1. Reproductive roles (1 mark)
2. Gender blindness (1 mark)
3. Affirmative action (1 mark)
4. Cultural practices (1 mark)
5. Gender disaggregated data (1 mark)
6. Productive roles (1 mark)
7. Sex role stereotypes (1 mark)
8. Triple roles (1 mark)
9. Domestic violence, give examples (1.5 marks)
10. Gender gap (1 mark)
11. Women trafficking (1 mark)
12. Virgin cure (1 mark)
13. Gender mainstreaming (1 mark)
14. Four human temperaments, give examples (1.5 marks)
15. Gender myths, give examples (1.5 marks)
16. Patriarchal society (1 mark)
17. Mention the agencies of socialisation (1 mark)
18. Labelling give, examples (1.5 marks)
19. Matriarchal society (1 mark)
20. Gender imbalances and development (1 mark)

**SECTION B (18 Marks)**

Answer three (3) out of the five (5) questions from this section. Each questions carries six (6) marks.

1. Outline the institutional, social and cultural problems found to be responsible for the persistence of girls' lower participation in the education system in Zambia's colonial period up to 1964. What measures if any, has the Zambian government taken to address these problems?
2. Discuss in detail issues concerning women's health in relation to their physiological and socio-economic situation. What intervention should be put in place to address women's specific health issues?
3. All the Feminism Theories had one main objective, that of liberating women from men's domination. What differed was their philosophy and way of approach. Discuss the following Feminism theories and their way of approaches.
  - Radical
  - Marxist
  - Liberal
  - Psychoanalytic
4. Compare and contrast the Women in Development (WID) and Women and Development (WAD) approaches to development. With concrete examples discuss their contribution to the welfare of women in Zambia.
5. With relevant examples and illustrations, discuss the characteristics of the formal and informal employment sectors. Critically discuss the situation of women and men in both sectors in Zambia.

*END OF EXAMINATION!*

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY FIRST SEMESTER EXAMINATIONS  
JUNE/JULY 2004

EPS 131-SOCIOLOGY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- ANSWER ANY FOUR QUESTIONS. CREDIT WILL BE GIVEN FOR WELL-ORGANISED WORK.
  - EACH QUESTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET.
1. "A child's ability to profit from the school depends largely on his home environment." Identify and critically discuss important home-factors that influence a child's learning at school in Zambia.
  2. In what ways is it correct to call teaching a profession?
  3. An ideal socialization process has five (5) stages. Discuss critically the five stages.
  4. Edmonds (1979) has offered the Five Factors Theory in the creation of an effective and good organisation. Discuss this theory with concrete examples from your own experience.
  5. Schools and communities should work together in partnerships. To what extent is this possible?
  6. It is a case of whether "the glass is half full or half empty." Can you assess the performance of basic schools in Zambia in light of this statement as well as from your own experience as a basic schoolteacher? Give examples where necessary.



7. A prestige rating study was carried out to determine the status of basic and high school teachers in a certain locality in Zambia. Two hundred (200) respondents were asked to rate twenty (20) jobs among which were those of basic and high school teachers. The raw data collected in the study are shown below.

- (a). Calculate the mean score for each job  
(b). Work out the rank for each job.

NOTE: Arbitrary weightings are as follows: Very High Prestige-5, High Prestige-4; Average Prestige-3; Low Prestige-2 and Very Low Prestige-1

	Job	Distribution of Prestige Scores					
		Very High Prestige	High Prestige	Average Prestige	Low Prestige	Very Low Prestige	Do not Know
1	Air Hostess	30	50	80	20	15	5
2	Miner	20	30	80	35	30	5
3	Grave Digger	6	10	12	100	70	2
4	Primary School Teacher	12	18	98	70	0	2
5	Lawyer	123	50	10	8	5	4
6	Office orderly	8	10	100	60	22	0
7	Nurse	20	60	80	20	16	4
8	Accountant	90	80	18	10	2	0
9	Cabinet minister	100	60	20	15	3	2
10	Carpenter	11	10	130	30	15	4
11	Bus driver	8	9	113	50	15	5
12	High school teacher	18	48	100	30	3	1
13	Priest	68	77	40	5	5	5
14	Lecturer	80	70	35	10	3	2
15	Medical doctor	120	60	10	5	3	2
16	Shop attendant	10	8	112	50	18	2
17	Mechanic	18	40	112	20	10	0
18	Clinical officer	14	16	100	60	5	5
19	Secretary	10	12	120	50	8	0
20	Pilot	118	62	5	10	5	0

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2004 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATION**

**EPS 151: INTRODUCTION TO SPECIAL / INCLUSIVE EDUCATION**

**TIME: THREE (3) HOURS**

**MARKS: 50**

**INSTRUCTIONS**

- 1. THIS PAPER COMPRISES THREE SECTIONS, A, B AND C**
- 2. EACH SECTION HAS ITS OWN SPECIFIC INSTRUCTIONS**
- 3. THE ANSWER BOOKLET(S) HAS/ HAVE BEEN PROVIDED FOR ALL YOUR USE.**

**SECTION : A : (10 MARKS)**

All questions in this section are multiple – choice and compulsory.  
Attempt each question by choosing a letter (a, b, c or d) against the best answer. All your answers should be written on the answer sheet provided.

1. When is the child understood as being disabled?
  - (a) After the teacher has identified the child
  - (b) When parents intervene after being consulted
  - (c) After the child has been assessed
  - (d) It's when screening has been administered
2. Which of the following aspects is not necessarily regarded as a teaching learning strategy?
  - (a) Over- learning
  - (b) Task analysis
  - (c) Time out
  - (d) Use of mnemonics

3. Below is the teaching arrangement which identifies itself as cutting across all children with special educational needs.
  - (a) Individualized educational programme
  - (b) Co-operative learning
  - (c) Co- subject teaching
  - (d) Pedagogical teaching.
4. Which of the following traditional disabilities was considered last in terms of providing special education to this group of children in Zambia?
  - (a) Visual impairment
  - (b) Hearing impairment
  - (c) Mental retardation
  - (d) Physical disabilities and health impairment
5. Which class of mentally retarded children and adults falls within the I.Q range of 39 – 54?
  - (a) Mild
  - (b) Moderate
  - (c) Severe
  - (d) Profound
6. What is meant by ‘ stating the baseline’ as one of the teaching steps for children with learning difficulties?
  - (a) Establishing the child’s entry behaviour
  - (b) Selecting the teaching method
  - (c) Checking the child’s performance progress.
  - (d) Deciding on what to teach.
7. what is visual acuity?
  - (a) It is the visual impairment
  - (b) It refers to the visually impaired
  - (c) It is the distance surrounding the individual
  - (d) It is the farthest distance one can see.
8. Which category of cerebral palsy is manifested in rigidity of muscles especially in the four extremities?
  - (a) Spasticity
  - (b) Athetosis
  - (c) Ataxia
  - (d) Tremor

9. ....is an hereditary disease affecting the respiratory and digestive systems characterized by mucus clogging the bronchial tubes,
- (a) Asthma
  - (b) Allergies
  - (c) Sick cell
  - (d) Cystic fibrosis
10. Cochlea is a distinct part of the ..... ear.
- (a) outer
  - (b) middle
  - (c) inner
  - (d) innermost

**SECTION: B: (20 marks)**

- All questions are compulsory. Short answers are quite ideal for this section.
  - All questions have equal weighting of two marks for each full answer.
1. What is the visual field as related to the eye?
  2. Draw a distinction between conductive and sensori – neural types of deafness.
  3. Give two examples of pre and peri – natal causes of disabilities.
  4. Explain clearly the use of Spitz holter valve.
  5. Why should the teacher remain calm during the time the child has epileptic seizures?
  6. What is the difference between an ophthalmologist and an optician?
  7. List down two features of adaptive behaviour.
  8. Why is under stimulation associated with mental retardation?
  9. What do you understand by the term ‘ positive discrimination in favour of the disabled at school?’
  10. Explain briefly what the following statement implies; ‘socialization should depend on the nature and degree of the child’s disability.’

## **SECTION: C: (20 marks)**

- All five questions are essay –type
  - Attempt only three questions. However, question ONE is compulsory. Therefore, choose other two from questions 2 – 5.
1. Account for developments that have taken place since 1971 in the light of Special / Inclusive Education in Zambia. (8 marks)
  2. Identify and explain clearly three characteristics common in children with mental retardation. (6 marks)
  3. Explain at least three signs that would make you suspect that some children you are teaching seem to suffer from visual impairment. (6 marks)
  4. (a) What is sickle -cell anaemia? (2 marks)  
  
(b) Explain two educational implications of this disease and suggest how these implications can be addressed (4 marks)
  - 5 One of the special needs of children with hearing impairment is how to identify them.  
  
(a) Explain briefly what the statement above means. (2 marks).  
  
(b) List down four behaviour indicators of children being suspected of either contracting or acquiring hearing impairment. (4 marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**FIRST SEMESTER UNIVERSITY EXAMINATIONS-JUNE/JULY 2004  
EPS 231: SOCIOLOGY OF EDUCATION**

NAME:-----

COMPUTER No.-----

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

1. THERE ARE **TWO SECTIONS** IN THIS PAPER. SECTION A CONTAINS OBJECTIVE QUESTIONS WHILE SECTION B CONTAINS ESSAY QUESTIONS.
2. ANSWER **ALL QUESTIONS** IN SECTION A.
3. ALL THE ANSWERS IN SECTION A SHOULD APPEAR IN THIS QUESTION PAPER.
4. ANSWER **ONLY THREE (3) QUESTIONS** FROM SECTION B.
5. **EACH QUESTION** IN SECTION B SHOULD BE ANSWERED IN A SEPARATE BOOKLET.

**SECTION A**

An UNZA lecturer of Sociology of Education has just completed an extensive research in the social structure of UNZA students. He has discovered a lot of new information hitherto unknown. The lecturer;

- A. is contributing to the innovative function of education
- B. is contributing to the conservative function of education
- C. is contributing to the political function of education
- D. is contributing to the economic function of education

In some countries teachers have to be registered by a board of education and also by a federal council of teachers before being appointed. What characteristic of a profession is being stressed here?

- A. Specialised knowledge
- B. High prestige and economic standing
- C. Professional body to carry out administrative work on behalf of the association
- D. Long period of training.

Which of the following best illustrates the sociological perspective?

- A. Administering a personality test to explore why a student is having problems in college.
- B. Examining patterns of interaction in an educational institution
- C. Examining the decision making process in a college staff room
- D. Looking for biological explanations of homosexuality among inmates at Katombora Reformatory

3. Teaching is regarded as an 'emerging profession'. This is because:
  - A. it is the oldest profession
  - B. it is the latest profession
  - C. its status is slowly being legitimated
  - D. it has just been recognised as a profession.
5. Ascribed status is used to describe a person who;
  - A. as a child, displays qualities of leadership
  - B. as a mayor, is often quoted in the newspapers
  - C. as a husband, is highly respected by his wife
  - D. as a judge, is chosen to handle more cases than his/her fellow judges ✖
6. One of the arguments in the Conflict Theory of Sociology of Education is that,
  - A. basic education brings high rate of social returns ✖
  - B. teachers affect the performance of their pupils ✖
  - C. jobs are rewarded according to their functional importance to society ✖
  - D. education is a tool of oppression in the hands of dominant groups ✖
7. Which one of these theories is free from the "black box of education" problem?
  - A. Structural Functionalist Theory
  - B. Social Exchange Theory
  - C. Human Capital Theory
  - D. None of these
8. Which one of these is a characteristic of a sick bureaucracy?
  - A. Division of labour
  - B. Flow of command from higher to lower offices
  - C. Training of officials
  - D. Employees exerting pressure on other employees
9. One of the following conditions contributed to the rapid development of Sociology of Education in the U.S.A. Which one?
  - A. Academic freedom in universities
  - B. Expansion of the education system
  - C. Development of theories in Sociology of Education
  - D. Industrial growth
11. One of the controversial tasks, which schools perform, is that of:
  - A. socialising the young people
  - B. nation-building
  - C. preparing children for the world of work
  - D. producing a literate society
12. The most important concept in the Labeling theory is:
  - A. social descent
  - B. internal operations of the school
  - C. streaming
  - D. none of these

Indicate **True** or **False** for each of the following.

- |     |      |       |  |
|-----|------|-------|--|
| 13. | True | False | All children are eminently educable.       |
| 14. | True | False | Democratic style of leadership is the best |
| 15. | True | False | Socialisation begins at birth              |
| 16. | True | False | Only children need socialization.          |

Match concepts, ideas, names etc. in **Section A** with those most appropriately connected in **Section B**.

- |                                 |   |                                    |
|---------------------------------|---|------------------------------------|
| 17. Specific-----               | A | School                             |
| 18. Leadership style-----       | B | Functional Status                  |
| 19. Barnard-----                | C | Stub                               |
| 20. Auguste Comte-----          | D | Star                               |
| 21. Community Status-----       | E | Role                               |
| 22. Jacobson and Rosenthal----- | F | Autocratic                         |
| 23. Pierre Bourdieu-----        | G | Latent functions                   |
| 24. Education-----              | H | Social statics                     |
| 25. Sociometry-----             | I | New Sociology of Education         |
| 26. Effective-----              | J | Stages of self-fulfilling prophecy |
| 27. Socialisation means:        |   |                                    |

28. A role-set is:

27. Internalisation means

28. Having a vision means:

29. The acronym MBWA stands for:

30. McGregor's (1961) theories x and y refer to an administrator who is:



31. Mention any two of Edmonds' (1979) Five Factor Theory. \_\_\_\_\_ and  
\_\_\_\_\_
32. Mention any two social functions of education.  
\_\_\_\_\_  
\_\_\_\_\_
34. List down two roles of a classroom teacher.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
35. Two agents of socialization are:  
a) \_\_\_\_\_  
b) \_\_\_\_\_
36. A ----- is one who makes a choice, but is him/herself unchosen,  
and is actively rejected by one or more members of the group.
37. Activities that are not backed up by formal rules and regulations in schools are known  
as -----.
38. Teachers usually teach actual curriculum because of their -----  
-----
39. Values, attitudes, perceptions, norms which students acquire are referred to as -----  
----- of culture.
40. Two of the components of the open systems approach are -----  
and -----.

## SECTION B

THERE ARE SIX QUESTIONS IN THIS SECTION. ANSWER ANY THREE (3)  
QUESTIONS. CREDIT WILL BE GIVEN FOR WELL-ORGANISED WORK.

**EACH QUESTION SHOULD BE ANSWERED IN A SEPARATE BOOKLET**

1. The expert and non-expert partnerships between the school and community is necessary. Discuss.
2. Illustrate clearly your understanding of an individual who is socialised but not educated.
3. One school may be regarded as an effective school while another may be a good one. What is the difference between the two? What does it take to have a good school?
4. Research has shown that girls' academic performance at primary school level is better than that of boys' while boys perform better than girls at high school level. Why is it so?

5. Supposing you were invited to give a talk to the members of any teachers' union in Zambia about the measures which teachers should take to improve their status in the country. Write a speech to address the problem.

6. In order to determine the perceived status of primary and secondary school teachers in a certain community, the college students carried out a prestige rating study. Two hundred (200) subjects were asked to rate twenty (20) occupations, two of which were those of primary and secondary school teachers. Below are the raw data collected in the study.

- a) Work out the mean score for each occupation.
- b) Work out the rank for each occupation

	Occupation	Distribution of Prestige Scores					
		Very High Prestige	High Prestige	Average Prestige	Low Prestige	Very Low Prestige	Do not Know
1	Pilot	118	62	5	10	5	0
2	Secretary	10	12	120	50	8	0
3	Clinical officer	14	16	100	60	5	5
4	Mechanic	18	40	112	20	10	0
5	Shop attendant	10	8	112	50	18	2
6	Medical doctor	120	60	10	5	3	2
7	Lecturer.	80	70	35	10	3	2
8	Priest	68	77	40	5	5	5
9	High sch. teacher	18	48	100	30	3	1
10	Bus driver	8	9	113	50	15	5
11	Carpenter	11	10	130	30	15	4
12	Cabinet minister	100	60	20	15	3	2
13	Accountant	90	80	18	10	2	0
14	Nurse	20	60	80	20	16	4
15	Office orderly	8	10	100	60	22	0
16	Lawyer	123	50	10	8	5	4
17	Primary sch. teacher	12	18	98	70	0	2
18	Grave digger	6	10	12	100	70	2
19	Miner	20	30	80	35	30	5
20	Air hostess	30	50	80	20	15	5

NOTE: Arbitrary weightings for each prestige category are as follows:  
 Very high prestige-1; High prestige-2; Average prestige-3; Low prestige-4; Very low prestige-5

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2004 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATION**

**EPS: 251: TEACHING CHILDREN WITH DEVELOPMENTAL DISORDERS**

**TIME: THREE (3) HOURS**

**MARKS: 50**

**INSTRUCTIONS**

- 1. THIS PAPER HAS THREE SECTIONS, A, B AND C.**
- 2. EACH SECTION HAS ITS OWN SPECIFIC INSTRUCTIONS**
- 3. THE ANSWER BOOKLETS HAVE BEEN PROVIDED FOR ALL YOUR USE.**

**SECTION: A : (10 marks)**

This section has ten, compulsory multiple choice questions. Attempt each question by choosing a letter (a, b, c or d) against the best answer. All answers should be written in the answer booklet provided for you.

1. .... are the primary symptoms of all forms of epilepsy
  - (a) Temper tantrums
  - (b) Aggressive behaviours
  - ☒ (c) Seizures
  - (d) Intellectual limitations
2. Autism is a ..... disorder
  - (a) behaviour
  - (b) Communication
  - (c) Neurological
  - ☒ (d) Communication and behaviour
3. Which professional is designated to assess the child suspected of posing behaviour disorders?
  - (a) Educational Psychologist

- (b) Psychotherapist
  - (c) Social worker
  - (d) Special educator
4. What is the distinguishing feature between occulta and aperta forms of spina bifida?
- (a) In one, the meninges are undamaged
  - (b) The former type has a small split between the two bones of the spinal column.
  - (c) The aperta type is more pronounced.
  - (d) Spinal cord and meninges are undamaged in the occulta type.
5. Orthopaedic management usually focuses on.....
- (a) Physical treatment
  - (b) Deformity correction
  - (c) Rehabilitating sensation
  - (d) Improving mobility
6. Obesity is mostly common in children with.....
- (a) Cerebral palsy
  - (b) Developmental disorders
  - (c) Spina bifida
  - (d) Scoliosis and Kyphosis
7. Juvenile absence epilepsy is likened to.....
- (a) Childhood absence epilepsy
  - (b) Juvenile myoclonic epilepsy
  - (c) Febrile seizures
  - (d) Infantile myoclonic epilepsy
8. What term attempts to describe the situation of responding only to a component of available sensory information as exhibited by autistic children?
- (a) Fears
  - (b) Self – injurious behaviour
  - (c) Heterogeneous associated disorders
  - (d) Stimulus over sensitivity.
9. Which of the following deficits does the child with mental retardation suffer from during infancy and early childhood?
- (a) Sensory and motor skills
  - (b) Reasoning and judgement
  - (c) General social skills

(d) Vocational ability

10. What differentiates development disabilities from other disabilities?

- (a) Etiologies of other disorders are traceable
- (b) Developmental disorders are manifested early in life
- (c) The former are pronounced before a person attains the age of 22 years.
- (d) The difference that exists is quite minor.

### **SECTION: B: (20 marks)**

- All questions in this section are of short answer type and compulsory.
  - All questions have equal weighting of two marks for each correct answer.
1. Explain briefly what the term neurological impairment implies.
  2. What contributes to limited mobility in a child with cerebral palsy?
  3. Distinguish between anencephaly and encephalocele neural tube defects.
  4. Identify and mention two complications arising from urinal and bowel incontinence as experienced by a child with spina bifida.
  5. Explain briefly the influence that genetic pre disposition has on the occurrence of seizures in an epileptic child.
  6. Individuals with epilepsy should not be over-protected. Explain what the statement positively implies.
  7. Identify and describe what you would consider as two of the core features exhibited by an autistic child.
  8. Associate sensory aversions with autism as a behaviour modification strategy.
  9. According to Piaget's stages of child development mild mental retardation is equated with concreted operations stage. Explain what this equation implies in the light of the child's learning procedure.
  10. Educable mentally retarded pupils should be identified by multiple criteria. Explain briefly what this criteria is.

### **SECTION: C : (20 marks)**

Section C, comprises five essay –type questions. Attempt only three questions. However, question ONE is compulsory. Therefore, choose other two questions from the rest.

1. Besides management problems, the child with cerebral palsy suffers from educational limitations.
  - (a) Identify and explain these educational needs. (4 marks)
  - (b) Suggest ways of addressing these problems. (4 marks).
- 2 Hydrocephalus may occur separately but is usually associated with myelomeningocele spina -bifida.
  - (a) What problems is hydrocephalus likely to impose on the school –going child if it goes unchecked? (3 marks)
  - (b) Explain in clear terms how these problems can be taken care of. (3 marks)
- 3 Children with epilepsy need to be treated with respect and acceptance if they are to feel confident about themselves and accept their condition.
  - (a) Explain the meaning of the statement (2 marks)
  - (b) What would you do if one of your pupils fell into epileptic seizures? (4 marks).
4. (a) What do you understand by the term parent – professional collaboration? (2 marks)
  - (c) Discuss the benefits associated with this phenomenon in light of children with developmental disorders. (4 marks)
5. Career education should be taught to all learners, whether disabled or not.
  - (a) What is career education? (2 marks)
  - (b) Consider in discursive form the end products of career education. (4 marks).

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2004 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATION**

**EPS: 261: SPEECH – LANGUAGE DISORDERS**

**TIME: THREE (3) HOURS**

**MARKS: 50**

**INSTRUCTIONS**

**ANSWER 3 QUESTIONS IN ALL. QUESTION ONE IS COMPULSORY AND CARRIES 20 MARKS. THE REMAINING TWO QUESTIONS CARRY EQUAL MARKS.**

1. Read the following passage and answer the questions that follow:

A week after her thirty –ninth birthday, Mrs. Zulu suffered a stroke. A blood vessel in her brain ruptured leaving her with a paralyzed right arm and leg, defective vision and many symptoms of aphasia. For example, Mrs. Zulu was unable to speak a little but groped continually for words. Here is how she tried to ask her husband about some money she had hidden in the fridge. ‘ Ah, you know, in food... Ah, oh, I mean, eggs.... and oh ... ah ...shit ~ save for mekum .... no, no meat ...ice.’ Sometimes, Mrs. Zulu lapsed into a rapid gibberish.

Mrs. Zulu was unable to tell time, make change or even to follow a simple recipe. She read only head -lines in the news -papers but enjoyed watching television, particularly the game shows. Sometimes, she tried to sound out words in an article but become frustrated very easily. She could only write her name, phrase, ‘ I love you’ and a few common words. Her visitors seemed to understand what was said to her if the speaker talked slowly and simply. Her husband noted that, it may take Mrs. Zulu as long as 20 seconds to recognize some words spoken to her.

Before her stroke Mrs. Zulu was active, outgoing and well liked by members of the local community. Now, she is withdrawn and depressed. She cries frequently and does not seem to be able to stop crying once she has begun.

- (a) Using terms you have learnt in this course, identify five (5) problems Mrs. Zulu seems to be experiencing following her stroke. (5 marks)

- (b) Describe **one** of these problems under the following themes:
- (i) nature,
  - (ii) causes,
  - (iii) indicators,
  - (iv) Intervention strategies.
- (15 marks)
2. (a) Identify and describe main stages in the acquisition of speech – language symbols in children up to the age of 15 months. (10 marks).
- (b) What major theories govern this process? (5 marks).
3. (a) Define the term ‘articulatory disorders’. (2 marks).
- (b) What characteristics do children with misarticulation exhibit? (4 marks)
- (c) What are the main causes of misarticulation in children? (5 marks).
- (d) As a teacher, how would you help children with such problems in your class? (4 marks).
4. Discuss assessment of children with special needs including reasons, nature and challenges it poses in provision of qualitative special / inclusive education in Zambia. (15 marks).
5. Critically discuss any **two** of the following:
- (a) Handwriting problems
  - (b) Multisensory (VAKT) approach
  - (c) Spelling problems
  - (d) Non – verbal communication indicators
- (15 marks)
6. (a) Name and discuss the constituents of an Individualized Education Programme (I.E.P) (8 marks).
- (b) Design an I.E.P for a child with a specified reading problem in your class. (7 marks).

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2004 ACADEMIC YEAR FIRST SEMESTER**  
**EPS 361: CURRICULUM PLANNING IN SPECIAL / INCUSIVE EDUCATION**  
**FINAL EXAMINATION**

**TIME: THREE (3) HOURS**

**MARKS: 50**

**INSTRUCTIONS**

- 1. TWO SECTIONS (A AND B) COMPRISE THIS PAPER.**
- 2. SECTION A HAS TEN (10) SHORT – ANSWER QUESTIONS AND ARE ALL COMPULSORY. EACH FULL ANSWER WILL ATTRACT 2 MARKS.**
- 3. THERE ARE FIVE ESSAY - TYPE QUESTIONS IN SECTION B. ATTEMPT ONLY THREE QUESTIONS, BUT QUESTION ONE IS COMPULSORY. TWO MORE SHOULD THEN BE CHOSEN FROM QUESTIONS 2 – 5. EACH QUESTION CARRIES 10 MARKS.**
- 4. ALL YOUR WORK SHOULD BE DONE IN THE ANSWER BOOKLETS PROVIDED FOR YOUR USE.**

**SECTION : A (20 marks)**

1. Outline the composition of the curriculum
2. What is an operational curriculum?
3. Compromise the ideological practices of traditionalists and radicals in curriculum design
4. How does record keeping act as the basis for evaluating a curriculum?
5. Provide two reasons for the weakness of objectives model according to its critics.
6. Draw the distinction between special education needs and special needs education.
7. According to Rose et al (1996), success of the curriculum hinges on staff approach. Mention two of these approaches.
8. Account for the significance of crisis teaching

9. Why is evaluation of the curriculum referred to as a co –operative enterprise?
10. why do you think questions about whether to allow bilingual education programme and how it should be delivered is a complex issue?

**SECTION: B      (30 marks)**

1. Discuss at least three strategies you would use to evaluate a school curriculum.
2. (a) How do relevance and individualization play as part of the criteria for modified teaching methods? (4 marks)  
  
(b) Explain the notion that children with SEN also benefit from mainstream teaching / learning methods, except where there is a major sensory loss. (6 marks)
3. Discuss the phenomenon that curriculum are always to be realized from socio – economic political context.
4. Explain clearly various considerations which are associated with designing a curriculum for pupils with emotional and or behavioural difficulties.
5. The three principal curriculum design models do not by nature describe how curricula are designed but instead make recommendations. These same models are also relevant to curriculum for special needs.  
  
(a) Explain briefly what these three models are (3 marks).  
  
(b) Discuss one curricular model mentioned in (a) above of how it would benefit a cluster of children with special educational needs, (7 marks).

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2004 ACADEMIC YEAR FIRST SEMETER**

**FINAL EXAMINATION**

**EPS: 451: IDENTIFICATION, ASSESSMENT AND INTERVENTIONS IN**

**SPECIAL/ INCLUSIVE EDUCATION**

**TIME: THREE (3) HOURS**

**MARKS: 50**

**INSTRUCTIONS**

**ANSWER 3 QUESTIONS. QUESTION ONE IS COMPULSORY AND CARRIES 20 MARKS. THE REMAINING QUESTIONS CARRY EQUAL MARKS.**

1. (a) Prepare a comprehensive assessment report for a child with special needs just assessed in your class. (10 marks)  
  
(b) Using the assessment data in your report, write a detailed Individualized Educational Programme (I.E.P) covering a duration of 15 working days clearly, showing how the need was resolved for the same child. (10 marks).
2. (a) Examine critically one placement model for children with special needs practiced in Zambia. (10 marks).  
  
(b) What solutions do you propose for major challenges in the model that you have chosen? (5 marks).
3. Discuss the concept of 'assessment' including reasons, nature, promises and challenges it poses in the provision of qualitative education to children with special needs in Zambia. (15 marks).
4. (a) Critically discuss the contributions of 'partnership approach' to the development of Special / Inclusive Education in Zambia. (10 marks).

(b) Give reasons why you feel it should be supported even in the 21<sup>st</sup> century. (5 marks).

5. (a) Identify and describe approaches used in the teaching of reading to children in basic schooling. (10 marks)

(b) Which one of these would be suitable for a child with poor memory? Give reasons why you think the approach you have chosen is the most suitable. (5 marks).

6. (a) Why should parents be involved in the execution of educational interventions for their children with special needs? (10 marks).

(b) What roles (if any) should they play? (5 marks).

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND  
SPECIAL EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY, 2004

EPS 461  
MANAGEMENT AND ADMINISTRATION IN SPECIAL EDUCATION

Time: Three (3) hours

Marks: 50% of total course

Instructions:

Answer only four (4) questions using a separate answer booklet for each question.  
Question One (1) is compulsory.

1. If you were a manager/headmaster of a school where children with visual, hearing and physical impairments were being included or integrated, what considerations would you make to enable these children benefit from instructions in the school?
2. Authority, power and responsibility are the three basic elements that are characteristic of leadership. Explain briefly with examples of how each of these leadership characteristics could help the school run effectively.
3. Decision-making is an attempt to solve school problems. In order for the manager/headmaster to make sound and effective decisions, s/he should possess a good knowledge of problem-solving techniques. List and discuss any five important steps in decision-making or problem solving.
4. Differentiate coercive from democratic leadership style. Which leadership style could you prefer in administering an institution for SEN children?
5. The chief executive of a school is the manager/headmaster. The success of any school depends on how effective the manager/headmaster is as an administrator. List and discuss the five main responsibilities that the manager/headmaster should fulfil as an administrator.
6. In any organisation there are several types of workers categorized in respect of their attitude towards work. Describe the five main commonest types.
7. What school records show what goes on in a school? What importance is attached to these records? What would their absence impinge on the school?

END OF THE EXAMINATION  
WISHING YOU GREAT SUCCESS.

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY & SPECIAL EDUCATION

### UNIVERSITY FIRST SEMESTER FINAL EXAMINATIONS – JUNE, 2004

EPS 471

#### COUNSELLING IN CHILD DISABILITY – THEORY

TIME: THREE (3) HOURS

#### INSTRUCTIONS:

There are **five questions** in this examination paper

- Question **1** is **compulsory** and carries 20 marks
- Question **2** is **compulsory** and carries 20 marks
- Attempt **ANY OTHER ONE** question from questions 3 to 5. Each carries 20 marks
- The examination contributes 60% to the course.

#### Question 1

- (a) Draw a diagram to illustrate Bronfenbrenner's ecological system.
- (b) Explain each ecological system and critically analyse the NEGATIVE impact the four systems operating together have on a child with a disability as she/he grows into an adult in Zambia.
- (c) Propose what should be done in each of the four systems to brighten the special needs child's circumstances.

#### Question 2

You have been asked to write a Counselling Guide for basic school teachers. Write *briefly (not more than one page on each) on the following:*

- (a) "Many people are looking for an ear that will listen. They do not find it among those set to help them, because they are talking more instead of listening." Use this quotation to explain what counselling is all about. (2 marks)
- (b) Establishing rapport with a counsellee means opening up a good working relationship with the counsellee. What does creating rapport entail and why is the first meeting the most important? (4 marks)

- (c) A counsellor has to be aware of the fact that everyone has three kinds of spaces: personal, social, and public space. What are these spaces and show how interference with any of the spaces can derail a counselling session. (4 marks)
- (d) Explain the need for referrals in counselling and how to make a good referral. (4 marks)
- (e) Explain what the counsellor ought to do:
- (i) when a counsellee breaks into tears (2 marks)
  - (ii) when a counsellee threatens to commit suicide (2 marks)
  - (iii) when the counsellor and the counsellee know each other socially (2 marks)

### Question 3

Eight counselling approaches have been introduced to you in the course. The eight theories are: *Adlerian counselling*; *Behavioural counselling*; *Rational -Emotive therapy*; *Transactional Analysis*; *Gestalt therapy*; *Person-centred counselling*; *Reality therapy*; *Psychodynamic counselling*.

Compare and contrast any two of the therapies above in terms of their counselling methods / techniques. Which of them would you recommend for use in Zambia and why?

### Question 4

Cunningham & Davis (1985) have proposed that there are three general approaches to parent-professional relationships which are currently in use in the field of education. These are the expert, transplant and consumer models.

Present the three models and critically analyse the level of partnership between professionals and parents in Zambia's special education programmes.

### Question 5

- (a) Draw Hornby's (1989) model for parent involvement showing a detailed hierarchy of parents' needs and potential contributions to a special school or unit.
- (b) Using the model that you have drawn, discuss whether schools in Zambia are utilizing the parents' potential contributions and whether schools are meeting parents' needs.
- (c) In conclusion suggest what should be done to increase parent involvement in the education of their children with special needs.

**Thank you**

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

### **2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**EPS901: INTRODUCTION TO EDUCATIONAL RESEARCH**

**TIME: THREE HOURS**

#### **INSTRUCTIONS:**

- 1. THIS EXAMINATION HAS TWO SECTIONS, A AND B.**
  - 2. DEFINE ONLY SIX (6) CONCEPTS FROM SECTION A AND ANSWER ONLY THREE (3) QUESTIONS FROM SECTION B.**
- 

#### **SECTION A:**

- 1. DEFINE BRIEFLY (not more than six (6) lines) ANY SIX (6) CONCEPTS FROM THE FOLLOWING:**
  - (i) Population Parameter
  - (ii) Coefficient of Variation
  - (iii) Operational Alternative Hypothesis
  - (iv) Regression Line
  - (v) Empiricism
  - (vi) Variance
  - (vii) Grounded Theory
  - (viii) Limitation of a study
  - (ix) Decile
  - (x) Semantic Differential Scaling Technique

#### **SECTION B:**

- 1. What are the assumptions for the establishment of truth in the form of science. Evaluate those assumptions critically in the light of the limitations of science.**
- 2. What is a research proposal? Why do researchers prepare research proposals? Discuss its major components.**
- 3. Give examples of non-experimental types of research, discuss the purpose and the degrees of control over the Independent and Dependent variables in those approaches.**
- 4. Variables are key features of research. Discuss different types of variables and methods how to investigate the relationship between variables.**
- 5. What is the purpose of sampling. Give examples of different sampling procedures and discuss their advantages and their possible constraints.**
- 6. In a small sample you obtain the following test results: 3, 6, 2, 7, 8, 9, 3, 4, 5, 1. Indicate the measures of central tendency and calculate the variance and the standard deviation of the sample. Are the results positively or negatively skewed?**

**END OF EXAMINATION**



# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

**First semester examinations**

**June, 2004**

**ISE 111**

**Nature of children's learning**

**Time: Three(3) hours**

**Instructions:**

1. This examination has three sections; A, B and C. Section A comprises ten multiple choice questions, Section B five brief discussion questions. Section C has six essay questions. You are required to answer:
  - All questions in Sections A and B (15 marks)
  - Questions one and two in section C as they are compulsory (25 marks - 12 ½ each)
  - Any one from questions 3-6 (10 marks)
2. Answer each question in a separate answer booklet. Indicate on each booklet cover the number of question attempted.
3. Credit will be given for orderly presentation of arguments and materials.
4. This examination contributes 50% to the total course mark.

**Section A ( 5 marks )**

1. ....are threadlike strands where genetic information is carried from parents to offsprings.

A. Genes	B. Alleles
C. Chromosomes	D. Gametes
2. What chances are there that parents with genes Bb and bb will produce a child with genes that have homozygous dominant alleles?

A. 50%	B. 0%	C. 25%	D. 75%
--------	-------	--------	--------

3. Which one of the following is an example of fine-motor skills?
  - A. Walking      B. Running      C. Weaving      D. Crawling
4. What is the predominating social conflict at the third stage of Erikson's psycho-social development?
  - A. Autonomy Vs Shame and doubt      B. Industry Vs Inferiority
  - C. Initiative Vs Guilt      D. Identity Vs Identity Confusion.
5. ....is associated with the Ecological systems theory of development.
  - A. Bruner      B. Bronfenbrenner
  - C. Kohlberg      D. Bandura
6. ....is a technique used to remember information by associating it with already known material.
  - A. Elaboration      B. Organisation
  - C. Maintenance      D. Contextualization
7. According to ....., cognitive development cannot be isolated from culture.
  - A. Chomsky      B. Piaget
  - C. Vygotsky      D. Skinner
8. The Syllogism; All women are kind, Jane is a woman therefore she is kind, is an example of.....
  - A. Inductive reasoning      B. Deductive reasoning
  - C. Transductive reasoning      D. abstract reasoning
9. What is the most significant accomplishment at the formal operational stage of Cognitive Development?
  - D. Ability to understand object permanence
  - E. Ability to understand reversibility
  - F. Ability to hypothesise
  - G. Ability to use language
10. Kohlberg is the originator of the Cognitive theory of moral development. True/False

## **SECTION B ( 10 marks )**

Write brief notes on each of the following:

1. Retro-active inhibition
2. Macro system
3. Schemas
4. Identification
5. Pre-conventional moral reasoning

## **SECTION C ( 35 marks )**

1. Robert Gagne and Jerome Brunner argue that any subject can be taught to anybody so long as that subject is presented in the representational system that suits the learner. Using this background, discuss how material can be presented to a grade 1 class to enhance learning.
2. Gregor Mendel is well known for his work on genetic transmission of characteristics from parents to offsprings. Using Gregor Mendel's experimental procedures, explain the following terminologies:
  - A. Phenotype
  - B. Genotype
  - C. Homozygous Dominant
  - D. Heterozygous Dominant
  - E. Recessive gene
3. Piaget's theory of Cognitive development provides teachers with vital knowledge in the teaching/learning process. Discuss.
4. Self-concept is an important aspect of development that depends on the socialization process a child goes through. With reference to Erikson's psycho-social theory of development, discuss self-concept formation.
5. It is vitally important that every teacher understands how the human mind processes information. Show how knowledge of information processing techniques help a teacher in the presentation of material to enhance students' recall.
6. According to Sigmund Freud, there is constant conflict between the pleasure seeking demands of the Id and the reality consideration of the Ego. Using examples from real-life situations, demonstrate how the Ego controls the Id.

**END OF EXAMINATION!**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATION JUNE 2004**

**COURSE: ISE 171-INTRODUCTION TO FOOD AND NUTRITION  
SCIENCE**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS**

Read the instructions carefully before you start answering the questions.  
The paper has three sections A, B and C. Section A carries 40 marks,  
Section B 20 marks and section C carries (40 marks)

---

**SECTION A (40 marks)**

Answer all the questions in section a

1. Food is ingested through the
  - A. Salivary glands
  - B. Small intestine
  - C. Mouth
  - D. Rectum
2. Bile helps to
  - A. Neutralise fat
  - B. Emulsify
  - C. Digest glycerol
  - D. Emulsify glycerol
3. In which organ of the alimentary canal does most digestion occur?
  - A. Mouth
  - B. Stomach
  - C. Small intestine
  - D. Large intestine
4. The chemical digestion of proteins in humans begins in the...
  - A. mouth
  - B. oesophagus
  - C. stomach
  - D. small intestine

5. Which type of digestion occurs in the mouth when an individual **chews** a piece of bread?
- A. Chemical digestion
  - B. Mechanical digestion
  - C. Both chemical and mechanical digestion
  - D. Neither chemical nor mechanical digestion
6. The first part of an organic compound usually indicates the number of ...
- A. Protons
  - B. Molecules
  - C. Neutrons
  - D. Carbon
7. Which disaccharide is generally formed by the unity of two glucose molecules?
- A. Fructose
  - B. Maltose
  - C. sucrose
  - D. Lactose
8. Sometimes a type of sugar might be referred to as an **aldohexose**, how would you describe such a sugar in terms of classification?
- A. That it is a six carbon sugar as well as an aldo
  - B. That it is both an aldehyde as well as a six carbon sugar
  - C. It is neither of these
  - D. It is a polysaccharide
9. Five major hormones that are vital in metabolism and regulation of carbohydrates (glucose) levels in the body are:
- A. Insulin, glucagons, glucocorticoids, thyroxin and growth hormone
  - B. Insulin, glucagons, maltase, thyroxin and growth hormone
  - C. Growth hormone, insulin, glucocorticoids, lactase and thyroxin
  - D. Growth hormone, insulin, glucocorticoids, galactase and thyroxin
10. Compounds that share the same chemical formula but have different chemical structures are called
- A. Cis isomers
  - B. Isomers
  - C. Trans isomers
  - D. Neutrons
11. During fat digestion, the tongue produces an enzyme called...
- A. Salivary amylase
  - B. Lipase
  - C. Lingual lipase
  - D. Gastric lipase

12. Fat absorption takes place in the...
- A. Stomach
  - B. Colon
  - C. Mouth
  - D. Small intestine
13. A partial breakdown of product of proteins is called...
- A. Pepsinogen
  - B. Pepsin
  - C. Peptones
  - D. Amino acids
14. Research has shown that heart attacks are due to blood in circulatory system having clots. It has been discovered that fatty acid can reduce blood clotting and this type of fatty acid is ...
- A. Omega 6 (w-6) fatty acid
  - B. Omega 3 (w-3) fatty acids
  - C. Linoleic fatty acid
  - D. Oleic acid
15. After food enters the small intestine, lipases, proteases and amylases are secreted into the small intestine by the ...
- A. Liver
  - B. Pancreas
  - C. Mouth
  - D. Large intestine
16. Animal fat is an example of..
- A. Unsaturated fat
  - B. Saturated fat
  - C. Polyunsaturated fat
  - D. Solid oils
17. Eggs are an example of ....
- A. Fibrous proteins
  - B. Globular proteins
  - C. Conjugated proteins
  - D. All of the above
18. Hexose sugars are the same as ....
- A. Furanoses
  - B. Pyranoses
  - C. Both pyranoses and furanoses
  - D. None of the above
19. Which of the following pair of sugars do not appear free in nature...

- A. Sorbose and fructose
- B. Galactose and sorbose
- C. Glucose and ribose
- D. Galactose and mannose

20. Which vitamin is hydrolysed to fatty acids before absorption?

- A. Vitamin B complex
- B. Vitamin A
- C. Vitamin D
- D. Vitamin K

## SECTION B (20 marks)

Answer **all** the questions from this section

**TRUE OR FALSE:** Write T or F against the sentence.

1. Vitamin A appears in animal tissues only.
2. Beriberi is a result of a deficiency of riboflavin .
3. Most chemical digestion and absorption is done in the large intestine
4. The pyloric sphincter is the structures that begin the mechanical breakdown of food
5. Vegetable oils are an example of unsaturated oils.
6. Cellulose is a complex sugar which is never digested by humans.
7. Antioxidants protect foods from turning rancid
8. Methionine and leucine are examples of essential amino acids.
9. The nature of living organisms depends essentially on proteins and nucleic acids.
10. Cholesterol is converted into bile acids by the liver.

## SECTION C 40 marks

Choose any **two** questions from questions below.

1. Give a short account of the digestion and absorption of carbohydrates  
**20 marks**
2. Briefly explain two types of diabetes mellitus.  
**20 marks**
3. Write a short account on the classification and identification of organic compounds.  
**20 marks**
4. Briefly explain sources and benefits of a high fibre diet. (20 marks)

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS, JUNE-JULY, 2004**

**ISE 181**

**INTRODUCTION TO SOCIAL STUDIES I**

**TIME: THREE HOURS**

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

**SECTION A**

1. Examine the sources available in reconstructing the pre-colonial social studies of Zambia.
2. What factors led to the development and rise of Undi's Chewa Kingdom? Why did it later decline?
3. What role did trade play in the Lunda Kingdom of Mwata Kazembe?
4. How did the early 19<sup>th</sup> century events in South Africa affect pre-colonial Zambia?

**SECTION B**

5. Compare and contrast the chiefs' roles and powers in pre-colonial and colonial Zambia.
6. What do you understand of the following:
  - (a) Tradition?
  - (b) Tribe and tribalism

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2004 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**ISE 215:                      INSPECTION AND SUPERVISION**

**TIME:                        THREE (3) HOURS**

**INSTRUCTIONS:**

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.

**MARKS:**

All questions carry equal marks. The total marks for the four questions you will answer are 100.

---

**SECTION A**

Answer only **two** questions in this section.

1. Discuss the characteristics of an effective supervisor of teachers and the skills s/he applies during clinical supervision.
2. Barak Rosenshine (1976) reported the major research on teacher behaviours associated with success in the teaching of reading and mathematics in low socio-economic status classrooms. Explain the ten teacher behaviours relating to effective instruction of these two curriculum areas. To what extent do you agree with the assertion of Ned Flanders that teachers should use direct and indirect teaching styles for the purpose of achieving high pupil academic achievement?
3. From the outset during school teaching practice the relationship between the co-operating teacher as the source of data-based feedback and the student teacher as its recipient is crucial. The relationship requires mutual trust, non-threat and openness to both the co-operating teacher and the student teacher working together towards common goals. The student teacher in particular accepting from the co-operating teacher valid and valuable observational data, internalising and processing the data, and using them to identify needed pupil target behaviour and teacher affecting behaviour changes (W.D. Copeland and N.J. Boyan, 1995). In view of this statement, design a model of instructional supervision for training co-operating teachers to

identify teaching and learning problems and to contribute to the resolution of specific instructional problems for the purpose of improving the classroom teaching performance of student teachers.

### **SECTION B**

Answer only **one** question in this section.

4. Education standards officers should play a dual role of executing both administrative and inspectorial duties (W.A. Dodd, 1980). Discuss arguments for and against this statement providing in the final analysis job descriptions in both cases.
5. Peter Canham (1983) states that writing school inspection reports should be carried out soon afterwards in order to avert incomprehensibility of inspectorial notes with the elapsing of time and as more schools are visited. Critically analyse this statement in view of contents and implications for drafting the reports.

### **SECTION C**

Answer only **one** question in this section.

6. A student teacher under your supervision has a concern about how to deliver the lesson in clear terms to pupils in grade 6. What observation techniques might you choose to address the student teacher's concern? Give reasons for the selection of the techniques.
7. As a supervisor of in-service teachers, think of a teacher who has had a definite problem with classroom management in the area of pupil discipline. First, list several alternatives the teacher might try out in order to solve the problem. Second, draft a statement that you would utilise in proposing these alternatives to the teacher.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – JUNE 2004**

**COURSE: ISE 221- HOME ECONOMICS TEACHING  
METHODS I**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS**

Read the instructions carefully before you start answering the questions.  
This paper has two sections, A and B. Section A carries 50 marks and  
Section B also carries 50 marks. The marks for each section are indicated.

**SECTION A (50 marks)**

Answer **all** the questions from this section

1. List
  - a) Four general principles of teaching and learning **(4 marks)**
  - b) Four important guidelines for the teacher to establish good discipline in his classroom. **(4 marks)**
  - c) Four guidelines for making pictures and charts **(4 marks)**
  - d) Four suggestions to improve chalkboard use by the teacher. **(4 marks)**
  - e) Four functions of pictures and charts in the teaching and learning process **(4 marks)**

**20 marks**

2. Define:
  - a) Mission statement **(2 marks)**
  - b) Objectives **(2 marks)**
  - c) Principles **(2 marks)**
  - d) Problem solving **(2 marks)**
  - e) Value reasoning **(2 marks)**
  - f) Critical thinking **(2 marks)**

**12 marks**

3. a) What is the purpose of questioning? **(4 marks)**

- b) What is the significance of the Blooms taxonomy? (4 marks)

**8 marks**

4. Write short notes on the following:
- a) Reinforcement (2 marks)
  - b) Feedback (2 marks)
  - c) Higher order questions (2 marks)
  - d) Purpose of questioning (2 marks)
  - e) Logical sequence (2 marks)

**10 marks**

## **SECTION B (50 marks)**

Answer **two** questions from this section but **question one (1) is compulsory**

1. Outline six different reasoning skills carried out in the process of value reasoning and write brief notes on each skill.

**25 marks**

2. Give an account of Blooms Taxonomy categories and its contributions to lesson planning.

**25 marks**

3. You have been hired to give a paper on Health and Safety to Trainee House keepers, what points would you emphasise on:

- a) Causes of accidents

**5 marks**

- b) Types of accidents

**10 marks**

- c) Falls being the most common accidents in the home, their causes , remedies and safety measures

**10 marks**

**(25 marks)**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**FIRST SEMESTER EXAMINATIONS – JUNE 2004**  
**COURSE: ISE 241      ART TEACHING METHODS I**

**TIME:      THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS:**

Read the instructions carefully before you start answering the questions.

Answer **three** questions only.

---

1. Write **two** pages **content** on clay.
2. How do you differentiate content and methodology lesson on collage?
3. How do these three areas viz: syllabus, schemes and forecast become important to a school child?
4. State one of the aims of teaching art at basic school and discuss the following areas and their functions.
  - (i)      Aim
  - (ii)     objective/s
  - (iii)    Content
5. Discuss potential space and the way we use it in Art and Design.

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY**  
**2004**

**ISE 281: BASIC TOPICS IN SOCIAL STUDIES**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS**

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

---

**SECTION A**

1. Cross-cutting issues and the core values of the *Zambian* society ought to form the content of *Zambia's* Social Studies curriculum. Argue!
2.
  - (a) Account for the importance of teaching learners the skills of how to acquire knowledge in the 21<sup>st</sup> century.
  - (b) How have the philosophies of pragmatism and progressivism influenced Social Studies in North America?
3. What implications does the process of democratisation have on the Social Studies curriculum?

## **SECTION B**

1. Discuss the origins of Social Studies in Africa outlining some of the objectives of education for Africans in colonial Africa. How did the Phelps-Stokes Commission react to the type of education for Africans provided by the colonial masters?
2. What is implied by Scope of Social Studies? What important points should be taken into consideration when designing Social Studies programmes?

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### FIRST SEMESTER EXAMINATION- JUNE/JULY 2004

**ISE 351:**                      Zambian Traditional Games

**Time Allocation:**       Three (3) Hours

**Instructions:**            Answer **four (4)** questions from this paper. Question number **one (1)** is **compulsory**.

- 
1. Given a grade 4 class of forty (40) pupils and you are to teach volleyball. Prepare a lesson plan, showing all the parts
  2. Write **one (1)** Traditional Game from **one (1)** of the following categories;
    - (a) Knowledge Testing
    - (b) Strength and Combative
    - (c) Chasing /Jumping /TappingDiscuss how the games are played.
  3. Discuss the philosophies and theories involved in Traditional Games
  4. Mention ten (10) Zambian Traditional Games that are similar to conventional games.
  5. Compare and contrast traditional and conventional games.
  6. Under what circumstances is music and dancing applied in the Zambian society?  
Discuss.

**END OF EXAMINATION**

**GOOD LUCK.**



# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY  
2004

**COURSE: ISE 381: SPECIAL TOPICS IN SOCIAL STUDIES**

**TIME: THREE (3) HOURS**

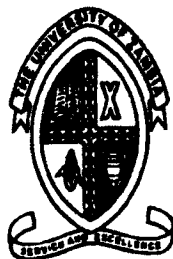
### INSTRUCTIONS

ANSWER **THREE** QUESTIONS, QUESTION **ONE (1)** COMPULSORILY

---

1.
  - a) Write an account of the value, shortcomings and prospects of teaching some social studies topics by direct observation.
  - b) Basing your discussion on your own field experience, what are the major challenges of teaching social studies by direct observation.
2.
  - a) Compare the concepts of standard of living and quality of life.
  - b) Comment on the standard of living and quality of life of a man who has three houses, 10 commercial minibuses, 2 cars, a truck and an income of more than K31, 000, 000=00 per month who lives in Kaunda Square.
3.
  - a) Compare and contrast a survey and a case study.
  - b) Determination of quality of life depends on use of indicators. Name and describe at least six (6) indicators of quality of life of the community.
4. Of the studies you have conducted in the field, choose one and:
  - a) state how you collected data
  - b) describe how you processed and interpreted the data.
  - c) describe the data you collected by observation only.
5.
  - a) Explain how you would teach an environmental education concept by field work
  - b) What things can a student learning by direct observation gain over the one learning by indirect observation?

**END OF THE EXAMINATION**



# THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS – JUNE/JULY 2004

## LIN5001 RESEARCH METHODS IN LINGUISTIC SCIENCE

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : Answer any five (5) questions.

WEIGHTING : The examination counts for 50% of the course's total marks. All questions carry equal marks.

*points*

1. Let us assume you intend to write a book entitled "A Grammar of Namwanga" and you are based in Lusaka, what do you think will be the main ~~points~~ in your research design? Your design should include, but not be limited to, answers to the following questions:
  - (a) What will be the grammatical contents to investigate ?
  - (b) How will you collect and store the data?
  - (c) How will you analyse the data?
2. In some types of research, certain variables such as sex, age, ethnicity etc. must be used as what I call operators, i.e. as independent variables, dependent variables etc. Discuss and exemplify.
3. With reference to (a) sociolinguistic research and (b) lexicography, discuss what is referred to in the literature on research methods as triangulation.
4. Write a 2-3 page essay on sampling.
5. Write a 2-3 page essay on data collection.
6. Write brief note on the following:
  - (a) ethics in research
  - (b) observation in research
  - (c) introspection in research
  - (d) experiment

END

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
UNIVERSITY FIRST SEMESTER EXAMINATIONS, JUNE/JULY  
2004**

**L.S.E. 211: SOCILA STUDIES TEACHING METHODS I**

**TIME: 3 HOURS**

**INSTRUCTIONS: Answer three (3) questions. Two (2) from section one (1) and one (1) from B**

**SECTION A**

1. Why do most teachers in Zambia avoid the Inquiry Method of teaching?
2. What factors should be considered when constructing a syllabus? Discuss some of the actors in the construction of the syllabus.
3. Define Records of Work. Why are they important in the teaching / learning process?

**SECTION B**

1. a) Comment on the significance of the changes introduced to the Social Studies Curriculum grades 1-7 and their implications for the teachers and pupils of Social Studies.  
  
b) If you were on the Social Studies Curriculum Review Committee of the Curriculum Development Centre, what ideas would you raise aimed at appraising the 1996 Social Studies Syllabus?
2. Why is introduction to the use of large scale (1: 50,000) maps to grade 8 pupils better done by:
  - a) first making measurement of some school building.
  - b) then translating real into map distances, and
  - c) finally drawing the school building to the chosen scale on paper?

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
FIRST SEMESTER EXAMINATIONS  
JUNE/JULY 2004**

**LSE231: English Teaching Methods (Primary 1)**

**DURATION: THREE (3) HOURS.**

**INSTRUCTIONS**

1. There are FIVE (5) questions in this paper.
  2. Answer Question 1 AND any other TWO (2) questions.
  3. All the questions carry equal marks.
  4. Credit will be given for neat legible writing and appropriate use of English.
  5. All answers must be written in the official booklet(s) provided.
- 
- 

**QUESTIONS**

1. Discuss the objectives of teaching English in Colonial Zambia and the effects these objectives had on the native population.
2. In an essay, discuss the possible short- term and long- term effects of the current revisions in the English curriculum for basic schools in Zambia.
3. In a short paper, explain how changes in psychological and linguistic theories have tended to influence the development of English language teaching methods and approaches in the last sixty years.
4. Explain how you can use the Communicative Approach to Language Teaching in any THREE (3) of the following areas in Zambia:
  - a) Your home district.
  - b) Lusaka Urban.
  - c) Any district away from your own.
  - d) A shanty township.
  - e) A foreign setting.
5. This course, LSE 231, has looked at various methods of and approaches to the teaching and learning of English as a second language (ESL). Select any ONE (1) of them and then discuss its effectiveness in the Zambian basic schools.

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS - JUNE/JULY 2004**

**LSE 291: PRIMARY RELIGIOUS EDUCATION METHODS**

**TIME: THREE (3) HOURS**

**MARKS: 100**

### **INSTRUCTIONS:**

1. **ANSWER FULLY ONE QUESTION FROM SECTION A; AND TWO QUESTIONS FROM SECTION B. IF A QUESTION HAS PARTS, ALL THE PARTS IN THE QUESTION SHOULD BE ATTEMPTED.**
2. **ALL WORK MUST BE CLEARLY WRITTEN**

### **SECTION A: Choose one question only.**

1. (a) List and explain the affective domain of Bloom's taxonomy of educational objectives.  
(b) With examples of questions based on the Good Samaritan parable, explain the six cognitive levels of Bloom's taxonomy.
2. Outline and discuss the existential approach to Religious Education (RE).

### **SECTION B: Choose two questions only.**

3. (a) Outline the history of RE in Zambia.  
(b) What implications has this history on the teaching of RE in Zambian primary schools?
4. (a) Discuss the weaknesses of an unprepared RE lesson.  
(b) What advice would you give an incoming RE teacher with regard to 'what is to be taught' and 'how it is to be taught'? (mention all the necessary information).
5. (a) List the helpful guidelines a RE teacher should follow when asking oral questions.  
(b) Discuss the value of stories in RE.

- 6. (a) Define attitudes and values.
- (b) State the differences between values and attitudes.
- (c) Differentiate between terminal values and instrumental values.
  
- 7 (a) Explain what counselling means and give the characteristics of psychological counselling.
- (b) Analyse the client-centred and the existential theories in non-directive counselling.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS JUNE, 2004**

**LSE 411:      GEOGRAPHY TEACHING METHODS**

**TIME:          THREE (3) HOURS**

**INSTRUCTIONS:    Answer three (3) questions, of which one must be Question one. Credit will be given for use of relevant examples and illustrations.**

---

1. By using the questioning method innovatively, **present** the topic 'respect' to Grade 12 pupils using three different **questioning techniques** in a manner which involves pupils actively in the **learning process**. **(20 marks)**
2. Critically, discuss the main differences **between the** 'objectives model' and 'process model' of 'planning pupils' **learning in geography**. **(15 marks)**
3. Discuss values and values education in the **geography** curriculum using illustrations familiar to yourself. **(15 marks)**
4. Using any topic of your choice, describe how **the Geography 16-19** route for enquiry operates. **(15 marks)**
5. Discuss some of the main methods and **techniques** of assessment in geography. **(15 marks)**

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
FIRST SEMESTER EXAMINATIONS – JUNE/JULY 2004**

**LSE 421:      GEOGRAPHY TEACHING METHODS (SINGLE MAJOR)**

**TIME:          THREE (3) HOURS**

**INSTRUCTIONS**

**Answer three questions, question one compulsorily**

---

1. (a) Discuss the challenges of marketing tourist attractions with reference to Kafue National Park  
(b) How can the wildlife resources of the Kafue National Park be made more accessible to the tourists.
2. Show how fieldwork can be used to prepare pupils in preparing their field project work
3. (a) Discuss the usefulness and importance of Maamba coal mine in the  
Zambian  
economy  
(b) Highlight major problems of Maambo coal mine and suggest  
interventions that could improve coal output.
4. (a) How is water quality and quantity being compromised in Zambia?  
(b) In reference to water quality and quantity how can it be used  
sustainably?
5. What factors have negatively affected the health status of Zambian people in  
the new millennium and how can this be redressed?



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – JUNE 2004**

**LSE 451: HISTORY TEACHING METHODS**

**TIME: THREE HOURS (3)**

**MARKS: 50**

**INSTRUCTIONS:**

**Answer only THREE 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. Outline the Criteria used in the selection of the optimum flat pictures for teaching purposes, and highlight the advantages and disadvantages of using such pictures in history teaching.
  2. Explain the stages that are involved in Popham's Goal-referenced Instructional Model, and highlight its merits and demerits.
  3. Give an account of the functions that tests serve in education, and discuss the essential characteristics of educational tests.
  4. Identify the problems that are encountered by history teachers in assessing pupils' essay work, and suggest viable solutions.
  5. Describe the organisational structure of a social sciences department in a secondary school, and outline the duties of a head of department.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS - JUNE, 2004**

**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. Discuss and illustrate the significance of the following statement:

**Poetry and other forms of literature have both educational and socio-political functions.**

**(25marks)**

2. a. Briefly explain the difference between teaching and testing reading comprehension
- (5marks)**
- b. Explain and illustrate the following expressions as they relate to the teaching of reading comprehension:
- i. Context and cotext
  - ii. A statement of fact and a statement of opinion
  - iii. Pre-reading and post-reading activities
  - iv. Textual and logical questions
  - v. Inference questions and critical reading
- (20 marks)**

3. a. Explain the meaning of the statement given below and suggest ways of improving upon the weaknesses highlighted in it.
- All too often writing tasks lack reality for the learners because they do not give them the feeling that they are writing to or for somebody.**

**(12 marks)**

- b. Discuss the ways in which the teacher's correction of pupils' written composition can either encourage or discourage the pupils to play an active role in learning.

**(13 marks)**

4. Discuss at least five factors which inhibit the teaching of grammar in Zambian languages and suggest remedies.

(25 marks)

### SECTION B

5. As an advocate for the use of children's home language as a medium of instruction in the early stages of their education, prepare a paper for presentation at a workshop whose theme is:

#### **The Role of Language in Education**

(25 marks)

6. Prepare an eighty – minute composition lesson plan for a Grade 10 class on any one of the topics given below.

- Translate the topic chosen and instructions into the Zambian language you are going to teach.
- Teach pupils the skills they need to write this type of composition. For example, deciding on the time, setting, characters and plot as well as choosing a suitable introduction and conclusion.

- a. Choose one of the following and continue the story.

- i. It's a long story and it took some time to happen; and it began a good many years ago, in October as well as I can remember...
- ii. One O'clock on Saturday afternoon. Suddenly the sirens began. Their sound pierced into the basement kitchen at 5544 Lukanga Street, Roma Town.

- b. Write a story on one of the following:

- i. The Gift
- ii The Silence
- iii The Broken Appointment

(25 marks)

7. Critically discuss the suitability of the following objectives for inclusion in a Grade 8 Zambian languages syllabus.

#### **Pupils should be able to (PSBAT):**

- i. use both active and passive voice.

- ii. understand the verbal, adverbial and adjectival concordial prefixes of classes one (1) to four (4) nouns.
- iii. translate from English into a Zambian language.
- iv. compose an essay on a topic of their choice.
- v. read intensively on a selected topic.

**(25 marks)**

8. Design an eighty-minute translation lesson plan for a Grade 12 class in which you intend to **demonstrate** the **application** of the principles of the integrated approach to language teaching.

**(25 marks)**

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

MSE 331: MATHEMATICS EDUCATION I

TIME: THREE (3) HOURS

INSTRUCTIONS: There are six (6) questions in this paper. Attempt any **four (4)** questions. All questions carry 25 marks. Marks for parts of questions are shown in square brackets [ ].

MARKS POSSIBLE: 100

---

1. (a) State what is meant by sequencing instruction. Hence differentiate between:

(i) *Vertical* and *horizontal* sequencing

(ii) *Logical* and *psychological* sequencing. [10]

(b) Arrange the following high school mathematics topics in a suitable linear teaching sequence. Justify your reasoning

*Change of subject of a formula; Trigonometry; Sets; Basic processes of algebra; Functions; Mensuration; Probability; Equations.* [15]

2. (a) List **two** advantages and **two** disadvantages of teachers making their own teaching aids. [4]

(b) Some topics in school mathematics do not lend themselves easily to the use of teaching aids. Suggest and justify **two** possible ways in which you might approach the teaching of such topics, so that learners have the best chance of understanding them. [8]

(c) "Even for less able children, the main difficulty with learning mathematics lies neither in their own limitations nor in the nature of the subject, but rather in the attitude of the adults around them".

With reference to mathematics education in secondary/high school discuss the above statement, justifying any points you make in agreeing or disagreeing with it. [13]

3. (a) (i) Define the term *lesson plan*.

[3]

(ii) Lesson plans often include a section headed *Self-criticism*. List and explain **three** examples of the type of information that might be included in this section.

[9]

(b) In many high schools in Zambia schemes of work in mathematics for different classes are prepared by the Head of Department.

(i) List and explain **two** advantages and **two** limitations of this practice.

[6]

(ii) In your opinion, which would be the most effective approach to preparing schemes of work in mathematics in high school? Justify your answer.

[7]

4. (a) A mathematics education student wrote down the two statements below as examples of *behavioural* objectives in school mathematics.

*At the end of a well-taught lesson on solution of quadratic equations, students should be able to determine the appropriate procedure for solving a given quadratic equation in all cases.*

*After participating in a classroom discussion on angle properties of regular polygons, students will understand what is meant by interior angle of a regular polygon.*

(i) Why is neither statement an acceptable behavioural objective? [6]

(ii) Write down your own version of each statement that you feel meets the criteria for an acceptable behavioural objective.

[6]

(b) One of the aims of teaching mathematics in basic school in Zambia is “To develop in the child an appreciation of mathematics in the traditional environment”.

(i) Using examples from Zambia, explain what is meant by “mathematics in the traditional environment”.

[5]

(ii) Suggest and justify **two** ways in which high school mathematics teachers in Zambia might help learners become aware of “mathematics in the traditional environment”.

[8]

5. (a) Distinguish between the terms *assessment* and *testing*. [4]

(b) “*Formative assessment* contrasts with *summative assessment* both in *timing* and *purpose*”.

Using suitable examples explain the meaning of this statement, making clear what you understand by the italicised terms. [9]

(c) It has been observed that assessment procedures currently being used in mathematics in many high schools in Zambia do not provide sufficient information on learners’ achievement in the subject.

Explain briefly what might be the problem with these assessment procedures and suggest **two** ways in which this situation could be corrected. [12]

6. (a) The ability to ask meaningful questions during lessons is one of the key skills that teachers need to develop in order to be effective.

(i) List **four** reasons teachers ask questions during lessons. [4]

(ii) Suggest **three** reasons why it is advisable for teachers to think about the questions they will ask in class at the time of lesson preparation than to do so after the lesson has begun. [6]

(b) Justifying your reasoning, compare **participatory** and **expository** teaching methods in relation to:

(i) Effectiveness of student learning;

(ii) Efficiency with regard to coverage of the officially designated subject matter;

(iii) Appropriateness for use with high/secondary school mathematics classrooms in Zambia. [15]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**FIRST SEMESTER EXAMINATIONS – JUNE 2004**

**MSE 341/351/361**

**BIOLOGY, PHYSICS AND CHEMISTRY TEACHING METHODS**

**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 five (5) questions
  2. Question 1 is compulsory and
  3. Attempt any other four (4) questions.
- 

1. (a) What is a lesson plan ? [2]  
(b) Why do we need a lesson plan before going into the classroom ? [4]  
(c) Choose a concept / topic in Biology / Physics / or Chemistry and describe how would you introduce it by using a mind capture. [5]  
(d) Consider the same topic in (c) and describe how would you further develop your lesson. [9]
2. (a) Explain why is it important at the beginning of a school year to prepare the scheme of work in outline form for the whole year and in detail for the first term only? [4]  
(b) Name four unpredictable interruptions and difficulties that necessitate leaving 1 or 2 week blank in the preparation of the scheme. [4]



- (c) Explain what items should be considered when preparing schemes of work. Illustrate the importance of each one of item by giving examples. [10]
- (d) Discuss briefly why the scheme of work is not a master, but a servant. [2]
3. (a) Briefly highlight how task analysis becomes the basis for designing a lesson. [4]
- (b) Differentiate between topical and procedural analysis in task analysis. [2]
- (c) What do you understand by the term "sequencing of instruction" ? [2]
- (d) What does the sequencing of instruction involve ? [3]
- (e) Why is it important to consider sequencing of instruction? [3]
- (f) How does a concept map help sequence instruction ? [3]
- (g) One of the key steps when sequencing instruction is information presentation. Name three aspects to ensure effective information presentation. [3]
4. (a) State four reasons why a syllabus is necessary in the education system. [4]
- (b) What are the implications of the statement "Teachers are the main consumers of other peoples' syllabi" ? [2]
- (c) Briefly discuss four components of a syllabus. [8]
- (d) State four items to consider when constructing a syllabus . [4]
- (e) Explain why a syllabus is part of the curriculum but curriculum may not be part of the syllabus. [2]
5. (a) What do you understand by the term "teaching strategies" ? [3]
- (b) Describe what you would do to ensure that your lecture is effective by way of preparation and presentation. [6]
- (c) State four advantages of a demonstration . [4]
- (d) What should be done to avoid a disjointed course when employing team teaching ? [2]
- (e) Highlight what may make a discussion ineffective . [3]

- (f) What two things should you do in order to make a question and answer session effective ? [2]
6. (a) Distinguish clearly between the following terms:  
(i) Assessment, Measurement and Evaluation,  
(ii) Validity and Reliability. [5]
- (b) Write on each of the following:  
(i) Diagnostic Test,  
(ii) Formative Test,  
(iii) Summative Test. [6]
- (c) Distinguish between criterion referenced, normative referenced, and self referenced evaluation. [6]
- (d) Identify problems associated with giving tests in Biology /Physics/ or Chemistry teaching. [3]
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2004 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**(JUNE/JULY 2004)**

**MSE 431: MATHEMATICS EDUCATION III**

**TIME:** **THREE (3) HOURS**

**INSTRUCTIONS:** There are six (6) questions in this paper. Attempt any **four (4)** questions. Each question carries 25 marks. For each part of a question, maximum possible marks are shown in square brackets [ ]

**MARKS POSSIBLE:** **100**

---

1. Success at classroom management involves a number of attributes/aspects.
  - (a) List and explain briefly **three** key aspects of successful classroom management [9]
  - (b) "Corporal punishment is less successful as a measure of curbing discipline problems". Justifying your position, state to what extent you agree or disagree with this statement. [8]
  - (c) Outline how you would deal with severe discipline problems in your class. [8]
2. (a) What is meant by 'professional development' of teachers? [5]
  - (b) Outline opportunities for professional development for a mathematics teacher at school level. [10]
  - (c) Explain the role of the head of department in the professional development of staff in his/her department. [10]

3. (a) Write down **three (3)** examples of process objectives. [6]
- (b) Explain briefly why assessment of process objectives in mathematics should be given much greater emphasis. [6]
- (d) Outline a task that involves one or more of the objectives in (a) above and provide a marking scheme for it. [13]
4. The beliefs that a particular teacher holds about the nature of mathematics, provides a basis for his/her mental models of the teaching and learning of mathematics. However, the teacher's implementation of these beliefs at classroom level could be affected by a number of factors.
- (a) Discuss how pupils could influence the teacher's practice of teaching. [10]
- (b) Outline strategies you might adopt to counteract challenges to your beliefs about the nature of mathematics and how it should be taught. Illustrate your points with examples. [15]
5. (a) State what you understand by the term children with Special Educational Needs (SEN). [5]
- (b) Compare and contrast remedial class members and slow learners with regard to learning ability. [10]
- (c) Discuss how you would provide in your teaching for the educational needs of the two groups of learners mentioned in (b) above. [10]
6. The Constructivist theory or model of learning suggests that knowledge can rarely be transferred directly from teacher to learner in an immediate 'digestible' form. Rather, 'Understanding has to be constructed by the learner's own individual efforts'.
- (a) What kind of classroom learning environment would allow pupils to construct their own mathematical knowledge? Give reasons for your answer. [10]
- (b) Constructivism does not itself advocate a particular method of teaching. Nevertheless, there are certain teaching methods that constructivists prefer. Identify **three** such methods and suggest reasons why constructivists prefer them. [15]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS –JUNE/JULY, 2004**

**RS 101:INTRODUCTION TO RELIGIOUS STUDIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**ANSWER THREE QUESTIONS ONLY**

1. Write notes in paragraph form on **3** of the following:
  - (a) James Frazer ✓
  - (b) Ludwig Feuerbach ✓
  - (c) Edward Burnett Tylor ✓
  - (d) Emile Durkheim
2. What is Phenomenology? Give its etymological meaning. Explain Edmund Husserl's phenomenological methods.
3.
  - a) Using Otto's terms, define the Holy.
  - b) In what sense is Otto's statement that the Holy is not necessarily ethical true? Explain.
4. Critically Justify the hypothesis that "God is society and society is God" as argued by Emile Durkheim in his thesis.
5. Write short notes in paragraph form on **3** of the following Early Christian Church heresies:
  - (a) Arianism
  - (b) Gnosticism
  - (c) Donatism ✓
  - (d) Marcionism
6. Why is Martin Luther traditionally regarded as the founder of Protestantism Reformation?
7. Why do you think we have too many charismatic churches in Zambia? Are they for monetary gains or for evangelizing the un-evangelized? Defend your position.

**END OF EXAMINATIONS**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY 2004**

**RS 201: INDIGENOUS RELIGIONS IN CENTRAL AFRICA**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER 3 QUESTIONS OF YOUR CHOICE.  
ANSWER WITH ABSOLUTE CLARITY AND  
REWARDING ANALYSIS AND DEPTH.**

1. "If we study African religion in a specific place among a specific ethnic group, as many scholars have done and still do – and, indeed, as it is necessary to continue to do – it is for the sake of depth and should not be used to support the argument that African Religion is not a generic whole." **Discuss**
2. As the Eastern Bantu migrated from their cradle, they encountered the Sudanic people. This encounter is unlike that of the Christian missionaries and the Bantu in Central Africa. **Critically discuss.**
3. In the encounter between the chief-led cults and the territorial shrines, there were 3 options. What were these options? With concrete examples elaborate the 3 options.
4. The Bemba woman, according to Hugo Hinfelaar had 3 religious roles. Name and explain the 3 roles. **Show how the BSA Company, Missionaries, and Modernity have undermined these 3 roles.**
5. **Show how the following contributed to the demeaning of Bantu religions:**
  - Darwinism
  - Empiricism
  - Victorianism, imperialism and colonialism
  - Racial superiority
6. Bolaji Idowu postulated a number of factors that make it difficult if not impossible for scholars of Bantu religions to generalize their findings and to refer to Bantu religions as simply Bantu religion. **Can you explain?**
7. Bishop Joseph Edra Ukpo of Nigeria said the following in 1994:  
*To date, Christian family life leaves much to be desired. Our African converts have carried many of the customs and traditions and even philosophy over to the Christian life. They live double standards of lives, one to suit their village standards, and the other to suit Christianity.* **Explain.**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – JUNE-JULY 2004**

**RS 335 WORLD RELIGIONS SCRIPTURES**

**TIME: THREE HOURS**

**ANSWER FOUR QUESTIONS ONLY.**

- 1 (a) If somebody says that the Pentateuch was written by Moses, what would be your reply?  
(b) Illustrate how and why it is important to situate scripture texts in their historical perspectives when interpreting them.
2. (a) In the first two chapters of Genesis there are two accounts of creation. How and why are they different?  
(b) The account of the life and actions of Moses in the bible is historically correct. Comment.
- ~~4~~-3 (a) In what sense could it be argued that Africa has its own scriptures.  
(b) When interpreting scripture, what are some of the factors to be noted?
4. (a) Trace the main stages in the formation of the New Testament.  
(b) What were some of the characteristics of the early Christian community?
5. (a) In the gospels we have the actual words which Jesus spoke? Comment.  
(b) What are some of the problems linked to an interpretation of the scripture texts on the resurrection?
6. (a) How and why does Paul's Christ differ from that of Mark?  
(b) It is said that we do not have photographs of Jesus—rather we have paintings. Explain the significance of this.
- 7 (a) The Koran contains scriptures for Muslims just as the Bible provides scriptures for Christians. *Comment.*

- (b) Muhammad is to Islam just as Jesus is to Christianity. Comment.
- 8 (a) <sup>Identify</sup> ~~Identify~~ and comment upon the content of some of the main scriptures of Hinduism.
- (b) What constitutes some of the scriptural heritage of Buddhism?

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – JUNE-JULY, 2004**

**RS 921 RELIGION AND PSYCHOLOGY**

**TIME: THREE HOURS**

**ANSWER FOUR QUESTIONS ONLY.**

1. (a) Write a critical note on the explanatory approach to the psychology of religion.  
(b) 'Ontogeny replicates phylogeny'. What does this mean? Does it make sense?
2. (a) What are some of the scientific problems in approaching religious experience?  
(b) William James' approach to the psychology of religion different from that of other American psychologists. Comment.
3. (a) Outline the cognitive approach to the psychology of religion.  
(b) In what sense can one argue that the mind is a product of the body?
4. (a) Is the behaviourist approach to religion necessarily reductive?  
(b) How can a behaviourist approach to religion be helpful?
5. (a) In what way is it correct to say that psychoanalysis shares with behaviourism a commitment to objective scientific standards?  
(b) In the light of your reading of Freud, how would you evaluate the statement 'a personal God is nothing more than an exalted father.'
6. (a) What is object relations theory?  
(b) How does Jungian psychology contribute to an understanding of religion?
7. (a) According to the Humanist viewpoint, how does religion help people psychologically?  
(b) How might one argue that witchcraft disappears with modernity?

**END OF EXAMINATION**