

# UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### FIRST SEMESTER EXAMINATIONS

2010-2011 ACADEMIC YEAR

1. CVE 211 - Introduction to constitution and human rights studies
2. CVE 221 - Population and environmental issues
3. CVE 311 - Zambian culture and development
4. CVE 321 - Public legal education
5. CVE 331 - Advanced peace and conflict studies
6. CVE 421 - Civil military relations
7. EAP 111 - The origins and development of education in Zambia
8. EAP 325 - Introduction to HIV and AIDS issues in education
9. EAP 931 - History of education
10. EAP 941 - Introduction to the philosophy of education
11. EAP 965 - Introduction to gender in education
12. EED 111 - Introduction to environmental education
13. EED 211 - Trends in environmental education
14. EED 221 - Introductory to environmental management
15. EED 231 - Environmental health
16. EED 351 - Introduction to education for sustainable development
17. LAL 111 - Communication and study skills examinations
18. ELL 935 - English discourse analysis
19. EPS 121 - Developmental outcomes: pre-school years
20. EPS 151 - Introduction to special education
21. EPS 231 - Sociology of education
22. EPS 251 - Teaching children with developmental disorders
23. EPS 261 - Clinical child neuropsychology
24. EPS 301 - Research method in special education
25. EPS 311 - Learning processes in psychology perspective
26. EPS 351 - Teaching methods in special education
27. EPS 451 - Identification, assessment and intervention in special education
28. EPS 461 - Teaching children with visual impairments
29. EPS 471 - Counseling in child disability – theory
30. EPS 901 - Introduction to educational research
31. ISE 111 - Nature of children's learning
32. ISE 131 - Basics of art education I

- 33. ISE 151 - History and development of physical education
- 34. ISE 171 - Introduction to food and nutrition
- 35. ISE 191 - Music I (aural training)
- 36. ISE 181 - Introduction to social studies I
- 37. ISE 201 - music teaching methods
- 38. ISE 215 - Inspection and supervision
- 39. ISE 221 - Home economics teaching methods I
- 40. ISE 231 - Art in primary school I
- 41. ISE 241 - Art teaching methods I
- 42. ISE 261 - Physical education teaching methods I
- 43. ISE 271 - Clothing and textile science
- 44. ISE 281 - Basic topics in social studies
- 45. ISE 291 - Music of Zambia
- 46. ISE 331 - Investing and making art
- 47. ISE 351 - Traditional games, songs and dances of Zambia
- 48. ISE 371 - Family resources management
- 49. ISE 381 - Special topics in social studies I
- 50. LSE 211 - Social Studies teaching methods I
- 51. LSE 231 - English teaching methods
- 52. LSE 401 - Curriculum studies
- 53. LSE 411 - Geography teaching methods (selected topics)
- 54. LSE 431 - Advanced English teaching methods
- 55. LSE 461 - Civic education advanced teaching
- 56. LSE 471 - African languages teaching methods II
- 57. LSE 481 - French methods
- 58. LSE 491 - Religious studies teaching methods II
- 59. MSE 131 - Foundation mathematics for teachers
- 60. MSE 231 - Primary mathematics education I
- 61. MSE 331 - Mathematics education I
- 62. MSE 341 - Biology, physics and chemistry methods I
- 63. RS 101 - Introduction to religious studies I
- 64. RS 201 - Indigenous religion in central Africa I
- 65. RS 251 - Sociology of religion
- 66. RS 951 - Sociology of education
- 67. RS 311 - The impact Christianity and Islam on Africa I
- 68. RS 335 - Introduction to world scriptures
- 69. RS 901 - Introduction to African initiatives in religion

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2010/11 ACADEMIC YEAR FIRST SEMESTER  
EXAMINATIONS

**CVE 211: Introduction to Constitution and Human Rights Studies**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTION NO. 1 AND ANY OTHER TWO  
QUESTIONS FROM THE GIVEN QUESTIONS**

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1. Compare and contrast a written constitution and an unwritten constitution. In your view which type do you consider to be suitable for Zambia?
2. Explain, in detail, the meaning of the following terms: **rights, equality and liberty.**
3. What is a constitution? Do you agree with the assertion that there cannot be a state without a constitution?
4. Constitution making in Zambia has been problematic and as such amendments done have always resulted in violation of human rights. Discuss.
5. With clear examples explain why constitutionalism in Zambia is considered to have failed to promote democratic governance.
6. Describe the bill of rights, in the national and international context, and explain its role in promoting democratic governance.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
FIRST SEMESTER EXAMINATIONS  
OCTOBER/NOVEMBER 2010**

**CVE 221: POPULATION AND ENVIRONMENTAL ISSUES**

**TIME:**                    THREE (3) HOURS

**INSTRUCTIONS:**    Answer three (3) questions in this examination, one of which should be question 1. All the answers must be written in the answer book(s) provided. Credit will be given for use of relevant examples.

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1. Discuss the statement that, "Population and Environmental issues are contextual, contested, complex and changing."
2. Explain the extent to which street vending could be a function of biophysical, social, political and economic factors?
3. Show how the demographic Transition Theory can be used to assess the population characteristics of both developed and developing countries.
4. Critically analyse the role of the Environmental Council of Zambia (ECZ) and its mandate of Environmental Protection and Pollution Control in Zambia?
5. Discuss how the indirect drivers of ecosystem change affect human interaction with the biophysical environment.

**END OF EXAMINATION.**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2010/11 ACADEMIC YEAR FIRST SEMESTER  
EXAMINATIONS

CVE3 11: ZAMBIAN CULTURE AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION NO. 1 AND ANY OTHER TWO  
QUESTIONS FROM THE GIVEN QUESTIONS

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1. Identify and explain the elements of the Zambian culture. In your view is the One Zambia One Nation culture sustainable?
2. What is nationalism? In your view has nationalism any positive effect on the Zambian culture?
3. The use of foreign language as official language in Zambia should be abolished. Discuss.
4. Tribalism promotes cultural preservation and unity. Discuss
5. Global culture is not attainable and is of no advantage to development of society. Discuss.
6. Ethnocentrism has both merits and demerits. Discuss.

***END OF EXAMINATIONS***

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2010/11 ACADEMIC YEAR FIRST SEMESTER  
EXAMINATIONS

CVE3 11: ZAMBIAN CULTURE AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION NO. 1 AND ANY OTHER TWO  
QUESTIONS FROM THE GIVEN QUESTIONS

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1. Identify and explain the elements of the Zambian culture. In your view is the One Zambia One Nation culture sustainable?
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5. Global culture is not attainable and is of no advantage to development of society. Discuss.
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***END OF EXAMINATIONS***

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2010 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS

CVE321: PUBLIC LEGAL EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION NO. 1 AND ANY OTHER TWO  
QUESTIONS FROM THE GIVEN QUESTIONS

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1. *Identify and describe the various elements of a policy system; and with reference to the relationships between such elements explain why public policy process can best be described using the complex and integrated framework.*
2. *The term law is described, by different scholars, from different perspectives. Identify such various perspectives and propose one most widely understood sense which the term law signifies.*
3. *In the sphere of social sciences the varieties of meanings of law emanates from its sources. Itemise the various sources of law and explain them.*
4. *Is there a difference between private law and public law? If there is, ensure you list the kinds of law falling under (i) Public law and (ii) private law and describe each one in detail.*
5. *Laws in society serve the general purpose of ensuring that society is orderly and people live in harmony. In view of this list and explain five specific functions of law.*
6. *Good governance is largely dependent on how good the legal system is. Discuss.*

END OF EXAMINATIONS

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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

2010/11 ACADEMIC YEAR FIRST SEMESTER  
EXAMINATIONS

CVE421: CIVIL- MILITARY RELATIONS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION NO. 1 AND ANY OTHER TWO  
QUESTIONS FROM THE GIVEN QUESTIONS

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1. Identify the salient features of civil-military relations in pre-colonial, colonial and post- colonial Zambian societies. In your view do you see the military to be/have been of any benefit to society at each of the aforesaid eras?
2. In pre-colonial Zambian society the military was as well organised and beneficial to society as in the colonial society. Discuss.
3. Compare and contrast military relations in colonial Zambia to those of post-colonial Zambia.
4. Zambia has experienced several coup plots and coup attempts. In your view what do you see to have been their causes? And do you consider such actions by the military to be justified?
5. In African countries where the military have taken over government there has been more development and stability than when under civilian government. Discuss
6. In Zambia there is peace since we have had no war and the peaceful atmosphere entails that there is no need of a standing army. Discuss.
7. Terrorism is one of the biggest threats to world peace. Do you agree to assertion that the military are the cause of terrorism?

***END OF EXAMINATION***



# **THE UNIVERSITY OF ZAMBIA**

## **DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

### **EAP 111 – THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA**

#### **2010 ACADEMIC YEAR – FIRST SEMESTER DEFERRED EXAMINATION FOR FULL – TIME AND PARALLEL STUDENTS**

**TIME: THREE (3) HOURS**

**TOTAL MARKS: 60**

#### **INSTRUCTIONS**

- a) Answer any three (3) from the nine (9) questions given below.
  - b) All questions carry equal marks. (i.e. 20 marks each)
  - c) You are required to read all the questions before selecting the three (3) questions you wish to attempt.
  - d) There is two (2) printed page in this examination.
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#### **QUESTIONS**

1. Critically discuss the strengths and weaknesses of traditional education.
2. The introduction and provision of school education up to 1924 involved two major players, namely the missionaries and the BSA Company. Discuss the context of the slow development of educational provision between 1890 and 1924.
3. *“Education in any society at any given time is meant to address the problems that society is facing.”* In light of the above statement, discuss the main problems that the *Zambian* society faced at independence. How was education used to address such problems?
4. Education Policy in Zambia today accords the highest priority to extending primary or basic education of good quality to all eligible children. Examine the reasons given for this kind of emphasis.
5. Why did the Educational reforms of 1977 fail to achieve their objectives in Zambia?
6. Discuss the major social consequences colonial education brought on the people of Zambia.
7. Discuss the process and content of the 1977 Educational Reforms.
8. To what extent would you justify that the BSA Company rule was an era of consistent Neglect in education?

9. Discuss the factors that undermine the girl's participation in education. What measures has the Government of Zambia put into place to address gender imbalance in Education?

END OF EXAMINATION!

# THE UNIVERSITY OF ZAMBIA

## DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

### EAP 111 – THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA

#### 2010 ACADEMIC YEAR – FIRST SEMESTER FINAL EXAMINATION FOR

#### FULL – TIME AND PARALLEL STUDENTS

TIME: THREE (3) HOURS

#### INSTRUCTIONS:

- a) Answer any THREE (3) from the nine (9) questions given below.
  - b) All questions carry equal marks i.e. 20 marks each ( Total 60 marks)
  - c) You are required to read all the questions before selecting the three (3) questions you wish to attempt.
  - d) There is one printed page in this examination.
  - e) Write only your computer number on the answer sheet. You will be penalised heavily if you write your name on any answer sheet.
  - f) Do not cut words at the end of each line.
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1. Identify and discuss the major Educational developments in Northern Rhodesia in the period 1925 to 1938.
2. Discuss the problems of access to Secondary Education experienced in Zambia in the years immediately after independence and the measures taken to deal with these problems.
3. Identify and analyse the reasons why most African countries failed to meet the targets of the Addis Ababa Conference of May, 1961.
4. Identify five themes that were carried on from the Jomtien Conference to the Dakar Conference on Education for All.
5. Discuss the potential advantages of Public – private partnership in Education.
6. The Ministry of Education has put up a lot of measures to increase access of girls to education. Discuss these measures and the challenges which girls in the rural areas have been facing in accessing education.
7. What are the major differences between deconcentration and privatisation as forms of decentralisation? Which one is most appropriate in the Zambian setup?
8. Discuss the factors that militate against the access and participation of eligible Zambians in the education system. What strategies have been or can be put in place to address the mentioned problems?
9. What issues are raised in the Ministry of Education Strategic Plan 2003 – 2007 regarding High School or Secondary School Education Level?

END OF EXAMINATION!

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

**EAP 965: INTRODUCTION TO GENDER IN EDUCATION**

**1<sup>ST</sup> SEMESTER- EXAMINATION**

**2010/2011 ACADEMIC YEAR/ OCT; NOV**

**DURATION: 3 [THREE] HOURS**

**TOTAL MARKS: 40 MARKS**

**INSTRUCTIONS**

- a. There is **1 [one]** printed page in this examination.
  - b. This paper has **9 [nine]** questions.
  - c. Answer **3 [three]** questions on the answer sheets provided.
  - d. Indicate clearly the questions you have **answered**.
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1. Vision 2030 does not address maternal health and primary health care like it does on HIV/AIDS. How does this affect Zambia in relation to maternal health?
2. Discuss the gender and development strategies and proposed actions of development.
3. Explain the concept of 'Gender Blindness'. What are its consequences when it becomes common in a nation?
4. With illustrations discuss both the social-cultural factors and the school-based factors that perpetuate gender disparities in Zambia's educational system. Mention the interventions that have been put into place to address such disparities in education.
5. A research paper has many parts. Write brief notes on the following:
  - a. Research Instruments
  - b. Sample
  - c. Study Population
  - d. Literature Review
  - e. Statement of the Problem
6. The patriarchal system in a society may perpetuate some gender disparities even at school level. Discuss.
7. As an alliance, United Nations Population Fund is part of the Global Coalition on Women and AIDS. Outline its activities.
8. Women are victims of many vices worldwide. How are the women said to be victims of the outmoded patriarchal traditions?
9. According to the ILO Report, the glass ceiling is still relatively intact. Justify why the glass ceiling has remained intact and discuss how the corporate can break the glass ceiling.

***END OF EXAMINATION!***

# THE UNIVERSITY OF ZAMBIA

## UNIVERSITY FIRST SEMESTER EXAMINATIONS

### EED 111: INTRODUCTION TO ENVIRONMENTAL EDUCATION

TIME : 3 HOURS

INSTRUCTIONS : There are five questions in this examination. Answer three (3) questions, **one of which should be question 1.**

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1. Choose an environmental issue with which you are familiar. Explain how you would teach a community about the issue using the subtitles:
  - (a) Knowledge
  - (b) Skills
  - (c) Values
2. "The well-being of human beings depends on the well-being of the biophysical environment". Discuss.
3. Explain the biophysical effects of open defecation. Using examples, discuss the underlying causes of open defecation.
4. "Environmental education (EE) refers to organized efforts to teach about how natural environments function and, particularly, how human beings can manage their behaviour and ecosystems in order to live sustainably". Discuss this statement under the following sub-headings:
  - (a) the principle audience of EE
  - (b) the objectives of EE
  - (c) the major categories of EE
5. "One of the current trends within environmental education seeks to move from an approach of *ideology* and *activism* to one that allows students to make informed decisions and take action based on experience as well as data". Discuss.

**END OF EXAMINATION**

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# THE UNIVERSITY OF ZAMBIA

## UNIVERSITY FIRST SEMESTER EXAMINATIONS DEFERRED EXAMINATIONS

### EED 111: INTRODUCTION TO ENVIRONMENTAL EDUCATION

**TIME** : 3 HOURS  
**INSTRUCTIONS** : There are five questions in this examination. Answer three (3) questions, **one of which should be question 1.**

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1. Write brief notes on the following:
  - (a) The abiotic environment
  - (b) Technology as a driver of ecosystem change
  - (c) The definition of environmental education
  - (d) The top-down and bottom-up approaches in environmental education
2. Write an account of the difference between behaviourism and constructivism as philosophies informing pedagogy in environmental education.
3. Explain how war is an environmental problem.
4. “When deciding what teaching method to use, a teacher will need to consider learner’s background [prior] knowledge, context, environment, and learning goals.”  
Discuss this statement with reference to environmental education
5. Discuss curriculum under the following sub-headings:
  - (a) Definitions
  - (b) Philosophical perspectives
  - (c) Key elements

**END OF EXAMINATION**

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The University of Zambia

School of Education

University Undergraduate First Semester Examinations

October/November 2010

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**EED 211: TRENDS IN ENVIRONMENTAL EDUCATION**

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**TIME:** Three (3) Hours

**INSTRUCTIONS:** Answer a total of **three** questions. Question one is compulsory, and then answer any two others. Credit will be given for answers which show deepened awareness of the topics rather than mere memorization of lecture notes. Use of relevant illustrations is most encouraged.

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1. Describe some of the trends in environmental education (EE) known to you. **(20 marks)**
  2. There are uncountable ways of classifying the 'environment'. Discuss. **(15 marks)**
  3. Discuss some of the ways by which crises may become trendsetters. **(15 marks)**
  4. What elements are currently setting trends for the future? **(15 marks)**
  5. The world today is increasingly seeing a trend which is brought about by 'cultural creatives.' Who are 'cultural creatives' and why are they important? **(15 marks)**
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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
UNIVERSITY FIRST SEMESTER EXAMINATIONS—NOVEMBER 2010  
EED221  
INTRODUCTORY TO ENVIRONMENTAL MANAGEMENT  
TIME: THREE (3) HOURS

INSTRUCTIONS

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

1 Write short explanatory notes on the following

A. Moisture conservation in desert animals (5marks)

B. Environmental audit process (5marks)

C. Sustainability crisis (5marks)

D. Problems of Ecosystem conservation (5marks)

2. Using specific examples, show how forest fauna are adapted to their environment. (15 marks)

3. Species conservation employs several options in the management of endangered or threatened species. Discuss the advantages and disadvantages of these options. (15marks)

4. Discuss the constraints, conservation and management strategies of fisheries in Zambia. (15marks)

5. Imagine that you have been hired as a consultant to conduct an Environmental Impact Assessment of a lodge which is planned to be constructed in a Game Management Area (GMAs). Explain how you will go about conducting an Environmental Impact Assessment for the proposed lodge. (15marks).

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
FIRST SEMESTER EXAMINATIONS  
OCTOBER/NOVEMBER 2010**

**EED 231: ENVIRONMENTAL HEALTH**

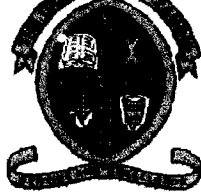
**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** Answer three (3) questions in this examination, one of which should be question 1. All the answers must be written in the answer book(s) provided. Credit will be given for use of relevant examples.

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1. Write brief and clear notes on each of the following aspects:
  - a) Household toxins and how to reduce them (5 marks).
  - b) Public Health activities in Zambia (5 marks).
  - c) Radiological Health Agencies in Zambia (5 marks).
  - d) Alternatives to pesticides practiced worldwide and Zambia in particular (5 marks).
2. As an environmental health specialist, tasked with formulating a programme for Lusaka City council to mitigate disease outbreaks during the rainy season, discuss the policy suggestions you would put in place. (15 marks).
3. With appropriate examples discuss the uncertainties associated with the Genetically Modified Organisms (GMOs) (15 marks).
4. What persons are particularly at high risk of food borne illnesses and what special precautions should they take? (15 marks).
5.
  - a) Following your visit to Iolanda water treatment plant in Kafue, discuss the possible sources of water contamination from the source to the consumer in Lusaka.
  - b) Analyse the health and environmental effects of the Manchinchí sewer treatment plant in Lusaka on the residents of Garden Compound (15 marks).

**END OF EXAMINATION.**



THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

FIRST SEMESTER 2010 E/LAL 111: COMMUNICATION AND STUDY SKILLS EXAMINATION

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**INSTRUCTIONS**

- (1) THERE ARE THREE SECTIONS IN THIS EXAMINATION; **ANSWER ALL QUESTIONS**
  - (2) TIME ALLOWED: THREE (3) HOURS
  - (3) MARKS WILL BE AWARDED FOR A CLEARLY WRITTEN PIECE OF WORK
  - (4) MARKS: 50 %
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**SECTION A: NOTE-MAKING (20 MARKS)**

1. Read the passage below and make notes on the **history of association football** following the formal style you have been introduced to. There is no need to provide a rough draft.

There are many theories as to the answer to the question, who invented football? - It has certainly been a topic for debate for centuries. The English certainly lay claim to the first organised leagues and organisations such as the FA, but we are lead to believe the first form of the game started way back in the 3rd century AD in China, when an exercise of kicking a leather ball through an opening of one and a half feet in diameter or 35 to 40cm became a pleasant pastime for some.

Then by the 9th century a ball game called 'tlatchi' was played in Central America by the Aztecs, but then there is a claim the game was known to have existed in England in 1066. Attention later turned to the Greeks game of 'episkyros' and the Romans game of 'harpastum' In the 16th century, the latter of which was played on a rectangular surface as the first signs of football as we know it, began to take shape. Also in the 16th century, the Italians started to lay claim as they enjoyed a game they called 'il calcio' which meant and still means association football today. This was played in the streets with no rules and involved alot of physical contact as players literally fought for possession of the ball. Although there were no rules, the object of the game was the same then as it is today, to aim the ball at a target; the basics of the game have not changed.

So who invented football? - well the 13th century saw the first competition between neighbouring towns and villages, indeed it was in this century the term 'Derby match' was derived when two local teams in Derbyshire competed in the village of Ashbourne, but in 1314 any thoughts of who invented football were nearly never considered when the game was banned

by King Edward II because of its serious threat to life and limb, and also the Lord Mayor of London claimed there was a 'great noise' in the city caused by the amount of players and the 'anything goes' rules. Indeed there was some concern from the king that his soldiers would be unable to serve under him as many put their limbs and indeed in extreme cases, lives at risk! - In addition, Richard II had a similar opinion of banning the game because he could not get his army to train for battle.

Then in 1477 and 1497, Edward IV and Henry VII also issued bans on football but the game continued throughout the Tudor and Stuart eras, by which time, football was becoming well established in England. Even the king was relenting when it was confirmed in 1526, Henry VIII owned a leather pair of shoes marked in his wardrobe as being 'for football'. So was it England who invented football? OR....By 1527 the game was being played in other areas of Great Britain, notably in Ireland and there is evidence of a ball found in Scotland dating back to 1540.

By the mid 1600s, the different elements of the game were beginning to take shape including the goals when very often gates were used and the pitch was rectangle. As football continued to become more and more popular, not everyone wanted to be restricted to the size of goals and pitch or indeed the number of players involved, this meant a continued lack of common decency to fellow players with some matches ending in brawls (good to see some things haven't changed). However, times were beginning to change as the industrial revolution meant longer working hours restricting the amount of time for playing football. Ironically after the outlawing of the game at the main universities, the only thing that kept football going at this time was that it was starting to get popular in the English public schools. Emphasis on teamwork, training and discipline helped the tutors get over the message they wanted to pupils who were happy to be taught in these circumstances.

By the 1850s, many towns and cities were beginning to get the best players in the area together to represent them. In 1855, Sheffield FC had the distinction of becoming the first football club of its kind. Then on October 26th 1863 the FA was formed at a meeting at the Freemason's Tavern in London. All the clubs in existence in England met over two months to discuss and draw up rules for the game. The first secretary of the FA was Mr.E.C.Morley who was involved when the first rules were published in December of 1863. As part of the rules it was decided that carrying the ball and hacking an opponent whilst trying to win possession were now to be made illegal. This decision in fact was instrumental in the introduction of the game of rugby. Blackheath disagreed with the rule introduced so withdrew their membership and then formed a rugby club who still play today. The meeting also introduced the term 'soccer' as a possible abbreviation for 'Association football' so as to distinguish the game from rugby football.

1871 saw the introduction of the FA Cup. 15 clubs entered the first competition and of the 15 original entrants, **Queen's Park** who were from Glasgow are now members of the Scottish League. Scottish teams entered the FA Cup until 1887. **Marlow** and **Maidenhead** are still around in non-league football, each only having missed one season in the history of the Competition. A team from the Civil Service was involved. The **Crystal Palace** team from 1871 is not the same as it is today, though **Hitchin** reformed to become the modern day Hitchin Town in 1928. In the first FA Cup final, held at Kennington Oval on 16th March 1872, **Wanderers** beat the **Royal Engineers** 1-0, with a goal scored by Morton Betts under the pseudonym A H

(1) Farmers cultivating maize are making profits despite droughts experienced in the northern Nigeria, thanks to (2) drought tolerant maize.

1. Farmers = noun

(a) Name the word classes for the underlined words in the passage below, numbers have been used for easy reference. Answers should be written as in the example below:

### SECTION C: GRAMMAR AND READING (10 MARKS)

NOTE: There is NO need of an abstract, appendix, endnotes and references.

2. Write an academic essay on the relationship between education and development. Remember, a good academic essay must have a thesis statement in the introductory paragraph, topic sentence for each of the supporting paragraphs and a concluding paragraph. Marks will be awarded for a good thesis statement (main idea), and for demonstrating support for the same in the supporting paragraphs.

### SECTION B: ACADEMIC WRITING (ACADEMIC ESSAY) (20 MARKS)

So back to the question, who invented football? - well to summarize from the findings so far, football as we know it seems to have been invented in England but the original concept doesn't. The Chinese lay claim to the first shot on target, while the Romans were supposed to have introduced the English to the game of football before the Norman Conquest in 1066. The Greeks and the Italians have also laid claim to the question - who invented football. We also know by the early to mid 1500s the game had been introduced to Ireland and there was evidence of a ball dating back to 1540 in Scotland. Who invented football? - YOU DECIDE!

In 1888 the formation of a competitive league was suggested by William McGregor, a director of Aston Villa who wrote to a number of clubs culminating in a meeting on 23rd March of that year in Manchester. As no southern clubs were present, it was decided that a football league be formed the next season. The 12 original members of the Football League were: Accrington, Aston Villa, Blackburn Rovers, Bolton, Burnley, Derby County, Everton, Notts County, Preston North End, Stoke City, West Bromwich Albion and Wolverhampton Wanderers. Probably the reason there were no southern clubs involved is due to professionalism. Despite the rules and regulations now implemented, there seemed to be an issue regarding the paying of players. In the south of England, they believed in the idea, football should be an amateur game, whereas in the north players were paid. Scotland were also against paying players but in 1893 had to revise their decision as many of the better players were moving down over the border to play for the English clubs.

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"The seed industry is also better off because demand for maize has actually (3) increased," he added on the sidelines of the "Regional Planning Meeting of the Drought Tolerant Maize for Africa Project" at the International Institute of Tropical Agriculture, Ibadan.

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He says the varieties developed by the project aim to create safety nets for farmers especially in times of inadequate rainfall.

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Mwangi says the project is building on the work earlier done by institutions such IITA, CIMMYT and national partners on drought tolerant maize.



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**END OF EXAMINATION  
GOD BLESS**



THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

FIRST SEMESTER 2010 E/LAL 111: COMMUNICATION AND STUDY SKILLS EXAMINATION

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**INSTRUCTIONS**

- (1) THERE ARE THREE SECTIONS IN THIS EXAMINATION; **ANSWER ALL QUESTIONS**
  - (2) TIME ALLOWED: THREE (3) HOURS
  - (3) MARKS WILL BE AWARDED FOR A CLEARLY WRITTEN PIECE OF WORK
  - (4) MARKS: 50 %
- 

**SECTION A: NOTE-MAKING (20 MARKS)**

1. Read the passage below and make notes on the **history of association football** following the formal style you have been introduced to. There is no need to provide a rough draft.

There are many theories as to the answer to the question, who invented football? - It has certainly been a topic for debate for centuries. The English certainly lay claim to the first organised leagues and organisations such as the FA, but we are lead to believe the first form of the game started way back in the 3rd century AD in China, when an exercise of kicking a leather ball through an opening of one and a half feet in diameter or 35 to 40cm became a pleasant pastime for some.

Then by the 9th century a ball game called 'tlatchi' was played in Central America by the Aztecs, but then there is a claim the game was known to have existed in England in 1066. Attention later turned to the Greeks game of 'episkyros' and the Romans game of 'harpastum' In the 16th century, the latter of which was played on a rectangular surface as the first signs of football as we know it, began to take shape. Also in the 16th century, the Italians started to lay claim as they enjoyed a game they called 'il calcio' which meant and still means association football today. This was played in the streets with no rules and involved alot of physical contact as players literally fought for possession of the ball. Although there were no rules, the object of the game was the same then as it is today, to aim the ball at a target; the basics of the game have not changed.

So who invented football? - well the 13th century saw the first competition between neighbouring towns and villages, indeed it was in this century the term 'Derby match' was derived when two local teams in Derbyshire competed in the village of Ashbourne, but in 1314 any thoughts of who invented football were nearly never considered when the game was banned

by King Edward II because of it's serious threat to life and limb, and also the Lord Mayor of London claimed there was a 'great noise' in the city caused by the amount of players and the 'anything goes' rules. Indeed there was some concern from the king that his soldiers would be unable to serve under him as many put their limbs and indeed in extreme cases, lives at risk! - In addition, Richard II had a similar opinion of banning the game because he could not get his army to train for battle.

Then in 1477 and 1497, Edward IV and Henry VII also issued bans on football but the game continued throughout the Tudor and Stuart eras, by which time, football was becoming well established in England. Even the king was relenting when it was confirmed in 1526, Henry VIII owned a leather pair of shoes marked in his wardrobe as being 'for football'. So was it England who invented football? OR....By 1527 the game was being played in other areas of Great Britain, notably in Ireland and there is evidence of a ball found in Scotland dating back to 1540.

By the mid 1600s, the different elements of the game were beginning to take shape including the goals when very often gates were used and the pitch was rectangle. As football continued to become more and more popular, not everyone wanted to be restricted to the size of goals and pitch or indeed the number of players involved, this meant a continued lack of common decency to fellow players with some matches ending in brawls (good to see some things haven't changed). However, times were beginning to change as the industrial revolution meant longer working hours restricting the amount of time for playing football. Ironically after the outlawing of the game at the main universities, the only thing that kept football going at this time was that it was starting to get popular in the English public schools. Emphasis on teamwork, training and discipline helped the tutors get over the message they wanted to pupils who were happy to be taught in these circumstances.

By the 1850s, many towns and cities were beginning to get the best players in the area together to represent them. In 1855, Sheffield FC had the distinction of becoming the first football club of its kind. Then on October 26th 1863 the FA was formed at a meeting at the Freemason's Tavern in London. All the clubs in existence in England met over two months to discuss and draw up rules for the game. The first secretary of the FA was Mr.E.C.Morley who was involved when the first rules were published in December of 1863. As part of the rules it was decided that carrying the ball and hacking an opponent whilst trying to win possession were now to be made illegal. This decision in fact was instrumental in the introduction of the game of rugby. Blackheath disagreed with the rule introduced so withdrew their membership and then formed a rugby club who still play today. The meeting also introduced the term 'soccer' as a possible abbreviation for 'Association football' so as to distinguish the game from rugby football.

1871 saw the introduction of the FA Cup. 15 clubs entered the first competition and of the 15 original entrants, **Queen's Park** who were from Glasgow are now members of the Scottish League. Scottish teams entered the FA Cup until 1887. **Marlow** and **Maidenhead** are still around in non-league football, each only having missed one season in the history of the Competition. A team from the Civil Service was involved. The **Crystal Palace** team from 1871 is not the same as it is today, though **Hitchin** reformed to become the modern day Hitchin Town in 1928. In the first FA Cup final, held at Kennington Oval on 16th March 1872, **Wanderers** beat the **Royal Engineers** 1-0, with a goal scored by Morton Betts under the pseudonym A H

Chequer, as he was formerly a member of the **Harrow Chequers** Club. The other clubs competing in the first FA Cup competition were **Barnes, Hampstead Heathens, Donington School, Reigate Priory and Clapham Rovers.**

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**SCHOOL OF EDUCATION**

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

**END OF FIRST SEMESTER EXAMINATION, NOVEMBER 2010**

**EPS 121**

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**Instructions**

1. This paper comprises three sections; **A**, **B** and **C**. You are required to answer all the questions in sections **A** and **B**. From section **C**, you are required to answer any two questions out of the four provided.
  2. All questions must be answered in the answer booklets provided and should be clearly labeled.
  3. Extra marks shall be awarded for orderly presentation of work.
  4. Ensure that you write your correct computer number on each of the answer booklets.
- 

**SECTION A (5 Marks)**

Answer all the questions in this section.

1. Margaret is heterozygous dominant for normal skin colour. She marries James, an albino. What chances are there that the couple will have children who are albinos?  
A. 25% B. 50% C. 75% D. 100%
2. \_\_\_\_\_ is said to be a stage of quietude in Freud's psychosexual stages of personality development.  
A. Oral stage B. Anal Stage C. Latency stage D. Phallic stage

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3. Which one of the following is not a primitive reflex?  
A. Moro Reflex B. Babinski Reflex C. Pupillary Reflex D. Grasping Reflex
4. Piaget is the originator of the stages theory of cognitive development.  
True or False
5. According to Piaget, there are two stages of moral development.  
True or False
6. Which one of the following is not a social influence of gender development?  
A. Media B. Parents C. Testosterone D. Peers
7. \_\_\_\_\_ is the term given to the procedure used to deliver babies whose mothers cannot deliver the normal way.  
A. Forced delivery B. Caesarian section  
B. Perinatal delivery C. Postnatal delivery
8. All prenatal influences on child development are irreversible.  
True or False
9. Which one of the following is not a gross motor skill?  
A. Walking B. Running C. Painting D. Jumping
10. Voicing problems are an example of \_\_\_\_\_.  
A. behavioural disorders B. communication disorders  
C. physical disorders D. mental retardation

## **SECTION B (20 MARKS)**

Write brief notes on each of the following concepts

1. Pre-conventional moral reasoning
2. Chronosystem
3. Rooting Reflex
4. Egocentrism
5. Telegraphic speech
6. Germinal period
7. Rationalization
8. Cerebral palsy
9. Formal operational stage
10. Electra complex

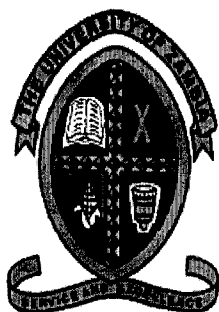
## **SECTION C (25 MARKS)**

Answer any two questions from this section

1. With the help of demonstrations from real-life examples, explain the following concepts:
  - (a) Homozygous dominant
  - (b) Phenotype
  - (c) Recessive gene
2. Erik Erikson views personality development as involving a resolution of social crises at various stages. Discuss the lessons that a teacher can draw from Erikson's first four stages.

3. Language development is said to be a product of both hereditary and environmental factors. Discuss.
4. Even though the causal relationship between self concept and academic achievement is not clear, research has shown that there is a close relationship between the two variables. Discuss.

**END OF EXAMINATION!**



**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS, OCTOBER/  
NOVEMBER 2010**

**EPS 231 - SOCIOLOGY OF EDUCATION**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

1. THERE ARE TWO SECTIONS IN THIS PAPER. SECTION A CONTAINS OBJECTIVE QUESTIONS WHILE SECTION B CONTAINS ESSAY QUESTIONS.
2. ANSWER ALL THE QUESTIONS IN SECTION A. ALL ANSWERS SHOULD APPEAR IN THE QUESTION PAPER.
3. ANSWER ONLY THREE QUESTIONS FROM SECTION B. **QUESTION ONE IS COMPULSORY.**
4. WRITE EACH ESSAY QUESTION IN A SEPARATE BOOKLET.

NAME: -----

COMPUTER NO.: -----

TUTOR'S NAME: -----

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**SECTION A (20%)**

**Circle the letter against the most correct response.**

1. The balanced door position acknowledges two possible errors with the school and community relations. Which one of these is true of the above statement?
  - A. When relations get too close they weaken professional standards.
  - B. When relations get too close they become contradictory in nature.
  - C. Relations become so far apart and cause imbalances in the two different positions.
  - D. None of the above.
2. The most common reason for teachers leaving teaching is -----
  - A. disengagement.
  - B. pregnancy and child rearing.
  - C. dissatisfaction due to low salaries.
  - D. retirement.
3. Which mode of analysis did Talcott Parsons apply in his study of the school as a social system?
  - A. Consensus mode.
  - B. Conflict mode
  - C. Biological mode
  - D. All of the above.
4. Mr. Microphone Mwale, a farm worker, moved from Vubwi to Chisamba near Lusaka to work on Mr. Nenani Phiri's farm. This means that Mr. Mwale achieved -----
  - A. upward social mobility.
  - B. horizontal mobility.
  - C. social equality.
  - D. social disequilibrium.
5. Which of the following describes best the condition that would affect the academic achievement of an individual?
  - A. Social economic background.
  - B. Neighbourhood.

- C. Going to school on an empty stomach.
  - D. Ability to pay school fees.
6. The organisation which looks after the interests of government teachers in Zambia is-----
- A. The Teaching Service Commission.
  - B. The Teacher Accreditation Board.
  - C. The Teacher's Professional Board.
  - D. The Teacher's Professional and Accreditation Board.
7. In a tutorial discussion on what sociology of education is, one student argued that sociology of education had to deal with the issues related to the education system. For example, in this country, one may have to look at teacher-student relationship, student riots, uniforms, teacher militancy, in short, educational things which are of Zambian characteristic. From which perspective did this student define sociology of education?
- A. Sociology perspective.
  - B. Empirical perspective.
  - C. Scientific perspective.
  - D. Analytical perspective.
8. According to Auguste Comte, the French society and its social institutions had gradually developed from a simple stage to a complex stage – from a metaphysical stage to a scientific stage. He called this development as:
- A. Social movement.
  - B. Social statics.
  - C. Social differentiation.
  - D. Social dynamics.
9. Who among these contributed greatly to the development of Sociology of Education?
- A. Herbert Spencer and Emile Durkheim.
  - B. Max Weber and Pierre Bourdieu.
  - C. Auguste Comte and Herbert Spencer.
  - D. Emile Durkheim and Max Weber.

10. Words such as “stupid”, “dull”, “unteachable”, “rude”, “withdrawn” are known as ----- in the “New” Sociology of Education theory.
- A. Self-fulfilling
  - B. Categories
  - C. Concepts
  - D. Labels

**Complete the following statements by filling in the blanks.**

11. Auxillary Voluntary Associations, Opinion Leaders, Media Formal Authority, Labour Leaders are ----- that help to link schools with the communities.
12. -----is the way a teacher defines the behaviour expected of him by the community in which he lives.
13. Charles Cooley noted that the “Looking Glass Self” is an ongoing mental process characterised by three stages. Briefly state the first stage.
- 
- 
14. People whose opinion you do not really value or care about are referred to as
- 
- 
15. State at least one norm propagated by the school system
- A. -----
- 
16. List three factors that affect the quality of human labour according to the Human Capital Theory. -----
-

17. Havinghurst and Neugarten identified a set of six separate sub roles for the teacher in a school. List two of these sub roles.

(i) -----

(ii) -----

18. Societies may be viewed as having arrangements of layers or strata with the wealth at the top and the ----- at the bottom.

19. Name two reasons why established professions are facing a bleak future.

(i) -----

(ii) -----

20. State two reasons why theories are important.

(i) -----

-----

(ii) -----

-----

**State whether these statements are True or False.**

21. T F The boundaries between school and community are flexible and relatively open so that what goes on in the community affects the content of schooling.

22. T F A teacher's role is diffuse because it permeates through all areas of human life.

23. T F The process of socialization is from the cradle to the grave.



24. T F Social facts are aspects of social life that cannot be explained in terms of biological or mental characteristics of an individual.
25. T F Folkways are norms to which people attach great importance and demand strict conformity.
26. T F Since social stratification persists over generations, children always have the same social positions as their parents.
27. T F The Human Capital Theory postulates that development resides in people.
28. T F Identity crisis is the changing definition of the self brought about by a new situation in the life cycle.
29. T F Subculture is a set of norms, values, ways of speaking and behaving that characterises the larger society.
30. T F Socialisation has positive and negative consequences on learners.

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

Section A	Section B	Answers
31. Self image	A. Peer Group	31. -----
32. Primary group	B. Mental Picture	32. -----
33. Neugarten & Havinghurst	C. Me	33. -----
34. 'New' Sociology of Educat.	D. Identification	34. -----
35. Parenting style	E. Concepts	35. -----
36. Total Institution	F. Sub-roles of a teacher	36. -----
37. Scalar Status	G. Permissive	37. -----
38. Social learning	H. Lermet	38. -----
39. Socialized component	I. Organisational status	39. -----
40. Primary deviance	J. Incarceration	40. -----

## **SECTION B (30%)**

**ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS FROM THE SECTION.**

1. The four linking mechanisms between the school and the community act as liaisons. Discuss the functions of the four linking mechanisms found in Zambia.
2. The Human Capital Theory contends that education contributes to economic development and that education is an investment rather than consumption. Critically discuss the role of education as a social institution.
3. Although biological make up, the internal operations of the school and curriculum content are very important in the academic achievement of pupils, social class is equally if not more important than other factors in determining the performance of students in the classroom. Discuss this statement in light of the Theory of Social Stratification.
4. As a potential teacher in contemporary Zambia, illustrate with examples what should be the roles of a high school teacher in Zambia.
5. The labelling theory has shown us the importance of what happens in the classroom regarding the performance and behaviour of pupils, however, it has its own weaknesses. Giving examples where applicable, Critically discuss it's weaknesses.

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### 2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

### EPS 251 – TEACHING CHILDREN WITH DEVELOPMENTAL DISORDERS

TIME: THREE (3) HOURS

#### INSTRUCTIONS

- i. There are three sections in this examination paper.
- ii. Answer all questions in Sections A, and B, and any three (3) questions in Section C.
- iii. In section C, attempt **question 21** and any other two questions.
- iv. This examination contributes 50% to the total course grade.

#### SECTION A: MULTIPLE CHOICE QUESTIONS (10 MARKS)

**Answer all questions in this section. Write answers in the examination answer booklet provided.**

1. The main problem areas for pressure sores in individuals with Spina Bifida include the following except
  - a) Hips
  - b) Knees
  - c) Ankles
  - d) Heels
2. Which of the following is not a precautionary measure when a child has an epileptic attack?
  - a) Clear the area of potential dangerous objects.
  - b) Do not give the child anything to drink.
  - c) Do not revive the child.
  - d) Remove all clothing.

3. In 1897, \_\_\_\_\_ a neurologist, suggested that difficult birth was not the cause of Cerebral Palsy but rather only a symptom of other effects on fetal development.
- a) William Little
  - b) Sigmund Freud
  - c) Sigmund Floyd
  - d) Leo Kanner
4. Symptoms of elevated pressure Hydrocephalus include the following except
- a) Headache
  - b) Double vision
  - c) Absence seizures
  - d) Lethargy
5. Which of the following is a type of Autism Spectrum Disorders which exhibits normal development until the age of 5 months and thereafter the individual's rate of head growth declines, they have an uncoordinated gait with serious deficits in receptive and expressive language?
- a) Rett's Disorders
  - b) Asperger's Disorder
  - c) Childhood Disintegrative Disorder (CDD)
  - d) Autistic Disorder
6. Associated deficits of Cerebral Palsy include the following except
- a) Convulsive Disorders
  - b) Perceptual Disorders
  - c) Controlled movements
  - d) Drooling

7. The common features of emerging Parent Support Groups within the school system, are basically the following except
- a) To provide support for each other, where parents with similar situations have an opportunity to share experiences.
  - b) To provide a forum for parents and school staff to regularly communicate.
  - c) To enable parents to feel free to contact the Multi-disciplinary team at any time and share concerns about their children.
  - d) To enhance provision of quality services for students with Developmental Disabilities in a proactive manner by parents and school personnel.
8. Beyond symptoms of the underlying diseases that can cause certain epilepsies, people with Epilepsy are at risk of death from the following except
- a) Suicide associated with anxiety.
  - b) Status epilepticus.
  - c) Sudden unexpected death in epilepsy.
  - d) Trauma from seizures.
9. Sometimes a child born with Down Syndrome may not possess all the recognizable physical features, as some features can even be found in the general population. To confirm the diagnosis the doctor will request a blood test called
- a) Chromosomal karyotype
  - b) Amniocentesis
  - c) Ultra sonography
  - d) Alpha fetoprotein
10. Most children born with \_\_\_\_\_ are allergic to latex.
- a) Spina Bifida
  - b) Hydrocephalus
  - c) Spina Bifida occulta
  - d) None of the above

**SECTION B: (20 MARKS)**

**Answer the following questions. Write your answers in the examination answer booklet provided.**

11. State the features an autistic infant is likely to present.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_
12. Why do children with Cerebral Palsy require catheterization?

\_\_\_\_\_
13. Why is it important for developing countries like Zambia to work with international Non-Governmental Organizations to successfully implement the Multi-disciplinary approach when attending to some Developmental disorders?

i. \_\_\_\_\_

ii. \_\_\_\_\_
14. When diagnosing Epilepsy, the patient’s medical history is very important and to be certain of this the doctor asks a number of questions such as

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_
15. People with Developmental Disabilities exhibit challenging behaviour, defined as, “Culturally abnormal behavior(s)” such as

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_
16. The degree of paralysis experienced by children with Spina Bifida Cystica largely depends on where the opening occurs in the spine. Explain giving examples.

\_\_\_\_\_

\_\_\_\_\_
17. \_\_\_\_\_ were the first drugs to be used effectively against Epilepsy.

18. Several scholars have revealed that the growing acceptance and implementation of the team approach is not solely the result of Federal mandates as this also reflects the \_\_\_\_\_'s view of human development.
19. What is a ketogenic diet and when is it used? \_\_\_\_\_
20. Children with severe Cerebral Palsy experience a number of complications among them, the *failure to grow thrive*. State the implications of this.
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

**SECTION C: Attempt question 21 and any other two questions.**

21. While painting Mr Chani, one of the casual workers employed at a major construction site of the stadium in Ndola, slipped off the scaffolds and fell. Unconscious, he was rushed to Ndola General Hospital for treatment, but since that awful incident Mr Chani experiences recurrent seizures that are dramatic in nature and they have negatively affected his entire life.
- State the particular type of Epilepsy described in the above scenario, and explain how seizures occur as well as other causal factors of Epilepsy.
  - Describe in detail, the two broad categories of classifying Epilepsy, citing the one Mr Chani is likely to have suffered from.
  - Explain the diagnosis, treatment and what can be done to prevent Epilepsy.
  - Illustrate how Mr Chani's life is generally likely to have been affected by Epilepsy and suggest ways of how the community and society as a whole can help individuals with Epilepsy.

**(30 MARKS)**

22. Briefly describe the different types of Autism Spectrum Disorders (ASD). In addition to this, give an elaborate description of Autism, that is, its causes and common features associated with it. Discuss how teachers can help to alleviate the challenges autistic persons present in the classroom and enhance effective learning.

**(20 MARKS)**

23. Some children with Spina Bifida experience a number of health problems affecting their lives in general especially their educational progress. Using adequate examples outline the management and teaching strategies that can be used to help such children.

**(20 MARKS)**

24. The problems adults with Developmental Disabilities experience are quite different from those generally experienced by children with the same disabilities and so require help that is a bit different. Explain how this applies to a disability such as Cerebral Palsy, highlighting aspects of the types of Cerebral Palsy, its diagnosis as well as the intervention strategies that may be employed to help such individuals.

**(20 MARKS)**

25. Explain the occurrence of Down Syndrome, the causes and salient features it portrays and how this affects normal child development. With clear examples suggest how teachers can help enhance effective learning for such children.

**(20 MARKS)**

**END OF EXAMINATION.**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY SOCIOLOGY AND SPECIAL EDUCATION  
FIRST SEMESTER EXAMINATION OCTOBER/ NOVEMBER, 2010  
EPS 261: CLINICAL CHILD NEUROPSYCHOLOGY**

**TIME: 3 HOURS**

**INSTRUCTIONS**

1. THIS EXAMINATION HAS THREE PARTS, SECTION A, B AND C.
2. ANSWER ALL QUESTIONS IN SECTION A IN THE BOX PROVIDED ON THIS SHEET
3. ANSWER ANY 5 QUESTIONS IN SECTION B
4. ANSWER TWO QUESTIONS IN SECTION C

**SECTION A:** Write all your response for this section in the table provided below:

1.	6	11	16
2.	7	12	17
3.	8	13	18
4	9	15	19
5	10	15	20

1. Fisher had an infection in the CNS and lost his ability to coordinate his muscle and was having problems with balance. Which of the following is most likely to have been damaged?
  - a. Right Hemisphere
  - b. Corpus Callosum
  - c. Brain Stem
  - d. None of the above
2. Electrically charged molecules are able to cross the cell membrane. Which of the following is not an example of a molecule that crosses in and out of the protein gates?
  - a. Neurotransmitters
  - b. Sodium
  - c. Potassium
  - d. Chloride
3. \_\_\_\_\_ is the paralysing of one of the hemisphere as a way of investigating the functions of the other hemisphere.
4. The \_\_\_\_\_ is when the sulcus fail to develop on the brain
5. Which of the following is important to facilitate the rapid transmission of an action potential along the neuron?
  - a. Calcium
  - b. Potassium
  - c. Fat
  - d. Protein
6. The neuropsychological disorder that affects the motor system of the brain is known as:
  - a. Stroke
  - b. Parkinson disease
  - c. Mental illness
  - d. Blindness

7. The \_\_\_\_\_ is the part of the spinal cord that holds the motor neurons.
8. \_\_\_\_\_ is when there is too many convolutions on the brain than normal.
9. Mr. Kozo, (41 years) and his son (6 years) were hit by a drunken driver when they were walking home from Manda Hill. Which of the following is likely to happen?
  - a. Mr. Kozo will have > anatomical recovery
  - b. The son will have > anatomical recovery
  - c. They will have = recovery
  - d. None of the above
10. \_\_\_\_\_ is when there is a connection between two dendrites

**Is it TRUE or is it FALSE**

11. Neurodevelopment anomalies can present in 4 major ways?

**True**

**False**

12. Dendrites are responsible for the reuptake at the synaptic junction.

**True**

**False**

13. Micrencephaly is a condition in which the two hemisphere fail to divide during development.

**True**

**False**

14. A mother with severe High Blood pressure at 24 weeks of pregnancy is likely to have a child too small for gestation.

**True**

**False**

15. All the children who have brains with a ratio of 1:300 are likely to have cognitive impairments.

**True**

**False**

16. Ipsilateral is the belief that the brain is capable of doing many different functions in case of injury or damage.

**True**

**False**

17. The myline sheath is important for the protection of the brain from physical damage.

**True**

**False**

18. Experience-dependant is specific to species.

**True**

**False**

19. Hemispheric specialisation has nothing to do with an individual's experiences in life.

**True**

**False**

20. Selective cell death is a condition in which more synaptic connections are created due to brain damage.

True

False

**SECTION B: Write brief notes on any 5 of the following**

1. Anterograde Amnesia

---

---

2. Tools for assessing language functions

---

---

3. Agenesis of the corpus Callosum

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---

4. Coup effect

---

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5. Child Schizophrenia can be defined as

---

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6. Critical Periods

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7. Teratogen

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8. Arachnoid Matter

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---

9. Microglia cells

---

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10. Selective Cell Death

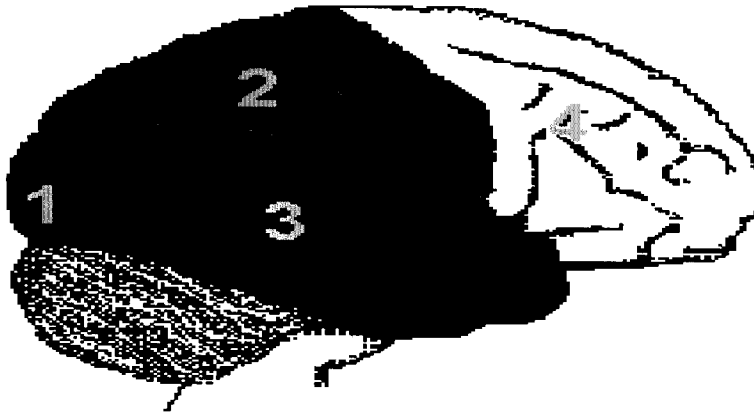
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## SECTION C: [20 MARKS] ESSAY QUESTIONS

Answer two (2) questions in this section. Answer question 1 and any other question in this section

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1. Identify the structures above and discuss the main function that each of the regions is involved in. [12Marks]
2. The two hemispheres are believed to have specific functions. Highlight some of the functions that are mediated by each hemisphere. [8 Marks]
3. Critically analyze any two approaches that have been used to investigate the structure and function of the brain. [8 Marks]
4. Discuss the four principles within which the developing central nervous system can be affected by teratogens. [8 Marks]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2010 ACADEMIC YEAR: FIRST SEMESTER**  
**FINAL EXAMINATIONS**  
**EPS 301: RESEARCH METHODS IN SPECIAL EDUCATION**  
**Time: Three (3) hours**

**Instructions:**

- This examination contributes 40% to the course grade.
  - The question paper has four questions. Question one is compulsory. Answer question one and any other two.
1. A study usually has two parts; a proposal and report.
    - (i) Relating to Special Education, design an outline of chapter one of a research proposal and briefly explain the importance of each of the parts in a chapter.
    - (ii) Examine the terms 'theoretical' and 'conceptual' frameworks and identify similarities and differences.
    - (iii) Provide five reasons to why some researchers face challenges in writing literature review.
    - (iv) Why should a researcher use a case study, survey, experimental or correlation design?
  2. This question is on research problem, limitation and relationship between objectives and question items in research instruments. Answer the following questions.
    - (i) Design a research problem.
    - (ii) Using examples, describe ten characteristics that can help to justify a good research problem.
    - (iii) Describe the concept 'limitation' and how it can affect study findings.
    - (iv) Using examples briefly discuss the relationship between study objectives and question items in the instrument.
  3. Various data analysis techniques exist for analysing qualitative and quantitative data in Special Education.
    - (i) Why should a researcher use quick impression summary, thematic analysis and content analysis techniques to analyse qualitative data?
    - (ii) Identify three challenges in data analysis.
    - (iii) In relation to quantitative data, describe the following concepts: mean, median, mode, variance and standard deviation.
    - (iv) How does SPSS help in data analysis?

4. Write short notes on each of the following concepts:
- (i) Reasons for having independent and dependant variables in a study title.
  - (ii) Triangulation and its purpose.
  - (iii) Four tools that can be used to collect data. On each tool, state the type of data that can be collected.
  - (iv) Five types of questions that need to be avoided when designing a questionnaire.

**End of examination**

The University of Zambia  
School of Education  
2010 Academic Year, First Semester

Final Examination

EPS 351: Teaching Methods in Special Education

Time: Three (3) hours

Instructions

- (i) There are five (5) questions in this examination paper,
  - (ii) Attempt question one (1) and any other two (2),
  - (iii) This examination contributes, 40% to the total course mark.
1. Using your peer – teaching observations and experience in EPS 351, prepare a checklist which student – teachers can use to assess lesson preparation; presentation and management of pupils’ conduct in the classroom and suggest how student - teachers should use it in the assessment of a lesson in the classroom (16 Marks).
  2. Supported by examples, compare and contrast the use of a direct - teaching method to that of a demonstration - performance method of instruction in the teaching of pupils with intellectual disabilities. Which one of these methods of instruction would you recommend for use in the learning of pupils with the disability mentioned above and why? (12 Marks)
  3. Your school has just enrolled pupils with physical impairments and the head teacher has appointed you, “Chairperson,” of the Curriculum Differentiation Committee. With examples, discuss considerations and challenges your committee needs to be aware of in its attempt to establish a differentiated curriculum for pupils with physical impairments enrolled in the school (12 Marks).
  4. Discuss considerations a teacher needs to make when preparing, using and storing charts in a class of learners with special educational needs. Give reasons for teachers’ preference for charts as opposed to other instructional media when teaching learners with special educational needs in the classrooms (12 Marks).

5. Using clear examples drawn from your teaching or subject interest area, explain how each of the following can influence the learning outcomes of pupils with special educational needs in your subject area:

- (i) Behavioural objectives,
- (ii) Nature of disability,
- (iii) Instructional materials,
- (iv) Remedial work

(12 Marks)

End of Examination



The University of Zambia  
School of Education  
2010 Academic Year, First Semester

Final Examination

EPS 351: Teaching Methods in Special Education

Time: Three (3) hours

Instructions

- (i) There are five (5) questions in this examination paper,
  - (ii) Attempt question one (1) and any other two (2),
  - (iii) This examination contributes, 40% to the total course mark.
1. Using your peer – teaching observations and experience in EPS 351, prepare a checklist which student – teachers can use to assess lesson preparation; presentation and management of pupils’ conduct in the classroom and suggest how student - teachers should use it in the assessment of a lesson in the classroom (16 Marks).
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- (i) Behavioural objectives,
- (ii) Nature of disability,
- (iii) Instructional materials,
- (iv) Remedial work

(12 Marks)

End of Examination

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY SOCIOLOGY AND  
SPECIAL EDUCATION  
FIRST SEMESTER EXAMINATION, 2010

EPS 451 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL  
EDUCATION

INSTRUCTIONS

1. THIS PAPER HAS TWO (2) SECTIONS SECTION A AND SECTION B
2. ANSWER ALL QUESTIONS IN SECTION A
3. ANSWER THREE QUESTIONS FROM SECTION B
4. NUMBER THE QUESTIONS CLEARLY
5. CREDIT WILL BE GIVEN FOR CLARITY AND ORDERLY WRITING

## SECTION A

---

### ANSWER ALL QUESTION IN THIS SECTION

Mr. Mutemwa just completed his Special Education degree and was posted to Mutabelwa where he is to head the Learning Support Unit. Most of the children there have been diagnosed with reading difficulties using the California Verbal Learning Test. Mr. MutEmwa is confused because when he works with the children, he seems to have a different impression about their reading skills. When he examines the scores of the children, he realises that most of the children were two standard deviations (2sd) below the mean. He decides to use a survey to get a better understanding of the reading difficulties in Mutabelwa Mr. Mutemwa comes to you as a specialist to ask for advice on the situation.

Based on the information provided above, answer the following questions

1. To what extent is the diagnosis of reading difficulties valid in this situation?
2. Of the four criteria of validity which one would most suit the situation presented above
3. What would be your hypothesis of the floor effect of the children's performance?
4. What are the advantages and disadvantages of using the California Verbal Learning Test?
5. What important elements of the survey must he take into consideration when developing the instrument?

## SECTION B

---

ANSWER THREE QUESTIONS IN THIS SECTION, QUESTION 1, 2 AND THREE

### Question 1

Skinner is having problems in his school performance. His teacher would like to develop a programme for him. How would you advise her to gather relevant information about the child?

or

Mwembe has had poor performance in school since grade 4. His parents have moved him from one school to another in the hope that he would do better in a new environment. None of this has helped him improve. The parents finally decide to bring him to your assessment centre to get some information. You would like to review his school records. What information will you be looking for in the school records?

### Question 2

In order to have an accurate diagnosis of difficulty for children, assessment plays an important part. According to Dr. Sherry Mee Bell, what are the components of a good assessment process?

or

Mr. Mungi was assigned to understand disability in his constituency and make a presentation to the special committee of the NCC on Education. He conducted a wide survey using a standardised test and his findings had a perfect bell shape that fitted the hypothetical normal curve.

<i>Population:</i>	<i>600</i>
<i>Mean:</i>	<i>20</i>
<i>Standard Deviation:</i>	<i>10</i>
<i>Criteria for disability:</i>	<i>2 SDs below the mean severe learning difficulties</i>

Using this information, find

1. The number of children that will be classified as having disabilities
2. The score that these children will have
3. What is the wisdom in using this method to understand disability?

### Question 3

During a PTA board meeting in your school, you are unanimously selected to lead a task force in purchasing assessment tools for the school. Before any purchase is made, you are requested to give a presentation on what needs to be considered when deciding on the most appropriate instrument to purchase. What factors would you recommend to be considered?

or

"We can never really cater for children with learning difficulties in our country mweh! Identification in Zambia is not particularly easy". With specific examples, discuss the extent to which this statement is true. In your opinion, what steps can be taken to overcome these barriers.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2010 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**  
**EPS 461- TEACHING CHILDREN WITH VISUAL IMPAIRMENTS**

TIME – THREE HOURS

**INSTRUCTIONS**

Read the following instructions carefully

- i) There are five (5) questions in this examination paper.
  - ii) Attempt question 1 and any other two (2) questions.
  - iii) The examination contributes 40% to the total course mark.
  - iv) All answers must be written in the answer booklets provided.
- 
1. Children who are blind need to learn early in life. As a planning official in education of the visually impaired children, what issues or aspects of learning would you include in a good early learning program for these children.(16 marks)
  2. Independent living among the visually impaired is very important. As a teacher for the visually impaired, how would you teach independent living among your learners? (12 marks)
  3. You are teaching an inclusive grade 8 class with 40 ordinary pupils and 4 pupils with visual impairments. How you would ensure that the visually impaired learners benefit from your Geography lesson. (12 marks)
  4. Critically analyze the differences and similarities of blind and low vision student's educational needs? ( 12 marks )
  5. Tuttle & Ferrell, (1995) have stated "Perhaps the way blind children are treated and negative experiences with peers during the school years contribute to the characteristics often attributed to blind". Identify and critically analyze the negative attributes and suggest ways of helping blind adolescents adjust.(12 marks)

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2010 ACADEMIC YEAR: FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**EPS 471 : COUNSELLING IN CHILD DISABILITY – THEORY**

**Time: Three (3) hours**

**Instructions:**

- This examination contributes 40% to the course grade.
  - The question paper has four questions. Question one is compulsory. Answer question one and any other two.
1. Chileshe is a 15 year old girl. She has a mild physical disability. Below is a case study. What follows is a dialogue between client and counsellor.

Counsellor: Welcome, Chileshe.

Client: Thank you, Sir.

Counsellor: Can I help you?

Client: I am a student and at the same time I am preparing for my wedding ceremony just after this examinations. But I am always so tired that I do not study for my examinations the way I wanted to. I am worried that I may not do well in the exam. Any way, I will still manage.

Counsellor: Are you not handling too many things at one time?

Client: You know counsellor, marriage these days does not easily come by. I do not want to lose this man.

Counsellor: You do not want to lose him?

Client: Yes. He has supported me a lot already. Whatever it takes we shall get married.

Counsellor: Instead of 'we', say 'I' will marry him.

Counsellor: Are you aware that he is doing rehearsals for his wedding with another lady?

Client: What do you mean, counsellor? This man has never had another fiancé apart from me. My parents even know him as my fiancé.

Counsellor: I can refer you to one of those ladies on his wedding line up for more details. Then later come back so that we discuss further.

Client: Now counsellor, does it mean that, I am losing this man again?

Counsellor: What do you mean by losing this man again?



- Client: Counsellor, this is the second time to loose a fiancé in the same way.
- Counsellor: It is good that you are coming out of your phoney layers. May be you incorporated your dreams in him so much that you did not realise that the man did not love you.
- Client: May be. Ah, I remember now. It was after I felt that he had supported me so much that I persuaded him to pledge marriage to me.
- Counsellor: I think you need to do an exercise of completing blank spaces. But for now, go and find out more about this issue then come so that we discuss further how you intend to solve it.
- Client: Thank you very much I feel I have somebody I can talk to. I will surely come next Monday at 10 hours.

From the dialogue between the client and counsellor:

- (i) State the theory being used. How do counsellors using such a theory view human beings?
  - (ii) Based on the theory used in this case study, what are the causes of neurosis in clients? Give examples and relate them to the case of Chileshe.
  - (iii) Discuss why the counsellor encouraged the client to use "I" instead of "we" as she was speaking to the counsellor.
  - (iv) What were the main counselling techniques used in the session?
  - (v) Describe how a counsellor can help Chileshe to move through the phobic, implosive and explosive layers.
  - (vi) Discuss how the goal setting skill was employed in this case. Give an example.
2. If Eric Bern was asked to describe how to understand behaviour of pupils with disabilities, he would suggest four types of analysis.
- (i) Identify the four types of analysis used in Transactional Analysis Theory in counselling.
  - (ii) Using examples briefly explain how each of four types of analysis can help to understand human behaviour.
  - (iii) With reference to the Parent, Adult and Child ego states, describe the causes of problems in clients and suggest how you would help a client with such identified problems.
  - (iv) Describe a life script and how it can affect behaviour of person.

3. Listening is a basic tool used to gather information about the client. Using your experiences from the role plays in class,

- (i) Describe the three levels of listening
- (ii) Why are the three levels of listening important in a counselling process?
- (iii) As a client was entering the counselling room, a counsellor developed a negative attitude towards her dressing and this negatively affected the session. In relation to listening, what could have the counsellor done to avoid spoiling this session?
- (iv) Identify three aspects of first and second levels of listening and explain how they can disturb effective listening if not well applied.

4. Write short notes on the following concepts

- (i) Five characteristics of a fully functioning person.
- (ii) Perls' doctrine and its counselling implications.
- (iii) How systematic desensitisation counselling technique is used.
- (v) Why time, action and procedural limits are necessary in a counselling relationship.
- (vi) How attending skills particularly the 'SOLER' can help in counselling practice.

**End of examination.**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2010 ACADEMIC YEAR: FIRST SEMESTER**  
**FINAL EXAMINATIONS**  
**EPS 471 : COUNSELLING IN CHILD DISABILITY – THEORY**  
**Time: Three (3) hours**

**Instructions:**

- This examination contributes 40% to the course grade.
  - The question paper has four questions. Question one is compulsory. Answer question one and any other two.
1. Chileshe is a 15 year old girl. She has a mild physical disability. Below is a case study. What follows is a dialogue between client and counsellor.

Counsellor: Welcome, Chileshe.

Client: Thank you, Sir.

Counsellor: Can I help you?

Client: I am a student and at the same time I am preparing for my wedding ceremony just after this examinations. But I am always so tired that I do not study for my examinations the way I wanted to. I am worried that I may not do well in the exam. Any way, I will still manage.

Counsellor: Are you not handling too many things at one time?

Client: You know counsellor, marriage these days does not easily come by. I do not want to lose this man.

Counsellor: You do not want to lose him?

Client: Yes. He has supported me a lot already. Whatever it takes we shall get married.

Counsellor: Instead of 'we', say 'I' will marry him.

Counsellor: Are you aware that he is doing rehearsals for his wedding with another lady?

Client: What do you mean, counsellor? This man has never had another fiancé apart from me. My parents even know him as my fiancé.

Counsellor: I can refer you to one of those ladies on his wedding line up for more details. Then later come back so that we discuss further.

Client: Now counsellor, does it mean that, I am losing this man again?

Counsellor: What do you mean by losing this man again?

- Client: Counsellor, this is the second time to loose a fiancé in the same way.
- Counsellor: It is good that you are coming out of your phoney layers. May be you incorporated your dreams in him so much that you did not realise that the man did not love you.
- Client: May be. Ah, I remember now. It was after I felt that he had supported me so much that I persuaded him to pledge marriage to me.
- Counsellor: I think you need to do an exercise of completing blank spaces. But for now, go and find out more about this issue then come so that we discuss further how you intend to solve it.
- Client: Thank you very much I feel I have somebody I can talk to. I will surely come next Monday at 10 hours.

From the dialogue between the client and counsellor:

- (i) State the theory being used. How do counsellors using such a theory view human beings?
  - (ii) Based on the theory used in this case study, what are the causes of neurosis in clients? Give examples and relate them to the case of Chileshe.
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- (v) Why time, action and procedural limits are necessary in a counselling relationship.
- (vi) How attending skills particularly the 'SOLER' can help in counselling practice.

**End of examination.**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**2010/2011 ACADEMIC YEAR – 1<sup>st</sup> SEMESTER EXAMINATIONS**

**ISE 151 HISTORY AND DEVELOPMENT OF PHYSICAL EDUCATION**

**MARKS: EACH QUESTION CARRIES 25 MARKS. TIME: 3 HOURS DATE: 04.11.10**

**VENUE: UPPER DINNING HALL**

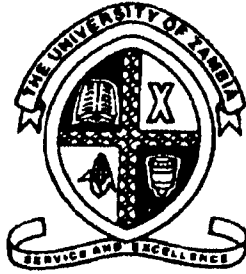
**INSTRUCTIONS:** ANSWER FOUR (4) QUESTIONS FOR A TOTAL OF 100 MARKS.

READ QUESTIONS CAREFULLY BEFORE ANSWERING.

ONLY WELL WRITTEN, CLEAR AND TIDY WORK WILL BE CONSIDERED.

=====

1. The first Commonwealth Games were held in 1930 in Hamilton, Canada where 11 countries sent 400 athletes to take part in 6 sports and 59 events.
  - a) In what month this year were the commonwealth games held (Please indicate the exact dates)?
  - b) Which country and city hosted the 2010 games?
  - c) What African country got the highest medal count (Specify the gold, silver and bronze medals).
  - d) What is the social and economic impact of such an event? Explain.
2. Primitive nomadic lifestyles required the continual task of hunting and gathering food for survival. Primitive groupings (Eolithic, Paleolithic and Neolithic) commonly went on one- or two- day hunting journeys for food and water. Outline in detail the physical activities that primitive man had to engage in his daily activities.
3. Greek and Roman Civilizations held fitness in such high regard. Discuss.
4. Germany, Sweden and Denmark were important in the development of what we know as physical education today. Discuss.
5. "PLAY is the highest form of research." - *Albert Einstein*. Explain how this is true in the P.E class.
6. School sports in Zambia are the foundation for sports development. Explain this assertion while mentioning the different ways in which government has been and is involved (directly and indirectly) and the policies that have influenced the development of school sports in Zambian primary schools, if at all any..
7. In relation to physical activity, how was Greek civilization influential on the renaissance period?



# UNIVERSITY OF ZAMBIA .

## SCHOOL OF EDUCATION

### 2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

#### ISE 191: MUSIC I (AURAL TRAINING)

TIME: PRACTICAL

TOTAL MARKS: 100

#### INSTRUCTION:

- The Examination paper consists of **THREE** Sections;
  - Section A: Prepared Aural Test
  - Section B: Unprepared Aural Tests
  - Section C: Sight Reading
- Candidates should answer **all** the questions.
- Write your answers in the spaces provided in the question paper – no other will be accepted.
- Answers must be written clearly and neatly – otherwise marks may be lost,

**Section A: Prepared Aural Tests**

You can answer the questions as you listen to the music, or during the pauses between each playing of tests. You may write your answers in pen or ink in the spaces provided.

**Test 1: Rhythm**

You will hear a phrase played four times. Transcribe the rhythm pattern on the monotone. Insert the correct time signature. **(8 marks)**

.....

**Test 2: Melody**

You will hear a phrase played four times, in the key of F major. Transcribe the melodic pattern on the staff provided. Insert a suitable clef, correct key signature and time signature. **(8 marks)**

**Test 3: Intervals**

You will hear five diatonic intervals each played twice. Name each interval by stating its numeric and qualitative designation. **(10 marks)**

3.1 .....

3.2 .....

3.3 .....

3.4 .....

3.5 .....



**Test 4: Chord Types**

You will hear five chords, which will not necessarily be different. Describe their type by stating whether what you hear is major, minor, diminished or augmented. (10 marks)

- 4.1 .....
- 4.2 .....
- 4.3 .....
- 4.4 .....
- 4.5 .....

**Test 5: Chords Progressions and Cadences**

You will hear four progressions each consisting four chords. Describe each chord as tonic, subdominant, or dominant using roman numerals, and state the cadence formed at the end of the progression. The tonic chord will be sounded at the beginning of each playing. (12 marks)

Progression	Cadence
4.1 .....	.....
4.2 .....	.....
4.3 .....	.....
4.4 .....	.....

Section B: Unprepared Aural Tests

Test 6: Analysis (15 marks)

You will hear a composition played four times. While listening, answer the following questions.

- (a) Is the composition in a major or minor key? .....
- (b) Describe the **metre** of the composition as simple or compound, duple, triple or quadruple?  
.....
- (c) Circle the appropriate word which best describe the **style** of the composition?  
Afro-beat      Reggae      Jazz      Kalindula      Blues
- (d) Circle the appropriate word which best describe the **Texture** of the composition?  
Monophonic      Polyphonic      Homophonic      Complex
- (e) List down 5 **instruments** that you hear in the composition
  - i. ....
  - ii. ....
  - iii. ....
  - iv. ....
  - v. ....

Test 7. Graphic Notation (5 marks)

- (f) In the space below, illustrate, in graphic notation, the **melodic shape** of the last phrase.

## Section C: Sight Reading

### Test 9: Rhythm

Study the following rhythmic phrases. Choose ONE and perform it by clapping

(10 marks)

9.1



9.2



9.3



## Section C: Sight Reading

### Test 10: Melody

Study the following melodic phrases. Choose ONE and sing it to tonic solfah syllables. (10 marks)

10.1



10.2



10.3



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF PRIMARY EDUCATION**

**2010 FIRST SEMESTER UNIVERSITY EXAMINATIONS**

**ISE 181: INTRODUCTION TO SOCIAL STUDIES I**

**TIME ALLOWED: THREE HOURS**

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

---

**SECTION A**

1. How would you explain the migration of the Bantu into East-Central Africa?
2. Was there a relationship between politics and trade in pre-colonial Zambia?
3. How did Msiri and Yeke-Swahili activities determine the destiny of the Lunda Kingdom of Mwata Kazembe?
4. What were the consequences of Long Distance Trade on pre-colonial Zambia?
5. Explain the Luba- Lunda Diaspora into Zambia.

**SECTION B**

6. Explain how important, politically, economically, socially, and spiritually chiefs were in pre-colonial Zambia.
7. In your views, are chiefs better off now than they were in colonial Zambia?

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**

2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

ISE 201: MUSIC TEACHING METHODS

TIME: THREE HOURS

TOTAL MARKS: 100

**INSTRUCTIONS:**

1. Read the instructions carefully before you start answering questions.
  2. There are six questions in this examination paper. Answer **four** questions only. Each question is worth 25 marks.
  3. Credit will be given for orderly presentation of work.
- 

1. Write short notes on the following in reference to planning for affective teaching and learning of musical arts:
  - Scope and sequence
  - Lesson planning
  - Scheming
  - Weekly forecasting
2. Select and describe a learning and teaching model and state why you would use this approach in your teaching of musical arts in a Zambian primary school.
3. Which of the four pedagogical trends in music education would you adapt to teach Silimba. State the reasons for your selection.
4. Describe and discuss briefly the Dalcroze method in the Zambian musical arts education context.
5. Contrast the following teaching and learning models:
  - The Social Family
  - The Personal Family
6. Give an outline of how you would proceed to teach 'singing' to a grade seven class.

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**ISE 215: INSPECTION AND SUPERVISION**

**2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**Time: Three 3 HOURS**

**INSTRUCTIONS**

Answer four (4) questions.

1. Clearly indicate the number of the question you are answering in the grid on the left margin of the booklet.
  2. All questions carry equal marks. The total marks are 100.
  3. Credit will be given for the orderly presentation of the answer material.
- 

**QUESTIONS**

1. Ned Flanders and Barak Rosenshine have indicated in many studies on teaching that pupils of indirect teachers have high academic achievements than pupils of direct teachers.
  - a) Compare and contrast direct and indirect styles of teaching.
  - b) What lessons can clinical supervisors of teachers learn from research studies of Ned Flanders and Barak Rosenshine?
2. W.A Dodd asserts that school standards officers should play a dual role in carrying out administrative and inspectorial functions. Critically examine this statement in terms of standards officers' job description.
3. Identify the authority for conducting inspection and supervision in Zambian basic schools. Discuss the powers the Ministry of Education has on these activities.
4. Partington's research study reported that one of the significant factors for preferring school-based rather than college-based supervisors was the reduction of anxiety about assessment of student teaching. Discuss this statements in line with the findings of J.A Moyb's research study on the supervisory behaviours of Primary teachers college tutors on their student teachers school experience.

5. According to W.A Dodd, the Standards Officer alerts the headteacher and teachers of the official inspection to take place at their school in advance. In view of this event discuss the process of inspection which the standards officer goes through in carrying out his or her inspectorial duties.
6. Morris Cogan and Robert Anderson assert that clinical supervision procedure for supervising teachers is time consuming and expensive. Outline the stages of clinical supervision for Morris Cogan and Robert Goldhammer and indicate which aspects of clinical supervision you recommend for adoption for standards officers in supervising teachers in Zambian basic schools.

**THE END OF EXAMINATION**



5. According to W.A Dodd, the Standards Officer alerts the headteacher and teachers of the official inspection to take place at their school in advance. In view of this event, discuss the process of inspection which the standards officer goes through in carrying out his or her inspectorial duties.
6. Morris Cogan and Robert Anderson assert that clinical supervision procedure for supervising teachers is time consuming and expensive. Outline the stages of clinical supervision for Morris Cogan and Robert Goldhammer and indicate which aspects of clinical supervision you recommend for adoption for standards officers in supervising teachers in Zambian basic schools.

**THE END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**ISE 241-ART TEACHING METHODS I**

**TIME: THREE HOURS**

**INSTRUCTIONS**

- (a) Read the questions carefully before you start answering.
- (b) There are five questions in this paper, answer **THREE QUESTIONS ONLY**.
- (c) **QUESTION ONE IS COMPULSORY**
- (d) Good presentation of your work will earn you good marks

**QUESTIONS**

1. How would you change the mind of a head teacher who does not support Art and Design in terms of materials in his /her school?
2. What steps would you take in your school before planning an art lesson?
3. Prescribe the antidote for Art and Design which is not taught in that school and yet there are teachers well trained in that field?
4. Describe how you would present a story telling method in Art and Design.
5. Arrange the following in order of merit and state reasons for being like that. These are: schemes of work, forecasts and lesson plans.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

FIRST SEMESTER 2010 ACADEMIC EXAMINATION

COURSE: ISE 261 PHYSICAL EDUCATION TEACHING METHODS I

TIME: THREE (3) HOURS

TOTAL MARKS: 100

**INSTRUCTIONS:-**

- **Answer FOUR (4) questions, Question ONE is COMPULSORY**
- **All Questions carry equal marks**
- **Marks will be awarded for clarity, precision and exemplification of ideas.**

- 
1. Bookwater (1969:282) observes that, "he who fails to prepare prepares to fail". With that in mind discuss the following concepts of lesson planning giving relevant examples;
    - a) Framing good lesson objectives in Physical Education
    - b) Teaching points Vs Formations
    - c) Warm up Vs Warm down
    - d) Social Vs Cognitive Closure
    - e) Feedback Vs Knowledge of Results
  2. As a graduate of the University of Zambia, you have been asked to prepare a workshop presentation for teachers of Physical Education in Zambia on how to ensure prioritizing safety issues during Physical Education practical sessions. With your knowledge and expertise, explain the issues you will raise in your presentation.
  3. According to Wragg (1984), the learning environment is the social context in which learning takes place and it can have a considerable influence on pupil learning and behaviour during lessons. In detail, discuss a range of factors that contribute to the development and maintenance of a learning environment.
  4. Movement behaviours have been classified in various ways, explain the following concepts;
    - a) Discrete movements
    - b) Serial movements
    - c) Continuous movements
    - d) Open Vs Closed skills

5. One of the fundamental ways of assessing motor skills is measures of time and speed. Discuss this with the aid of a table or diagram bringing out clearly all its various concepts.
6. You have been awarded as the "Best UNZA student of Physical Education", and the Ministries of Education and Sport, Youths and Child Development heard about your achievement and have asked you to make a presentation on the state and status of Physical Education in Zambian Basic Schools showing clearly its relationship to sport.
7. Discuss the instructional points and their implications that teachers of Physical Education must consider in order to foster their ability to teach motor skills.

END OF EXAM AND GOOD LUCK!

ISE 261

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**UNIVERSITY FIRST SEMESTER EXAMINATIONS – OCT/NOV 2010**  
**ISE 281: BASIC TOPICS IN SOCIAL STUDIES**

**TIME:                      THREE (3) HOURS**

**INSTRUCTIONS:**

**ANSWER ANY THREE (3) QUESTIONS TWO (2) FROM  
SECTION A AND ONE (1) FROM SECTION B. CREDIT WILL BE  
GIVEN FOR USE OF RELEVANT EXAMPLES AND  
ILLUSTRATIONS.**

---

**SECTION A**

1. Explain what the following general aims of teaching Social Studies mean:
  - (i) To acquaint the child with his past and present geographical and social environment.
  - (ii) To enable our children appreciate Zambia's rich cultural heritage and also recognize and get rid of what is undesirable and antiquated, especially in the context of social change.
2. Discuss the intellectual, social and personal education of social studies.
3. Zambia is a multi – ethnic society. Explain how you would tell your pupils how to live in peace with other people of different tribes.

**SECTION B**

4. Discuss the nature and implications of Social Action in the teaching of social studies.
5. Analyse the socio-economic and political pressures that played a role in the current social studies curriculum.

**END OF EXAMINATION**

**University of Zambia**  
**School of Education**

ISE 291 MUSIC OF ZAMBIA

MARKS: 100

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

The examinations consist of three sections:

- Section A: Short Answers (Music Notation)
- Section B: Short Answers (History of Zambian Music)
- Section C: Short Essays (Zambian Indigenous Music)

ANSWER ALL THE QUESTIONS IN SECTION A AND B

## SECTION A: Short Answers

**10 Marks**

1.



- 1.1. How many crotchets are there in the entire music piece?
- 1.2. How many quavers are there in the entire piece?
- 1.3. How many minims are there in the sixth (6) bar?
- 1.4. The combination of long and short tones in music is known as.....
- 1.5. In music what is the quality of a tone as produced on a specific instrument (medium), as distinct from the different quality of the same tone if played on some other instrument (medium)?

## SECTION B: Short Answers

**10 Marks**

2.

- 2.1. Name the **Zambian** style of music that developed from **Kwela** music of South Africa.
- 2.2. The name *Mbeni* dance derived its name from the Western Music style of the Second World War known as.....
- 2.3. What is the music of Luapula that has developed into a full-fledged **Zambian** urban dance style?
- 2.4. Name the famous **Zambian** musician who contributed immensely to the music of the colonial era and broadcasting in the country.

- 2.5. 20<sup>th</sup> Century Zambian musicians have personalised their musical styles with various names. One good example is that of the Sakala Brothers which is known as.....

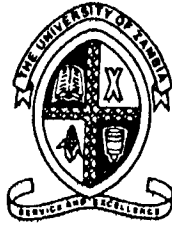
### SECTION C: Short Essays

80 Marks

Choose any **four** of the following questions

3. On a social level children's games play an integral role in the lives of the different peoples of Zambia. Discuss the following games: *Akalambe*, *Ichiyenga*, *Imboko* and *Chidunu* describing how they are played and highlighting the music that accompanies them, their purpose, contribution towards a person's psychomotor and psychosocial values, and other functions that they play.
4. Musical cultural mix in Africa has come about through the process of diffusion. The ways in which this has happened includes: long distance trade, contact between neighboring groups, human migration and the media. Illustrate how human migration and the media have influenced the Zambian music of the 21<sup>st</sup> Century by citing four bands to illustrate your examples.
5. Discuss one of the following girls' initiation ceremonies: *Nkolola*, *Sikenge* or *Chisungu*.
6. Zambian indigenous music was used for the liberation struggle before the country attained its independence. Describe how *Mbeni* and *Kalela* dances were used during the colonial era, the music that accompanied the dances and the performance setting.
7. The *Kuomboka* and *Mutomboko* have become major annual ceremonies in Zambia. Discuss one of them highlighting, among other things, the role and significance of the musical activities that accompany the ceremony.
8. Provide brief notes on the following Zambian dances and musical instruments:
  - *Ndendule* Dance
  - *Wali* Dance
  - *Mfunkutu* Dance
  - *Ngoma* Dance
  - *Vimbuza* Dance
  - *Ichinkumbi*
  - *Likembe* or *Kalimba*
  - *Mangwanda*
  - *Silimba*
  - *Vingwengwe*

END OF EXAM



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

FIRST SEMESTER 2010 ACADEMIC EXAMINATION

COURSE: ISE 351 TRADITIONAL GAMES, SONGS AND DANCES OF ZAMBIA

TIME: THREE (3) HOURS

TOTAL MARKS: 100

**INSTRUCTIONS:-**

- Answer **FOUR (4)** questions, Question **ONE** is **COMPULSORY**
- All Questions carry equal marks
- Marks will be awarded for clarity, precision and exemplification of ideas.

- 
1. Given a grade 5 class of 40 pupils, make a lesson plan to teach any **two** skills in **NSOLO**. Remember to reflect all the parts of a lesson plan.
  2. Discuss the advantages and disadvantages of the '**Role Play School**'.
  3. Compare and contrast the **roles** of modern and traditional **Toys**.
  4. Singing is a language. Discuss.
  5. Traditional Games are similar to modern sport. Discuss.
  6. Choose one Zambian Traditional Ceremony and discuss the sporting activities that take place (embedded) in there, and how these activities benefit the people.
  7. Discuss the significance, positive and negative aspects of the **Vuvuzela** during the World Cup in South Africa.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**FIRST SEMESTER EXAMINATIONS**  
**OCTOBER/NOVEMBER 2010**

**LSE 211: SOCIAL STUDIES TEACHING METHODS I**

**INSTRUCTIONS:** Answer THREE (3) Questions, TWO (2) from section A and ONE from section B

**TIME:** THREE (3) HOURS

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**SECTION A**

1. Explain in details the concept of teaching and all that is required.
2. What is a method of teaching? Why is there a need for a variety of methods? Outline the characteristics of a good teaching method.
3. Discuss the importance of the schemes of work and records of work in the teaching and learning process.

**SECTION B**

4. Comment on the significance of the current changes introduced to the social studies curriculum grades one to seven and their implications for the teachers and pupils of social studies.
5. Explain different ways of maintaining high levels of motivation among your pupils.

**END OF EXAMINATION**

**The University of Zambia**  
**School of Education**  
**Department of Language and Social Sciences Education**  
**2010 Semester One Examinations**  
**Wednesday 27<sup>th</sup> October 2010**

**COURSE:** LSE431 Advanced English Teaching Methods  
**DURATION:** THREE (3) HOURS

**General Instructions:**

There are two sections in this question paper: Section One and Section Two. Answer any ONE question in Section One and any TWO questions in Section Two. Credit will be given for: clarity in presentation and appropriacy in language use.

**Section One            Teaching Micro-skills**

**Either**

**Question 1**

“Dissatisfaction and disagreement are the twin cause of innovation in any field anywhere and at any time”, said Ms Likando during one lecture in applied linguistics. By tracing and describing the evolution of second language methodology worldwide, illustrate that what Ms Likando said in the lecture is indeed true at least in the case of second language methodology. Ensure that you capture all the dissatisfactions and disagreements that drove the evolution from one method/approach to another up to date.

**Or**

**Question 2**

With concrete contextualized examples, a) define each of the following terms, and b) explain the significance of the concept to the business of teaching English as a second language:

- a) Mechanistic Drills
- b) Language Analysis
- c) Trial and Error
- d) Meaning through Situations
- e) Meaning in Use
- f) Mixtures of Structures
- g) Text-based learning
- h) Task-based learning

## Section Two

## Teaching Macro-Skills

Answer any TWO questions from this section. Your responses must be full and complete, as demanded by the question.

### Question 3

Design a set of cue-cards to enable learners in a Grade 10 class to practice language skills for enquiring and imparting information in an informal setting. Ensure that each participant in the dialogue should have at least ten turns in at least three of which he or she makes at least three moves.

### Question 4

- a) Design a lesson aimed at helping the learners in a Grade 10 class to practise the relevant writing skills using the following as the topic: *Advantages and Disadvantages of Western Modernization*. In the lesson plan, show all the stages that the lesson is to cover.
- b) The lesson that you have designed in a) above is planned to end with the learners actually writing a composition based on that topic. Write the model answer to that composition task.

### Question 5

- a) Design a lesson aimed at helping a Grade 11 class to acquire and practise summary skills, using the teaching and learning materials presented here below. In the lesson plan, show all the stages that the lesson is to cover.
- b) Write the model answer to the summary exercise that you are to use in the lesson.

**The Teaching Materials** (extracted from Noble, R. W. (1968: 60 - 61).

#### Part B: Summary

*Read this passage carefully. The author states four specific hints for general reading. Sum up these directions (or instructions) in four sentences.*

For general reading, there are several hints you might bear in mind; you will say, 'How very obvious these hints are!' Agreed; but are they so obvious that they have become second nature?

Don't expect the literature of knowledge or information – expository books – to contain a 'story'. If the information (history, geography, criticism, science, technics, etc.) is conveyed in an orderly, lucid manner, that should be enough. In fact, however, you will find that much history, geography, criticism and even science is attractively written, but you have no business to *expect* it to be attractive. The pleasures of expository literature are primarily intellectual, only secondarily aesthetic.

On the other hand, don't expect the literature of imagination – poetry, drama, novels, short stories – to have a moral or 'message', for primarily it is not didactic. It aims to delight – to enrich us emotionally – to move us. Nor is imaginative literature a matter of logic – of arguments and propositions; it is not to be criticized by the standards applicable to the literature of knowledge, except in so far as all literature whatsoever should be artistically coherent and consistent.

Midway between the literature of knowledge and the literature of imagination stand the essay and the imaginary conversation, of which the latter usually approximates more closely to the literature of knowledge, whereas the former may emphasize either the one or the other. Do not, therefore, be dogmatic about this half-way literature, wherein the writer has considerable freedom.

As, on the other hand, the literature of knowledge may be structural, as in history; analytical as in a thesis; critical as in literary or artistic or musical criticism; structural and analytical and critical, as in philosophy; or persuasive, as in theology or propaganda: so, on the other hand, the literature of imagination is of various kinds, poetry being epic, lyrical, dramatic, reflective, etc.; drama being comedy, farce, tragedy, tragedy-comedy; fiction being short or long, the novel itself being historical, domestic, adventurous, satirical, etc. Be careful not to condemn one genre for differing from another.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**

**FIRST SEMESTER EXAMINATIONS OCTOBER/NOVEMBER 2010**

**COURSE: LSE 461- CIVIC EDUCATION ADVANCED TEACHING METHODS**

**INSTRUCTIONS:**

**THERE ARE FIVE QUESTIONS IN THIS PAPER**

**ANSWER ANY THREE QUESTIONS**

**ALL QUESTIONS CARRY EQUAL MARKS**

**DURATION: THREE (3) HOURS**

1. What are the main differences in **theory** and **practice** between teacher centred and learner centred education in the teaching of Civic Education?
2. What factors should you consider as a teacher in deciding what activities to use with the learners in the teaching and learning of Civic Education?
3. Critique the Socratic approach to the teaching and learning of Civic Education in schools.
4. Why is it important for a teacher of Civic Education to use visual and audio-visual aids? Comment on what a teacher should consider.
5. Examine the characteristics of Democratic Education and comment on their relevance to the process of teaching and learning in schools.

**End of Examination(s)**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

FIRST SEMESTER UNIVERSITY EXAMINATIONS, OCTOBER/NOVEMBER, 2010

### *LSE 491: RELIGIOUS STUDIES TEACHING METHODS II*

TIME: THREE (3) HOURS

MARKS: 100

#### INSTRUCTIONS

Answer in full any <sup>4</sup>tree questions. All questions carry equal marks.

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1. Discuss how Religious Education is affected by Knowledge Type A (philosophy) and Knowledge Type B (sociology).
2. The main areas of content in modern Religious Education are: *Belief Systems, Shared Human Experience, Core Human Values, Human Givens, and Individual Patterns of Belief*.  
Write brief notes on *three* of the areas.
3. What are the *strengths* and *weaknesses* of the Phenomenological Approach to modern Religious Education teaching? Give Zambian examples in your discussion.
4. Why is indoctrination such a big issue in educational circles? Explain how the problem can be avoided in the teaching of Religious Education and similar social science subjects.
5. Critique the models of non-authoritarian teaching in Religious Education.
6. Discuss the concepts of 'learning about religion' and 'learning from religion' in the teaching and learning of Religious Education.

-End-

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2010 ACADEMIC YEAR FIRST SEMESTER**  
**EXAMINATIONS**  
**NOVEMBER 2010**

**MSE 131**  
**FOUNDATION MATHEMATICS FOR**  
**TEACHERS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

1. There are **six (6)** questions in this paper. Answer any **four (4)** questions. Each question carries **25 marks**. Marks for parts of questions are shown in brackets [ ]
2. Show all the necessary working as omission of such will result in loss of marks.

**MARKS POSSIBLE: 100**

1. (a) (i) State three cases for determination of the nature of roots of an equation of the form:  $ax^2 + bx + c = 0$ , where  $a$ ,  $b$ , and  $c$  are constants and  $a \neq 0$ . [3]
- (ii) Determine the values of  $k$  for which the equation  $x^2 + (k + 5)x + (5k + 4) = 0$  has equal real roots. [5]
- (b) Given that  $\alpha$  and  $\beta$  are roots of the equation  $4x^2 = 1 - 8x$ , find the value of  $\frac{\alpha^2}{\beta} + \frac{\beta^2}{\alpha}$  [5]
- (c) Let  $\alpha$  and  $\beta$  be roots of the equation  $2x^2 - 4x + 1 = 0$ . Find a quadratic equation whose roots are:  $\frac{\alpha}{\beta}$  and  $\frac{\beta}{\alpha}$  [5]
- (d) Use the method of critical values to solve the inequality:  $(2x - 1)(2x + 1) > 0$  [7]
2. (a) (i) Compute the first four terms in the expansion of  $\left(1 + \frac{1}{2}x\right)^{10}$  in ascending powers of  $x$  [3]
- (ii) Use the expansion in part [a (i)] to find the value of  $(1.005)^{10}$ , expressing the answer correct to 4 decimal places. [5]
- (b) Sketch the graph of  $f(x) = x^2 - x - 2$ . Hence, determine the range of this function  $f(x) = x^2 - x - 2$ . [8]
- (c) Given that  $f(x) = x + 4$ , find the following:
  - (i)  $(f \circ f^{-1})(x)$  [2]
  - (ii)  $(f^{-1} \circ f)(x)$ , and comment on the relationship between  $(f \circ f^{-1})(x)$  and  $(f^{-1} \circ f)(x)$  [3]
- (d) Solve the inequality  $|1 - 2x| \leq 5$  and show your solution on a number line. [4]



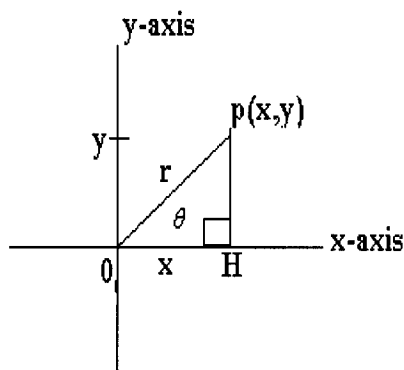
3. (a) Differentiate  $f(x) = 3x^2 - 1$  from first principles. [4]
- (b) Briefly define the following with respect to vectors in two dimensions:
- (i) Orthogonal vectors. [2]
  - (ii) Position vectors. [2]
  - (iii) Unit vectors [2]
- (c) Using an example, show how you would calculate the dot product of two vectors in two dimensions [3]
- (d) (i) Given that  $\mathbf{v} = ai + 3j$  is a vector in two dimensions and that the magnitude of  $\mathbf{v}$  is 5, calculate the possible values of  $a$  [4]
- (ii) Find a vector with the same direction as  $\mathbf{v} = 4i + 3j$ , but with a magnitude of 4. [3]
- (iii) Given that  $\mathbf{v}_1 = i + 3j$  and  $\mathbf{v}_2 = 2i + 4j$  are two vectors, calculate the angle between  $\mathbf{v}_1$  and  $\mathbf{v}_2$ , expressing the answer to one decimal place. [5]
4. (a) Show that  $\cos\left(\frac{\pi}{2} - B\right) = \sin B$ , where  $B$  is real. [3]
- (b) Let  $g(x) = x^3 - 6x^2 + 8$ .
- (i) Compute the stationary points of  $g(x)$  and determine their nature [12]
  - (ii) Calculate the point of inflexion of  $g(x)$  and show that it is not stationary. [3]
- (c) Evaluate the indefinite integral  $\int (3x^3 - 12x^2 + 2x) dx$ . [2]
- (d) Calculate the equation of the normal to  $f(x) = 3x^2 - 1$  at  $(-2, 2)$ . [5]

5. (a) Solve the following trigonometric equations:

(i)  $2 \sin^2 \theta - \sin \theta - 1 = 0$ , for  $0 \leq \theta \leq 360^\circ$ . [6]

(ii)  $2 \sin 2\theta - \sin \theta = 0$  for  $-90^\circ \leq \theta \leq 90^\circ$  [6]

- (b) (i) Consider the diagram below in which  $\angle POH = \theta$ ,  $PO = r$ ,  
 $OH = x$ ,  $PH = y$  and  $\angle PHO = 90^\circ$ :



Use this diagram as a teaching aid to derive the identity:

$\cos^2 \theta + \sin^2 \theta = 1$ . [4]

- (ii) Prove the identity:

$$\frac{\sec \theta + 1}{\sec^2 \theta} = \frac{\sin^2 \theta}{\sec \theta - 1}$$
 [4]

- (c) Sketch the curve of  $\tan \theta$ , for  $0 \leq \theta \leq \pi$  [2]

- (d) Without using a calculator, find the exact value of  $\sin \frac{7\pi}{6}$  [3]

- 6 (a) A line passing through  $(-3, 8)$  and parallel to  $y - 2x + 3 = 0$  meets the curve  $(x + 3)(y - 2) = 8$  at two points  $X$  and  $Y$ . Find:
- (i) the coordinates of  $X$  and those of  $Y$  [8]
  - (ii) the coordinates of the mid-point of  $XY$ . [2]
- (b) (i) Define a one-to-one function [2]
- (ii) Show that  $g(x) = 5x + 2$  is a one to one function. [3]
- (c) Determine whether  $f(x) = \frac{x+1}{3x}$  is even or odd or neither of the two. [5]
- (d) Given that a chord  $AB$  is  $8cm$  long in a circle of radius  $5cm$ , calculate:
- (i) the angle, in radians, subtended by the chord  $AB$  at the centre of the circle. [3]
  - (ii) the length of the shorter arc  $AB$  [2]

**END OF THE EXAMINATION (GOD BLESS YOU)**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2010 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS  
NOVEMBER 2010

MSE 331: MATHEMATICS EDUCATION 1

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

**INSTRUCTIONS:**            There are five (5) questions in this paper. Attempt any **four (4)** questions. Each question carries 25 marks. Marks for parts of questions are shown in brackets [   ].

**MARKS POSSIBLE:**        **100**

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1. (a) (i) Distinguish between the terms *aim* and *objective* as used in education. [05]

(ii) State **two** reasons in favour of and **two** reasons against the current policy in education in Zambia that requires all school children to study mathematics. [04]

(b) (i) Illustrating your answers by examples from school mathematics, distinguish among *cognitive*, *psychomotor* and *affective* domain objectives. [09]

(ii) Criticise the following statement with regard to suitability for use in the mathematics classroom as a behavioural objective:

**Given a well-presented 40-minute lecture on vectors, students should be able to understand the topic completely.** [07]

2. (a) What is meant by *sequencing* of mathematics subject matter? Illustrate your answer by examples. [04]
- (b) Explain any **four** factors that influence the sequencing of mathematics subject matter. [12]
- (c) Use any sequencing method to arrange the following school mathematics topics into a *linear* teaching sequence. Justifying your reasoning, explain why you think one topic should be taught first, the next second, and the final one last.
- **Change of subject of formulae**
  - **Sets**
  - **Introduction to algebra.**
- [09]
3. (a) (i) Compare and contrast a *syllabus* and a *scheme of work*. [06]
- (ii) What is a *record of work*? Explain why records of work done in mathematics should remain in the school when the teacher who compiled them is transferred to another school. [07]
- (b) The behaviour of a teacher of mathematics in the classroom and possibly outside the classroom can convey, sometimes without the teachers' knowledge, certain messages to pupils that can help or hinder their progress in mathematics. Justifying your reasoning, explain:
- (i) **two** positive messages that can possibly be conveyed in this way. [06]
- (ii) **two** negative messages that can also be conveyed in this way. [06]

4. (a) (i) Distinguish between a *teaching method* and a *teaching strategy*. [03]
- (ii) "It is not advisable to *prescribe* a particular teaching method that teachers of mathematics can use in all situations". Discuss this statement, justifying any points you make in agreeing and/or disagreeing with it. [10]
- (b) What is a *teaching aid*? Identify and explain **three** basic teaching aids, without which classroom learning would almost be impossible. [12]
5. (a) Discuss the role of teacher made tests in improving the teaching and learning of mathematics at school level. [12]
- (b) The following is a question drawn from the School Certificate mathematics syllabus in Zambia:

**The table shows the temperature in a number of cities at noon on a particular day.**

Singapore	Moscow	Cambridge	London
$32^{\circ}\text{C}$	$-7^{\circ}\text{C}$	$-4.5^{\circ}\text{C}$	$0^{\circ}\text{C}$

- (a) Which was the coldest city?
- (b) Find the difference in temperature between Singapore and Cambridge.
- (c) The temperature in Karachi was exactly midway between the temperatures in Singapore and Moscow. What was the temperature in Karachi?

You are required to do the following:

- (i) Work out the answers to the question. [03]
- (ii) Suggest **two** possible sources of difficulty that pupils might encounter in answering the question, and explain how you might help the pupils overcome these difficulties. [10]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**

**2010/2011 ACADEMIC YEAR**

**1<sup>ST</sup> SEMESTER FINAL EXAMINATION OCT/NOV 2010**

**MSE441/451/461**

**BIOLOGY/CHEMISTRY/PHYSICS TEACHING METHODS III**

**TIME: THREE (3) HOURS**

**INFORMATION:**

1. There are **six (6)** questions in this paper
2. Each question has possible maximum marks of **20**

**INSTRUCTIONS:**

1. Answer question **One** and
2. Any other **four (4)** questions

- 
1. (a) Public examinations are a necessary evil. Discuss. [ 10 ]  
(b) Imagine you have been posted to a school where public examination results in your subject area have been poor for the past 6 years.  
Discuss steps you would take to improve pupils' performance in the public examinations in your subject area. [ 10 ]
  2. (a) The role of Science Standards Officers is to promote effective teaching and learning of science in school. Discuss how they contribute to this. [ 10 ]  
(b) Identify and discuss reasons why most girls in Zambian high schools decline to study science if they are offered a choice. [ 10 ]

3. You have been appointed a Science Standards Officer for Central Province. This province has a critical shortage of science teachers, Heads of schools are mainly diploma holders, schools lack suitable laboratories, Heads of science departments do not know how to run the science departments and science books are in short supply in all the schools.

Discuss how you will tackle these challenges in your new role as a Science Standards Officer of Central Province. [ 20 ]

4. (a) With concrete examples examine and discuss 5 typical patterns of leadership. [ 10 ]
- (b) Discuss critically five areas showing how schools perpetuate sexual inequity. [ 10 ]
5. (a) (i) Clearly distinguish between the Linear and the Cyclic Models of curriculum development. [ 8 ]
- (ii) Why is Tyler's Linear model of curriculum development said to be prescriptive? [ 2 ]
- (b) Give five reasons why the Zambian Science Curriculum changes from time to time . [ 5 ]
- (c) Outline any five responsibilities of the science section of the Curriculum Development Centre in Zambia. [ 5 ]
6. (a) There are many opportunities for Continuing Professional Growth (CPG) in Zambian schools which apply to teachers of science. State eight (8) of these. [ 8 ]
- (b) Describe the problems associated with Continuing Professional Growth for science teachers in Zambia. [ 12 ]

**END OF EXAMINATION**



UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2010 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS  
RS 101: INTRODUCTION TO RELIGIOUS STUDIES I

TIME:     THREE HOURS

**Instructions:**

- ✓ All questions carry equal marks.
  - ✓ Answer only **three (3)** questions
  - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
- 

1. Write short notes on any **three (3)** of the following:
  - a) Five elements of the *Mysterium Tremendum*.
  - b) Sociological definitions of Religion
  - c) Phenomenological Approach to the study of Religion
  - d) Animistic Theory
  - e) Benefits of Religious Studies to society
2.
  - a) With specific examples, show how Zoroastrian eschatology influenced Judaism and Christianity.
  - b) Conceptualize how the Zoroastrian scheme of the afterlife affects its ethical teachings.
3.
  - a) With reference to Genesis chapters 12-50, describe the origin and development of Judaism.
  - b) Who is a messiah? Explain why Jesus is not considered a messiah in Judaism?
4.
  - a) What is the Protestant Reformation?
  - b) Give reasons that led to the Great Schism of the three church mother bodies (Roman Catholic, Eastern Orthodox & Protestants) in 1054 AD.
5. Zoroastrianism is called a dualism. What does this mean? Contrast the dualism of Zoroastrianism with the monotheism of Judaism.

=====     **END OF THE EXAMINATION**     =====

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF RELIGIOUS STUDIES

2010/11 ACADEMIC YEAR FIRST SEMESTER FINANCIAL EXAMINATION

COURSE : RS 201- INDIGENOUS RELIGION IN CENTRAL AFRICA I

DURATION: THREE HOURS

INSTRUCTIONS:

1. Attempt three examination items only
2. All examination items carry equal marks.
3. Write logically and legibly

- =====
1. With examples in Zambia, discuss interaction of Eastern Bantu with the Central Sudanic people and how it enabled the Eastern Bantu to adopt territorial spirits.
  2. Discuss how Christianity and African Traditional Religion benefitted from each other.
  3. Discuss the idea of God in African Traditional Religion under the following:
    - (a) What God does
    - (b) Human Images of God
    - (c) Nature of God
    - (d) How to approach God
    - (e) Origin of belief in God
  4. Compare and contrast
    - (a) Ancestral and territorial spirits
    - (b) Household and guardian mizimu
  5. Discuss how the Ndebele adopted the Mwari spirit of Shona.
  6. (a) State important features of a world religion  
(b) In the light of 6 (a), discuss why African Traditional Religion should be regarded as a World Religion.

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS – OCTOBER/NOVEMBER 2010**

RS 251/951

**SOCIOLOGY OF RELIGION**

TIME : Three hours

INSTRUCTIONS: Answer any three (3) questions

**QUESTION ONE**

- (a) Briefly discuss and evaluate the contributions of Karl Marx and Max Weber to the field of Sociology of religion.
- (b) Identify and discuss ways in which sociologists claim that religion serves social purposes.

**QUESTION TWO**

- (a) How does Marxism view religion in relation to social change?
- (b) Explain how religion often cause violence and social strife and yet all religions claim to promote love and peace.

**QUESTION THREE**

- (a) Briefly discuss Charismatic and rational-legal authority and the institution of divine kingship.
- (b) Explain “routinization of Charisma” as understood by Max Weber and evaluate its significance in Charismatic authority.

**QUESTION FOUR**

- (a) With illustrations, explain how religious leaders provide political authority in decentralized societies.

- (b) Explain the concept of separation of Church and State and give examples of countries where it is practiced.
- (c) Briefly discuss the main ideas in Traditional Social Thought.

## **QUESTION FIVE**

According to Max Weber (1904/5), religion can either foster or hinder economic development.

- (a) Explain how religion can hinder socio-economic development.
- (b) Comment on whether Zambia's official 'Christian Nation' status has been helpful or unhelpful in terms of economic development.

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY EXAMINATIONS – OCTOBER/NOVEMBER 2010**

RS 251/951

**SOCIOLOGY OF RELIGION**

TIME : Three hours

INSTRUCTIONS: Answer any three (3) questions

**QUESTION ONE**

- (a) Briefly discuss and evaluate the contributions of Karl Marx and Max Weber to the field of Sociology of religion.
- (b) Identify and discuss ways in which sociologists claim that religion serves social purposes.

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- (a) How does Marxism view religion in relation to social change?
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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**DEFERRED EXAMINATIONS-NOVEMBER-DECEMBER 2010**

**RS 251/951  
SOCIOLOGY OF EDUCATION**

**INSTRUCTIONS:**

Duration: Three (3) hours

Answer any three (3) questions.

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**Question one**

- (a) Discuss two historical periods in the field of sociology of religion.
- (b) How have the above periods helped in the understanding of sociology of religion?

**Question two**

- (a) Discuss the relationship between sociology and religion.
- (b) Explain and evaluate the functions and dysfunctions of religion in society.

**Question three**

- (a) Briefly discuss traditional, charismatic and rational-legal authority.
- (b) Explain "routinization of charisma" as understood by Max Weber and evaluate its significance in charismatic authority.

**Question four**

- (a) What is meant by civil religion?
- (b) With illustrations, show how the state of Israel has used religion to maintain political authority.
- (c) Why is it difficult to use or adopt traditional African religious symbols?

**Question five**

Using as many examples as possible from both Zambia and other parts of Africa and the world, explain the relationship between religion and economic development.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2010 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**RS 311: THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA 1**

**TIME: THREE HOURS**

**Instructions:**

- ✓ All questions carry equal marks.
  - ✓ Answer only **three (3)** questions
  - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
- 

1. (a) Strayer speaks of a nationalist perspective on African historiography. What does he mean?  
  
(b) What is methodically new about the encounter stage in African missiology?
2. (a) Horton states that the position taken by an individual with regard to the supreme being largely depended on the degree to which the boundaries of the microcosm ceased to confine him/her. Comment.  
  
(b) Horton argues that Christianity/ Islam is determined by the basic cosmology. How does Fisher react to this?
3. (a) Discuss Van Binsbergen's dialectical view of religious conversion.  
  
(b) How does the Lumpa church fit in Van Binsbergen's paradigm of conversion?
4. "They came with the notion of Africans being clean slates but learnt otherwise and because of the interaction, changed, adapted and accepted African traditional beliefs and practices" (Rambo, 1993:97-99). With concrete examples, discuss Kaplan's six types of missionary change.
5. (a) In Berman's view why did Africans respond to schooling at Chikuni and Rusangu?  
  
(b) Using Beidelman, account for more conversions at Rusangu than Chikuni.
6. (a) Use Ifeka-Moller's two Eastern Nigerian communities; Calabar and Onitsha to critique the intellectualist theory.  
  
(b) Why did many Christians in Calabar turn to the Aladura Churches?
7. With concrete examples, justify the argument that the advent of Islam and Christianity in Africa constituted 'a cosmological revolution.'

**END OF THE EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2010 ACADEMIC YEAR FIRST SEMESTER**  
**DEFERRED EXAMINATIONS**

**RS 311: THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA I**

**TIME: THREE HOURS**

**Instructions:**

- ✓ All questions carry equal marks.
  - ✓ Answer only **three (3)** questions
  - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
- 

1. a) Outline and explain two approaches in the study of mission history in Africa.  
b) What is methodologically new about the encounter stage in the study of African religions?
2. a) What is Fisher's critic of the Intellectualist theory?  
b) Show the similarities with Gray's critic of Horton's theory.
3. a) What is Carmody's view of conversion at Chikuni?  
b) Using Berman's view, why did Africans respond to Christian schooling at Chikuni and Rusangu?
4. a) Explain what Van Binsbergen means by the articulation process.  
b) How does the Lumpa church fit in Van Binsbergen's argument?
5. a) What is Ifeka-Moller's critic of the Intellectualist theory?  
b) Show the similarities with Carmody's reservation on Horton's theory.
6. a) Outline and illustrate the main elements that Beidelman identifies for the study of Christian missions?  
b) Critically discuss the significance of missiology.

**===== END OF THE EXAMINATION =====**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER UNIVERSITY EXAMINATIONS, OCTOBER/NOVEMBER 2010**

**RS 901: INTRODUCTION TO AFRICAN INITIATIVES IN RELIGION**

TIME: Three hours

MARKS: 100

INSTRUCTIONS: Answer three (3) questions only

1. Discuss the following in terms of similarities and differences as they apply to African Independent Churches:
  - a. Witchcraft eradication movements
  - b. Separatist churches
  - c. Prophetic movement
  - d. Nativistic churches
  - e. Messianic movement
  - f. Spiritual or Pentecostal churches
2. Discuss the reasons for there being more African Independent Churches in South Africa, Zimbabwe and Kenya than in Zambia.
3. What contribution, if any, have African Independent Churches made to Christianity?
4. Discuss the argument that the work of the Holy Spirit in Spirit-type African Independent Churches is the loophole for continued traditional ancestor veneration.
5. Discuss the following themes in AICs:
  - a. Spiritual healing
  - b. The renewal of the Holy Spirit
  - c. Communion of saints.
6. Discuss at least eight arguments that African Independent Churches are havens of belonging in urban areas.
7. "Protest movement they may be, but African Independent Churches also claim to be Christian and church, and thus to belong to the 'one holy, Catholic and apostolic church' and the household of God." Discuss the meaning of this statement.
8. David Bosch (1987) talks about nine crucial factors in the formation of African Independent Churches. What are they?

**END OF EXAMINATION**