

The university of Zambia

School of education

2013- 2014

1. CVE 1010 introduction to civic education
2. CVE 1020 introduction to Governance
3. CVE 2010 citizenship, constitution and human rights
4. CVE 2020 social and economic development
5. CVE 3030 culture, Gender and Development
6. DPE 1010 Basic of Art and Design
7. DPE 1080 nature of children's learning
8. DPE 2010 Art and design in primary school
9. DPE 2050 Current Issues in social studies
10. DPE 2110 Teaching Methods
11. DPE 2110 Teaching Methods (art and design)
12. DPE 2130 Music teaching methods
13. DPE 3030 Community nutrition and Health
14. DPE 3050 contemporary Issues in Social studies
15. DPE 3090 primary curriculum development and instructional design
16. EAP 1030 Issues in Early childhood and primary and education
17. EAP 3025 Introduction to HIV and Aids issues in education
18. EAP 9012 educational administration and management
19. EAP 9055 the political economy of education
20. EDU 1010 education and development in Zambia
21. EDU 1012/ 2012 educational psychology
22. EED 1010 Introduction to environmental education
23. EED 1030 Environmental Governance
24. EED 2010 Introduction to environmental management

25. EED 2030	Environmental Health
26. EED 3010	education for sustainable development
27. EED 300	Environmental Law
28. EED 4030	environmental project management
29. EED 4040	Safety In public and occupational health
30. EED 9011	Advance environmental management
31. EED 9035	Environmental sociology
32. EED 9062	Environmental hazards and disasters education
33. EPS 1030	introduction to special education
34. EPS 2035	physical disabilities and health impairments
35. EPS 2045	teaching children with communication disorders
36. EPS 3020	Visual impairments
37. EPS 4311	identification, assessment and intervention in special education
38. GEO 2130	geography of Africa with special reference to zambia
39. H 932	History of southern Africa since 1880
40. HIS 2410	studies in the growth of capitalism
41. ISE 252	health and its relation to physical education
42. LSE 3010	civic education teaching methods
43. LSE 3040	Teaching and learning techniques in environmental education
44. LSE 3060	Methodology in geography education
45. LSE 4020	advance teaching method in civic education
46. LSE 4030	Advance English teaching methods
47. MSE 9040	Advanced biology teaching methods
48. MSE 9050	advance physics teaching methods
49. MSE 9060	advance chemistry teaching methods
50. PEM 1032	school experience management
51. PEM 2081	introduction to special education

- 52. PEM 3122 introduction to monitoring and evaluating
- 53. RES 2010 Indigenous Religions in south Africa
- 54. RES 3020 scriptures of world religions
- 55. RS 102 introduction to world of religions II

The University of Zambia

School of Education

Department of Language and Social Sciences Education

END OF 2013/14 ACADEMIC YEAR EXAMINATIONS JULY /AUGUST

CVE 1010-INTRODUCTION TO CIVIC EDUCATION

(FULL TIME AND DISTANCE STUDENTS)

INSTRUCTIONS:

- a. THERE ARE **SIX(6)** QUESTIONS IN THIS PAPER
- b. Answer Question **One(1)** and **ANY other two (2)** QUESTIONS

DURATION: THREE (3) HOURS

- 1. Examine the relationship between Education and Civic Education (40 Marks).
- 2. Civic Education and Citizenship Education have always remained contestable. Comment (30 Marks).
- 3. Civic Republicanism and Civic Education are said to be one side of the same coin Discuss (30 Marks).
- 4. According to John Dewey democracy needs education as its midwife. Comment (30 Marks).
- 5. With reference to Zambia explore key similarities and differences between public and business administration (30 Marks).
- 6. Discuss global trends in Civic Education and their implication for Civic Education in Zambia (30 Marks).

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2013/14 ACADEMIC YEAR FINAL EXAMINATIONS

CVE1020: INTRODUCTION TO GOVERNANCE

(FULL TIME AND DISTANCE)

TIME: THREE HOURS

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

-
- 1: Making use of the **Country Policy Index Assessment (CPIA)** and **Governance Matters** frameworks, explain how you would determine the goodness of governance of a country. **(40 Marks)**
 - 2: Highlighting the failures and successes, explore post-colonial and colonial governance in **Zambian**. **(30 Marks)**
 - 3: A strong civil society is essential for democratization and sustainable democracy. Discuss. **(30 Marks)**
 - 4: With special reference to neo-colonialism critically examine governance in post colonial States. **(30 Marks)**
 - 5: Itemise and explain the various factors affecting governance **(30 Marks)**
 - 6: What are NGOs? What do you think are the strengths and weaknesses of NGOs? **(30 Marks)**

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2013/14 ACADEMIC YEAR FINAL EXAMINATIONS

CVE1020: INTRODUCTION TO GOVERNANCE

(FULL TIME AND DISTANCE)

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END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2013/14 ACADEMIC YEAR FINAL EXAMINATIONS

CVE1020: INTRODUCTION TO GOVERNANCE

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2013/14 ACADEMIC YEAR FINAL EXAMINATIONS

CVE1020: INTRODUCTION TO GOVERNANCE

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2013/14 ACADEMIC YEAR FINAL EXAMINATIONS

CVE1020: INTRODUCTION TO GOVERNANCE

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END OF EXAMINATIONS



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

CIVIC EDUCATION SECTION

END OF 2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS
FULL-TIME AND DISTANCE EDUCATION STUDENTS

CVE 2010: CITIZENSHIP, CONSTITUTION AND HUMANRIGHTS

TIME: 3 HOURS

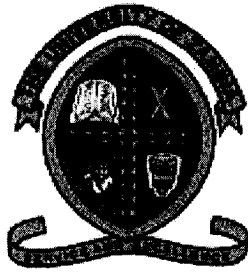
MARKS: 100

INSTRUCTIONS:

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

1. Explore the meaning of Constitutionalism and comment on the importance of the
Zambian Constitution. (40 marks)
2. Define a Unitary State. Briefly discuss the merits and demerits of a Unitary State.
(30 marks)
3. What are Human Rights? Comment on Human Rights Violations in Zambia from
1964 to 2014. (30 marks)
4. Identify and explain on: (30 marks)
 - a) The four domains of citizenship
 - b) The four elements of citizenship
5. How has supranational citizenship come into being? Give two examples of
supranational citizenship and the benefits accrued to each. (30 marks)
6. With reference to Zambia, discuss the status of Civic Education to the development
of society (30 marks)

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

CIVIC EDUCATION SECTION

END OF 2013/14 ACADEMIC YEAR FINAL EXAMINATION
(FULL TIME AND DISTANCE EDUCATION STUDENTS)

CVE 2020 SOCIAL AND ECONOMIC DEVELOPMENT

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS:

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

1. Civic education is about creating a cadre of citizens that understand how politics influence development and engage in the governance process. Discuss this statement in relation to dimensions of development in Zambia?
(40 marks).
2. Explain the difference between the public and private sector and their importance to the development process of a country? (30 marks).
3. Describe the 3 major functions of the state. How does the state facilitate citizen's participation in the economy, politics and governance? (30 marks)
4. Define foreign aid and explain the arguments for and against foreign aid.
(30 marks).
5. Explore decentralization and explain its importance to national development.
(30 marks).
6. Explore the causes of poverty in Zambia and suggest possible solutions.
(30 marks).

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
CIVIC EDUCATION SECTION

END OF 2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

FULL TIME AND DISTANCE EDUCATION STUDENTS

CVE 3010: CULTURE, GENDER AND DEVELOPMENT

TIME: 3 Hours

Marks: 100

INSTRUCTIONS:

ANSWER QUESTION **ONE (1)** AND ANY OTHER **TWO (2)** QUESTIONS.

1. Explore Culture and discuss different types of culture. (40 marks)
2. Explain the impact of Global Culture on the Development of Zambia. (30 marks)
3. Discuss the Factors responsible for the growth of Nationalism. (30 marks)
4. Explore Gender and explain the major differences between Gender roles and Sex roles. (30 marks)
5. Discuss the impact of Socialization in relation to Gender roles. (30 marks)
6. Explore Development and show its relationship with Gender and Culture. (30 marks).

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
CIVIC EDUCATION SECTION

2013/2014 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS

AUGUST 2014

CVE 3010: CULTURE, GENDER AND DEVELOPMENT

TIME: 3 Hours

Marks: 100

INSTRUCTIONS:

ANSWER QUESTION **ONE (1)** FOR 40 MARKS AND ANY OTHER **TWO (2)** QUESTIONS FROM THE QUESTIONS BELOW. INDICATE THE NUMBER OF THE QUESTION YOU ARE ANSWERING ON YOUR ANSWER SHEET AND ON THE COVER OF YOUR ANSWER BOOKLET IN THE BOX.

1. Define Culture and discuss the components or elements of culture.
2. Critically discuss cultural diversity in Zambia
3. Briefly explain the characteristics of culture.
4. Discuss arguments for and against tribalism as a cultural practice.
5. Briefly discuss the causes and effects of teenage pregnancies in Zambia.
6. Discuss the relationship between Development and Gender.

THE END

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
FINAL EXAMINATION -2013/2014 ACADEMIC YEAR
DPE 1010 – BASICS OF ART AND DESIGN

TIME: THREE (3) HOURS

INSTRUCTIONS:

100 Marks

- (a) Read the questions carefully before you start answering them.
 - (b) Answer all questions from **Part A**
 - (c) Answer **three (3)** questions from **Part B**. **Question one (1) from part B is compulsory and each question carries 25 marks**
 - (d) Clarity, precision, and coherent presentation of ideas will be given credit.
-

PART A: Answer all questions. Each question carries **Five (5) Marks**

Define the following concepts:

- a) Ideogram
- b) Aesthetics
- c) Visual arts
- d) X-ray pictures
- e) Analogous colours

PART B

Answer three (3) questions from Part B. Question one (1) from part B is compulsory and each question carries 25 marks

1. There are four approaches to the study of art. These are Aesthetics, Art criticism, Art history and Studio production. Explain in detail what each involves.
2. What sort of mood do you sense in the drawing? Do you sense a warm or cold day? Why?

How does the artist encourage you to “walk into the picture” along with the Shepherd? Explain. See picture attached on page three (3). Vincent Van Gogh. Willowgrove and Shepherd

3. In order to help children cultivate a creative attitude to life we the teachers need to start by displaying creativity. How can this be done?
4. Why should it be compulsory to teach Art and Design in schools? How are visual arts important to other subject areas?
5. What is the difference between assessment and evaluation? Explain in detail how you would assess a sculpture and the important aspects you need to consider in the process.

GOOD LUCK!



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION
DPE 1080: NATURE OF CHILDREN'S LEARNING

FINAL EXAMINATIONS 2013-14 ACCADEMIC YEAR

DURATION: 3 HOURS MARKS: 100%

Instructions

1. Answer question one and any other two questions.
 2. Clearly indicated your computer number on the front cover of your answer book.
-

1. Justify the integration of ICT in Zambian education system.

(20 Marks)

2. Explain briefly what Ellen Key meant by the statement ' children have the right to choose parents'. Also, suggest five rights for children.

(15 Marks)

3. Compare and contrast the Stearn's modern model to agriculture model of childhood.

(15 Marks)

4. Outline Piaget's Cognitive theory. Apply this theory to teaching and learning in Zambia.

(15 Marks)

5. "The aim and object of the parental care of the child, in the domestic and family circle, then, is to awaken and develop, to quicken all the powers and natural gifts of the child, to enable all the members and organs of man to fulfil the requirements of the child's powers and gifts"
(Froebel)

- i) Justify the 40% play in the Zambia's Early Education Curriculum using Froebel's ideas.
- ii) Give food advice programme for young children, based on Froebel's ideas.
- iii) Critique Froebel's ideas on goals of education.

(15 Marks)



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

DPE 1080: NATURE OF CHILDREN'S LEARNING
IDE FINAL EXAMINATIONS 2013-14 ACCADEMIC YEAR

DURATION: 3 HOURS MARKS: 100%

Instructions

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
UNIVERSITY EXAMINTIONS JULY/AUGUST, 2014

DPE 2010: ART AND DESIGN IN PRIMARY SCHOOLS

INSTRUCTIONS

- (i) Read the instructions carefully before you start writing.
- (ii) Answer only three questions.

TIME: Three (3) Hours

- 1. Give detailed information how you can differentiate the following: observation drawing and still life drawing. State the main objectives of each one of them.
- 2. What benefits do children get out of story-telling? State those benefits each one of them in details.
- 3. State three types of clays and discuss them one by one how you can prepare them.
- 4. Explain the procedures for a mono printing work.
- 5. Explain from your experience how women in villages prepare clay for their pots.

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2013/14 ACADEMIC YEAR: END OF YEAR EXAMINATIONS
DPE 2050: CURRENT ISSUES IN SOCIAL STUDIES

TIME: 3 HOURS

MARKS: 50%

INSTRUCTION(S):

ANSWER ONLY **THREE** QUESTIONS IN THIS PAPER. **TWO** FROM SECTION A, AND **ONE** FROM SECTION B. **QUESTION ONE IS COMPULSORY**

SECTION A: ANSWER TWO QUESTIONS

1. The following are some of the cross-cutting issues addressed in Social Studies. By means of **short explanatory notes**, explain the importance of including these issues in the Social Studies curriculum of Zambia;
 - i) Teen pregnancy
 - ii) HIV/AIDS
 - iii) Street children
 - iv) Drug abuse
 - v) Child abuse
 - vi) Domestic violence
2. Discuss the four stages of the Demographic Transition Theory. Where does Zambia's demographic situation fit in this theory?
3. Discuss both the challenges and advantages of Zambia's geographical position.

SECTION B: ANSWER ONE QUESTION

4. What are the most important constitutional and institutional changes in the third republic?
5. Explain in detail the meaning of the aim of social studies which says: To acquaint the child with his past and present geographical and social environment.
6. What were the internal and external economic factors which led to the fall of one-party rule in Zambia?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
UNIVERSITY EXAMINTIONS JULY/AUGUST, 2014

DPE 2110: TEACHING METHODS

INSTRUCTIONS

- (i) Read the instructions carefully before you start answering questions.
- (ii) Answer only three questions.
- (iii) Good presentation of work will earn you extra marks.

TIME: Three (3) Hours

1. Explain the work of the syllabus.
2. What is the difference between micro and peer teaching?
3. Outline the lesson plan, and discuss its importance.
4. Why is it necessary to prepare the schemes of work.
5. Mention the important areas of the lesson art and design.

THE UNIVERSITY OF ZAMBIA

School Of Education

Final Second Year Examination, July—August, 2014.

Course: DPE 2110—Teaching Methods (Art and Design).

Instructions:

1. Answer only THREE questions. Question One is compulsory.
2. Read the questions carefully before you start answering questions.
3. You will never be allowed to go outside the Examination room after 30 minutes of writing your Examination.

Questions:

1. How do you understand this statement:

Reactive Expression thus: Impulse----- Medium----- Discharge

2. Discuss the difference between the private and the public forms of expression in Art and design.
3. Explain the manner in which you understand the following statement:
Surely, it will be argued, the value of art are cultural values, and cultural values are essentially social values. The artist who doesn't communicate has failed himself and failed the society.
4. What is potential space when the teacher is attending staff meeting during the time s/he is supposed to teach?
5. What difference is there, between subjective and objective assessment/s?

End Of Examination

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2013 ACADEMIC YEAR FINAL EXAMINATIONS

DPE 2130: MUSIC TEACHING METHODS

TIME: THREE HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

1. Read the instructions carefully before you start answering questions.
2. Credit will be given for orderly presentation of work.
3. There are six questions. Answer only **five** questions. Each question is worth 20 marks.

QUESTIONS

1. Which of the four pedagogical trends in music education would you adapt to teach Silimba. State the reasons for your selection.
2. Contrast the paraxial and aesthetic philosophies of music education?
3. Discuss music cognition in music education.
4. Compare the paraxial philosophy of music education with the Zambian indigenous philosophies of musical arts education.
5. Describe musical perception.
6. 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.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

2013/2014 ACADEMIC YEAR FINAL EXAMINATION

DPE 3020: COMMUNITY NUTRITION AND HEALTH

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. ANSWER **FOUR** QUESTIONS ONLY. EACH QUESTION CARRIES **25 MARKS**.
 2. CREDIT WILL BE AWARDED TO LEGIBLE, GOOD AND ORDERLY PRESENTATION OF WORK.
-

1. Community nutrition is the interaction between a nutrition personnel and the community in order to solve nutrition problems in the community.
 - a) Outline the goals of community nutrition programmes. **(10 Marks)**
 - b) Explain the three (3) levels of prevention in community nutrition programmes. **(15 Marks)**
2. Nutrition education is helping people to learn about nutrition.
 - a) Explain how you can make nutrition education effective. **(15 Marks)**
 - b) Outline the teaching methods and teaching materials used in nutrition education. **(10 Marks)**
3. Nutrition and the environment are connected. Food is produced in the environment.
 - a) Explain the factors that affect food security in a nation. **(10 Marks)**
 - b) Discuss the components of family ecosystem. **(15 Marks)**

THE UNIVERSITY OF ZAMBIA
SCHOOL EDUCATION
2013/14 ACADEMIC YEAR: END OF YEAR EXAMINATIONS
DPE 3050: CONTEMPORARY ISSUES IN SOCIAL STUDIES

TIME: 3 HOURS

MARKS: 40%

INSTRUCTION(S)

ANSWER ONLY **THREE** QUESTIONS IN THIS PAPER. **QUESTION ONE IS COMPULSORY.** CREDIT WILL BE GIVEN FOR WELL THOUGHT OUT WORK.

1. (a) Explain the importance of fieldwork and field project in the teaching of social studies.

(b) Describe the problems the social studies teachers may face in teaching social studies through fieldwork and field project.
2. Provide reasons for conducting a thorough literature review as part of a research process.
3. Population issues can hardly be separated from issues of environmental quality and sustainability. Discuss
4. Discuss clearly how reduced rates of HIV/AIDS can aid development in Zambia.
5. (a) Clearly explain the four prepositions of the Malthusian theory of Population

(b) What are the criticisms of the Malthusian Theory of Population?

END OF EXAMINATIONS



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

**DPE 3090: PRIMARY CURRICULUM DEVELOPMENT AND INSTRUCTIONAL DESIGN
FINAL EXAMINATION 2013-2014**

Duration: 3Hours

Total Marks: 100%

Instructions

1. Answer question one and any other two questions.
 2. Clearly indicated your computer number on the front cover of your answer book.
 3. Also, clearly write the number of the question you are answering in the left margin of the sheets contained in the answer book.
-

1. You have been asked to lead a team of curriculum developers to design and develop a curriculum for primary schools in Zambia.
 - i) Explain and justify the stages that you would need in order to successfully accomplish the curriculum development process.
 - ii) With the aid of relevant examples explain the importance of situational analysis, curriculum intent, content, learning activities and evaluation procedures as curriculum elements.
2. Evaluation of a curriculum is an important aspect of the curriculum change, development and implementation.
 - i) What is curriculum evaluation
 - ii) Critique three aspects of a learner's text book that should be evaluated.
 - iii) With practical examples from your subject area of specialisation analyse Stufflebeam's CIPP model of curriculum development.
3. Discuss the characteristic features of educational objectives. Formulate three educational objectives in your subject area of specialisation.
4. The school curriculum is not neutral knowledge. Rather, what counts as legitimate knowledge are the results of complex power relations, struggle and compromises among identifiable class, race, gender and religious groups. (Michael Apple 1992)
Discuss the principles of selecting curriculum content.
5. "The inevitable consequence is that the school will become an instrument for the perpetuation of the existing social order rather than a creative force in society" (Counts, p. 158 Kliebard)
Discuss the Kliebard's Social Efficiency curriculum theory and apply it to the Zambian curriculum development.

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 1030 - ISSUES IN EARLY CHILDHOOD AND PRIMARY EDUCATION
FINAL EXAMINATION 2013/2014

DURATION: THREE (3) HOURS

Instructions :

- A. Answer any three (3) from the given nine (9) questions.
 - B. Each question carries 16.5 marks
 - C. You are required to read through all the questions carefully before selecting which ones to attempt.
 - D. There is one (1) printed page in this examination
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1. Early Childhood Education and Care policies and programmes in Europe, Africa and the Anglo-American countries evolved out of remarkably similar historical streams: child protection; early childhood education; services for children with special needs; and services to facilitate mothers' labour force participation. With particular reference to this assertion give an outline of Zambia's historical development of early childhood education.
2. One of the areas of concern in education today is child quality. Describe how health issues can affect a child's active learning capacity in education.
3. According to 'Educating our Future', (1996), every level of education has got well outlined aims. What are the aims of primary education in Zambia?
4. Highlight and discuss the links between health and education.
5. Justify why it is vital to lay the foundation of career prospects in learners at Primary Education level. How can the Education System create a conducive environment for a relationship between Primary Education and the World of Work?
6. Define Teacher Education and highlight the Types of Teacher Training Courses in Zambia.
7. As the public increasingly views children as persons with rights, educators are implementing more child-centered approaches. Explain what a child-centered approach is and its significance in a child's learning process.
8. What are the two types of curricula and when it comes to children's learning outline the most important skills that need to reflect in a curriculum.
9. Language educational policies and practices in Africa are deeply rooted in the legacy of colonial language policies. African countries in this regard fall into three categories; what are these categories and their characteristics?

End of Examination

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2013/2014 ACADEMIC YEAR EXAMINATION

EAP 3025: INTRODUCTION TO HIV AND AIDS ISSUES IN EDUCATION

INSTITUTE OF DISTANCE EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer only Three (3) questions from the given Nine (9) questions**
 - b) All questions carry equal marks**
 - c) You are required to read through all questions carefully before selecting which ones to attempt.**
 - d) There is one (1) printed page in this examination**
-
-

1. Enabling and protective policies and laws are essential in the fight against HIV and AIDS. Discuss their importance in institutions of learning and society in general.
2. The HIV pandemic has been driven by stigma discuss the forms of stigma and their impact of HIV and AIDS prevention initiatives.
3. With the advent of HIV, it has been discussed that People need Life skills to cope. Discuss the importance of life skills in this era.
4. Critically discuss how education is helping reduce the impact of HIV and AIDS on development.
5. Describe and discuss in detail the four (4) major theories about the origin of the Human Immunodeficiency Virus (HIV).
6. Discuss the counselling process you would give to a pupil who comes to you and request for Voluntary Counseling and Testing for HIV.
7. The continued spread of HIV calls for the intensification of prevention programmes. Discuss the political, Social and Religious factors that may impede the fight in Zambia.
8. Highlight how teacher mortality as a result of HIV and AIDS has affected the provision of quality education in schools.
9. Discuss how the knowledge in this course can help remove stigma and discrimination in learning institutions.

THE END

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
EAP 9012 – EDUCATIONAL ADMINISTRATION AND MANAGEMENT
2013/2014 ACADEMIC YEAR EXAMINATIONS
LUSAKA CENTRE

TIME: THREE (3) HOURS

INSTRUCTIONS

- i. Write your computer Number on all answer scripts.
 - ii. DO NOT WRITE YOUR NAME on any answer script.
 - iii. Attempt any THREE (3) from the given nine (9) questions.
 - iv. All questions carry equal marks i.e. 20, Total: 60 marks.
 - v. You are required to read all the questions carefully before selecting the ones to attempt.
 - vi. There is 1 printed page in this examination.
-

1. The school is looked at as an organization. Describe the behavioral aspects of an educational organization that you know of.
2. In order to remove in-built and institutionalized gender discrimination it is possible to carry out a number of activities. Suggest some of these activities.
3. Identify and discuss the main techniques used to manage conflicts in school organizations. What are the merits and demerits of using smoothing as a conflict resolution technique?
4. Using two (2) clearly identified situations critically discuss what charismatic leadership is.
5. Clearly identify and discuss the communication problems that might arise in an educational organization.
6. You have been appointed to the position of Head at a school well known for notorious behavior from teachers in periods of labor unrest. To curb this how would you apply Abraham Maslow's hierarchy of needs?
7. In developmental terms, politics and development are inseparable. There are mono-party, multi-party and democratic dispensations. Discuss how a combination of these systems can enhance national development.
8. Define records management and discuss its roles in an educational organization. State and briefly discuss the stages involved in the management of records.
9. What is decision-making? Comment on the three major types of decisions and discuss the decision-making models that you have learnt on this course.

END OF EXAMINATION ALL THE VERY BEST

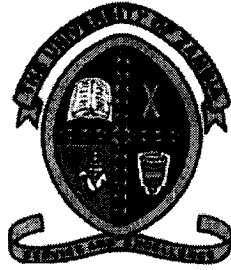
THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EAP 9012 – EDUCATIONAL ADMINISTRATION AND MANAGEMENT
2013/2014 ACADEMIC YEAR EXAMINATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS

- i. Write your computer Number on all answer scripts.
 - ii. DO NOT WRITE YOUR NAME on any answer script.
 - iii. Attempt any THREE (3) from the given nine (9) questions.
 - iv. All questions carry equal marks i.e. 20, Total: 60 marks.
 - v. You are required to read all the questions carefully before selecting the ones to attempt.
 - vi. There are 2 printed pages in this examination.
-

1. Evaluate the effectiveness of the Human Relations Management Model with concrete examples from an Educational Organisation of your choice. Highlight some indicators of problems that might be present in the decision-making process of such an organization.
2. Discuss the three approaches to counseling and state how the Conscious, Subconscious and Unconscious areas are utilized and describe briefly how you, as a school manager, would use Maslow's hierarchy of needs to curb pupil and teacher unrest at your school?
3. Using two (2) clearly identified situations critically discuss what charismatic leadership is. State the differences and similarities of autocratic and democratic leadership styles and give reasons why formidable inspirational leadership is key in motivating teachers in a school.
4. Discuss some ways of promoting community involvement in the effective provision of education and identify the factors that determine school effectiveness. To what extent can the quality of the teacher, teaching and learning resources and school climate influence the implementation of a curriculum in a learning institution?
5. The male-dominated management systems can be self-perpetuating with leadership networks which exclude women automatically. What would be the meaning of a gender-positive approach to management and a gender-sensitive promotions policy? Comment on the new critical portfolio of leadership competences for the 21st Century.
6. In developmental terms, politics and development are inseparable. There are mono-party, multi-party and democratic dispensations. Discuss how a combination of these systems enhances national development.



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES
EAP 9055: THE POLITICAL ECONOMY OF EDUCATION
2013/2014 END OF YEAR EXAMINATIONS**

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer any **THREE** (3) questions.
 - b. Each question carries 20 marks.
 - c. Write legibly and do not cut words at the end of each line
 - d. Credit will be given for practical examples attached to each question.
 - e. There are two (2) printed pages in this examination.
-

1. It is said that the most common factors that have a direct bearing on education are political and socio-economic factors.
Discuss this statement with regard to the education system in the Republic of Zambia.
2. Discuss the elements of planning relating its usefulness in the education sector. What are the benefits of planning where education matters are concerned?
3. What is foreign aid? Critically examine its nature, areas of focus, and how some conditionalities that come with foreign aid affect the development of education in Zambia.

4. Distinguish between quality control and quality assurance. What factors should be put in place in learning institutions that ensure quality assurance?
5. Discuss the key roles of a school manager. What strategies should he/she put in place to achieve effective leadership in the School and Community?
6. Describe the types and forms of resources in a learning institution. Which areas should be considered giving reasons when allocating resources in education?
7. Discuss the logical steps in decision making giving reasons why each of the steps is important.
8. Discuss the major ideologies and how they influence educational policies, giving examples from Zambian experiences.
9. What is an educational policy? Discuss the various policy developments that have evolved in Zambia in the last 50 years.

END OF EXAMINATION, ALL THE BEST!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EAP 9012 – EDUCATIONAL ADMINISTRATION AND MANAGEMENT
2013/2014 ACADEMIC YEAR EXAMINATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS

- i. Write your computer Number on all answer scripts.
 - ii. DO NOT WRITE YOUR NAME on any answer script.
 - iii. Attempt any THREE (3) from the given nine (9) questions.
 - iv. All questions carry equal marks i.e. 20, Total: 60 marks.
 - v. You are required to read all the questions carefully before selecting the ones to attempt.
 - vi. There are 2 printed pages in this examination.
-

1. Evaluate the effectiveness of the Human Relations Management Model with concrete examples from an Educational Organisation of your choice. Highlight some indicators of problems that might be present in the decision-making process of such an organization.
2. Discuss the three approaches to counseling and state how the Conscious, Subconscious and Unconscious areas are utilized and describe briefly how you, as a school manager, would use Maslow's hierarchy of needs to curb pupil and teacher unrest at your school?
3. Using two (2) clearly identified situations critically discuss what charismatic leadership is. State the differences and similarities of autocratic and democratic leadership styles and give reasons why formidable inspirational leadership is key in motivating teachers in a school.
4. Discuss some ways of promoting community involvement in the effective provision of education and identify the factors that determine school effectiveness. To what extent can the quality of the teacher, teaching and learning resources and school climate influence the implementation of a curriculum in a learning institution?
5. The male-dominated management systems can be self-perpetuating with leadership networks which exclude women automatically. What would be the meaning of a gender-positive approach to management and a gender-sensitive promotions policy? Comment on the new critical portfolio of leadership competences for the 21st Century.
6. In developmental terms, politics and development are inseparable. There are mono-party, multi-party and democratic dispensations. Discuss how a combination of these systems enhances national development.

7. Discuss the quadrants that constitute the priority matrix and clearly show how the specifications in each quadrant can help you to manage your time effectively. Comment briefly on the assertiveness techniques that you would use to control your time.
8. What is change management? Identify and discuss the principles of change management and the steps to successful change management that you have learned on this course. Highlight the changes that have been precipitated by the modern management paradigm.
9. In order to remove in-built and institutionalized gender discrimination in educational management, it is necessary to carry out a number of activities. What are some of these activities? State and briefly describe the steps that you would take to counter resistance to such a change endeavour.

END OF EXAMINATION ALL THE VERY BEST



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2013/2014 ACADEMIC YEAR FINAL EXAMINATION

EDU 1010: EDUCATION AND DEVELOPMENT IN ZAMBIA

(REGULAR AND PARALLEL)

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer one (1) question from each of the three (3) sections. Each section has four (4) questions.
 - b. Each question carries 20 marks.
 - c. You are required to read through all the questions carefully before selecting which ones to attempt.
 - d. There are two (2) printed pages in this examination.
-

SECTION A

1. Compare and contrast colonial education from traditional education in terms of method of teaching, purpose, content and organisation.
2. Discuss the development and challenges of education during the pre-colonial period in Northern Rhodesia from 1883 to 1924.
3. Discuss the factors that contribute to continuous high demand of teachers. What initiatives have the government put in place to accelerate the training of teachers?
4. Discuss the development of education during the British South African Company rule (1890-1924). What were the challenges that the missionaries faced in the provision of education during this period?

SECTION B

5. Explain the concept of Teacher Education and the Teaching Profession, highlighting the principles of a profession.
6. "Health, gender and HIV/AIDS have been cited as cross-cutting issues in the provision of quality education." Discuss the above statement, giving practical examples of how the three can impact negatively in the provision of quality education.

7. What is globalisation? Discuss the implications and challenges occasioned by globalisation for education and for the training needs of countries in the sub Saharan Africa.
8. Identify possible reasons why most African countries have failed to achieve Education for All (EFA) set by both Jomtein and Dakar conferences in the provision of Universal Primary Education. Point out the policy measures the Zambian Government have put in place to increase access to universal primary education.

SECTION C

9. Highlight the arguments for and against a ruralised and diversified curriculum?
10. The Government of the Republic of Zambia has tried to mitigate poverty by using education but this has been met with challenges. Discuss some of these challenges and bring out the measures that the government has put in place to mitigate the challenges?
11. Discuss the key roles of education in National Development.
12. What do you understand by the term “education”? Can education bring about national development?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION

END OF YEAR EXAMINATION, JULY 24, 2014.

EDU 1012/2012- EDUCATIONAL PSYCHOLOGY

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 one question out of the three that have been provided.
 2. All questions must be answered in the answer booklets provided and should be clearly labeled.
 3. Bonus 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 (15 Marks)

1. Jessica has no tongue curling abilities. She marries Richard, who is homozygous dominant for tongue curling. What chances does the couple have to have children with tongue curling abilities?
A. 25% B. 100% C. 50% D. 75%
2. _____ is regarded as the father of genetic engineering.
A. Rodgers B. Sternberg C. Mendel D. Newton
3. According to Jean Piaget, _____ is an indication that young children cannot take others' points of view.
A. egocentrism B. centration C. conservation D. compensation
4. Teratogenic effects suffered by a child during prenatal development cannot be reversed.
True or False
5. Genotypes represented by the alleles "GG" and "Gg" would phenotypically be the same.
True or False

6. _____ is the major proponent of the nativist theory of language acquisition.
A. Vygotsky B. Chomsky C. Skinner D. Lenneberg
7. According to Bronfenbrenner's _____ children are affected by changes that take place across generations.
A. macrosystem B. mesosystem C. chronosystem D. exosystem
8. Which one of the following stages is the second in Lawrence Kohlberg's stages of moral development?
A. Pre-conventional moral reasoning B. Individualism and purpose orientation
C. Conventional moral reasoning D. Social systems orientation
9. Classical conditioning deals with responses that are _____.
A. emitted B. elicited C. reinforced D. punished
10. Which one of the following pre-linguistic stages of language development comes first?
A. Cooing B. Crying C. Babbling D. Smiling
11. During the _____ stage of Erikson's theory of psychosocial development, the focus is on leaving a good legacy.
A. fourth B. sixth C. seventh D. eighth
12. In classical conditioning, a stimulus that naturally causes a response is referred to as _____ stimulus.
A. conditioned B. neutral C. spontaneous D. unconditioned
13. According to Albert Bandura's theory of observational learning, the _____ phase is the final stage.
A. attention B. motivation C. reproduction D. retention
14. The _____ schedule involves the presentation of rewards after a pre-determined number of desired responses from subjects.
A. variable ratio B. fixed interval C. fixed ratio D. variable interval
15. Which research design would be most appropriate for measuring students' change in performance after a teaching methodology change?
A. Experimental design B. Correlational design C. Cross-sectional design
D. Descriptive design
16. Which one of the following scholars belongs to the gestalt branch of psychology?
A. Kohler B. Vygotsky C. Mendel D. Erikson
17. The _____ is the most reliable measure of central tendency.
A. median B. mode C. mean D. variance

18. _____ is the originator of the theory of the hierarchy of human needs.
A. Abraham Maslow B. Arthur Combs C. Carl Rogers D. Erik Erikson
19. Which one of the following stages in Sigmund Freud's psycho-sexual stages theory of personality development is a stage of quietness?
A. Oral stage B. Genital stage C. Latency stage D. Phallic stage
20. _____ is a defense mechanism where a person assumes a younger age.
A. Repression B. Sublimation C. Regression D. Denial
21. A large value of standard deviation signifies that results are clustered around the mean.
True or False
22. Which one of the following is not an attribute of an extrinsically motivated person?
A. Is anxious B. Is other-driven C. Is self-regulated D. Seeks approval
23. In a study, a researcher found that the students who stayed away from class tended to perform well. Which one of the following correlation coefficient values best represents this relationship between students' school attendance and performance?
A. 0.90 B. 0.10 C. -0.90 D. -0.10
24. _____ is regarded as the pioneer of intelligence testing.
A. Bruner B. Binet C. Spearman D. Anastasi
25. Decay is a form of forgetting which results from _____.
A. Interference B. disuse C. disorganization D. misinterpretation
26. _____ is the major proponent of the general factor of intelligence theory.
A. Thurstone B. Gardner C. Cattell D. Spearman
27. The ability to relate well with people falls under _____ intelligence.
A. fluid B. crystallized C. analytical D. creative
28. According to the gestalt theory, learning is easier when done in segmented pieces.
True or False
29. Peter is seven years old, but can only manage to solve problems that can be solved by five year olds. What is the value of Peter's IQ?
A. 100 B. 71 C. 75 D. 140
30. At what stage of development are children most likely to rebel against parents?
A. Infancy B. Adolescence C. Early childhood D. Middle childhood

SECTION B (20 Marks)

Answer **all questions** in this section

Write brief notes on each one of the following terminologies:

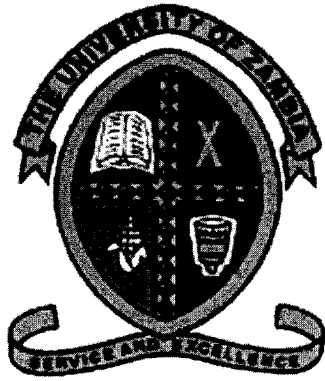
- 31. Self actualization
- 32. Self esteem
- 33. Organogenesis
- 34. Heteronomous morality
- 35. Accommodation
- 36. Selective attention
- 37. Homozygous dominant
- 38. Reaction formation
- 39. Intelligence Quotient
- 40. Private speech

SECTION C (15 Marks)

There are three questions in this section. You are required to answer **any one** from the three that have been provided. Bonus marks shall be awarded for orderly presentation of work.

- 41. With the help of concrete examples, demonstrate the lessons that teachers can draw from the information processing model.
- 42. In order to get optimal results from students, it is important that teachers combine intrinsic and extrinsic motivation techniques. Discuss.
- 43. Discuss the validity of the statement “A child is born a speaker in a world of speakers”, in the context of the genetic and environmental views of language development.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY END OF TERM EXAMINATION (, JULY 2014)

EDU 1012 /2012- EDUCATIONAL PSYCHOLOGY (DISTANCE EDUCATION)

TIME: 3 HOURS

MARKS:60

INSTRUCTIONS

1. THIS PAPER HAS FOUR SECTIONS; A, B, C AND D.
2. ANSWER ALL THE QUESTIONS IN SECTIONS A, B AND C.
3. ANSWER ONLY TWO QUESTION FROM SECTION D.
4. ANSWERS MUST BE WRITTEN IN THE SEPARATE BOOKLET PROVIDED.

SECTION A: ANSWER ALL QUESTIONS

1. The approach that studies behaviour by looking at the external behaviour of individuals is called?
 - A) Phenomenology
 - B) Cognitive
 - C) Behavioural
 - D) Neurological
2. A researcher is interested in finding out whether fansider cures malaria, what sort of research should he or she venture into?
 - A) Quasi-experimental
 - B) Correlational
 - C) Experimental
 - D) Descriptive
3. A researcher is interested in finding out weather a high self-esteem causes someone to perform well in school, what sort of research should he or she venture into?
 - A) Quasi-experimental
 - B) Correlational
 - C) Experimental
 - D) Descriptive
4. The following are weaknesses of a Longitudinal research except.
 - A) Loss of contacts
 - B) Test Effect
 - C) Reliability
 - D) Loss of participants
5. A correlation of -1.00 is said to be
 - A) Perfect positive Correlation
 - B) Perfect Negative correlation
 - C) Positive correlation
 - D) Negative correlation
6. An object or event that originally produces the reflexive or natural response is called?
 - A) Conditioned stimulus
 - B) Conditioned Response
 - C) Unconditioned stimulus
 - D) Unconditioned Response
7. According to Urie Bronfenbrenner therefers to the relations between the different microsystems or connections between contexts
 - A) macrosystems
 - B) mesosystem
 - C) exosystem
 - D) chronosystem

8. is the use of one word to stand for an entire thought.
 - A) Pivot words
 - B) Holophrase
 - C) Overextension
 - D) Under extension
9. According Kohlberg's theory of moral development people at begin to account for the differing values, opinions and beliefs of other people and rules of law are important for maintaining a society.
 - A) stage 2
 - B) stage 3
 - C) stage 4
 - D) stage 5
10. Mwila is a 9 months old baby. Her mother rolled a ball which she followed keenly. When the mother snatched the ball from Mwila, she cried and threw tantrums. The developmental milestone the child above has accomplished is
 - A) object permanence
 - B) Goal- directed behaviour.
 - C) Reversibility
 - D) Hypothetical- deductive reasoning

SECTION B: ANSWER ALL QUESTIONS

The three personality principles according to Freud are.....,

The cell division that takes place in the sex cells and ensures that haploid number 23 of the chromosome is maintained in the sex cells is called?

A refers to the gene a person inherits which are internal and unobservable , while refers to the physical and behaviour characteristics an individual exhibits at a particular time which are visible and observable.

Teratogens only affect children before they are born true or false?

The process of making/fitting the experience and perceptions into previously established cognitive structures which are schema (Folder)is called?

.....is also called mongolisim or trisomy 21.

The three basic characteristics of Piagets stages are? and

8. Lev Vygotsky believed that children of different abilities benefit from each other through a process called.....where participants begin a task with different understandings arrive at a shared understanding.
9. An early vocabulary error in which a word is applied too narrowly , to a smaller number of objects or events than is appropriate is called?
10. Concepts are very important in education as they help to pupils to know how things work. There are two types of concepts which are either.....or.....
11. The two vygotsky- based educational innovation each of which incorporates assisted discovery and peer collaboration are.....
12. The raw, unorganized inherited part of personality whose purpose is to reduce tension created by biological drives and irrational impulses is called?
13. is a defence mechanism where success in one area make is up for frustrations in another, it is making up for a deficiency by placing effort into a similar area or different one

SECTION C: WRITE SHORT NOTES ON EACH OF THE FOLLOWING

1. Intermittent reinforcement
2. Fixation
3. Repression
4. Assimilation
5. Pivot words

SECTION D: ANSWER ONLY ONE QUESTION

Write TWO essays from the following.

1. Using the information processing model explain the three types of memory and explain how a teacher can enhance retention of information by pupils.
2. According to Sigmund Freud people use different types of defence mechanisms to defend themselves in different situations. Explain any five defence mechanisms as explained in personality development.
3. Explain Lev Vygotsky's theory of cognitive development and its implications for learning. Remember also two include the two vygostkian innovations in education.
4. Explain Piaget's four stages of cognitive development and their implications on education.

THE UNIVERSITY OF ZAMBIA

2014 UNIVERSITY EXAMINATIONS

EED 1010: INTRODUCTION TO ENVIRONMENTAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: There are five (5) questions in this examination. Answer THREE questions, one of which should be Question 1.

1. Describe the various services and goods provided by terrestrial and aquatic ecosystems.
 2. The goal of environmental education is to allow individuals and social groups to explore environmental issues, engage in problem solving, and take action to improve the environment. What are the objectives?
 3. Explain how both the World Cup in Brazil and Boko Haram (a 'terrorist' organization in Nigeria) are environmental problems.
 4. Discuss the factors that affect curriculum implementation.
 5. Write brief notes on *three* of the following:
 - (a) Invasive alien species
 - (b) Biogeochemical cycles
 - (c) Behaviourism
 - (d) Business-as-usual
 - (e) Formal education
-

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**

**END OF YEAR EXAMINATIONS
JULY, 2014**

EED 1030: ENVIRONMENTAL GOVERNANCE

TIME: THREE (3) HOURS

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

1. Briefly discuss the following sub-topics.
 - a) Participation as a characteristic of Good Governance.
 - b) Traits of an “Open System”.
 - c) Importance of community of expertise in Environmental Governance.
 - d) Network Theory and its relevance in governing the environment.

(20 Marks)
2.
 - a) With valid examples discuss the implications of changes in Political Ideologies on Environmental Governance.
 - b) How has Zambia’s economic and social sectors been affected by changes in political ideologies.

(15 Marks)
3.
 - a) Critically analyse how natural resources can bring about conflict and environmental refugees.
 - b) Abundance of a natural resource promotes war. Discuss.

(15 Marks)
4. Use Rational Choice theory to discuss barriers to sustainable environmental governance in Zambia.

(15 Marks)
5. With valid examples discuss how environmental regimes can help resolve global environmental problems.

(15Marks)

THE END

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2013/2014 END OF ACADEMIC YEAR EXAMINATIONS**

EED 2010: INTRODUCTION TO ENVIRONMENTAL MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: There are Five (5) questions in this examination, answer three (3) questions. **Question One is Compulsory**

1. Design an Environmental Management Plan to address poor litter management at the University of Zambia.
2. All environmental problems and challenges are enshrined in the ideology of *Ordo Ab Chao*. Critically analyze.
3. If you were hired by the United Nations Environment Programme (UNEP) to comment on the general management of the environment in Zambia, what principles would you use?
4. The University of Zambia School of Education want to install water harvesting project, advise the Dean's office on material requirements and how to go about water harvesting installations.
5. Write brief notes on *any three* of the following:
 - a) Eco-informatics process
 - b) ISOs
 - c) Hydrologic cycle
 - d) Environmental Project Brief (EPB)
 - e) Environmental resilience and Hysteresis

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EED 2030: ENVIRONMENTAL HEALTH
FINAL EXAMINATIONS 2013 ACADEMIC YEAR

TIME : THREE (3) HOURS

INSTRUCTIONS : Answer **three (3)** questions in this examination. Question **one (1)** is compulsory. Credit will be given for use of relevant examples.

1. Write brief notes on each of the following:

- (a) Relationships between human health and the environment
- (b) Importance of occupational health and safety
- (c) Why the poor are most affected by environmental degradation
- (d) Causes of environmental illnesses

(20marks)

2. The incorrect disposal of E-waste poses both environmental and health risks all over the world, as hazardous materials like lead and mercury can leach into surrounding areas and contaminate water supplies and soil. Suggest correct and sustainable means of disposing E-waste in Zambia. (15marks)
3. Public health seeks to address health inequalities by advocating for population based policies that improve health in an equitable manner. As a student who has done this course, suggest modern policies that developing countries need to put in place to improve public health.
4. Discuss in detail one disease that falls under each of the following categories by identifying the causative agents, transmission, prevention and treatment of the disease.
i) Aboviruses
ii) Enteric Diseases
iii) Rodent borne Diseases (15 marks)
5. Human beings are the most dominating species on planet earth. How does human population growth threaten diversity of life on Earth? (15 marks)

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

**SCHOOL OF EDUCATION
2013/14 ACADEMIC YEAR FINAL EXAMINATIONS**

EED 3010: EDUCATION FOR SUSTAINABLE DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTIONS ONE (1) AND ANY OTHER TWO (2).
CREDIT WILL BE GIVEN FOR USE OF RELEVANT
ILLUSTRATIONS. QUESTION ONE CARRIES 20 MARKS

1. Lusaka is rich with a wide variety of marble which has resulted in massive exploitation of this resource by both large scale and small scale quarrying. Small scale extraction provides employment during incidences of economic shocks which has led to land degradation. Design a sustainability management program for a quarrying settlement in Cook compound. Show how various actors and their actions will be incorporated into the program (*20 marks*).
 2. Discuss the benefits of monitoring and evaluation of an environmental and Education for Sustainable Programme (*15 marks*).
 3. Discuss the differences and similarities between Environmental Education (EE) and Education for Sustainable Development (ESD) (*15 Marks*).
 4. Explain the extent to which poverty influences decisions for the environment. (*15 Marks*).
 5. Discuss the underlying objectives of DESD as adopted by the UN general Assembly from 2005 -2014 and explain the rational for the adoption of the sustainability framework (*15 marks*).
-

END OF EXAMINATION

SCHOOL OF EDUCATION
2013/2014 END OF ACADEMIC YEAR EXAMINATIONS
EED 3020: ENVIRONMENTAL LAW

TIME: THREE (3) HOURS

INSTRUCTIONS: There are Five (5) questions in this examination, answer three (3) questions.

1. Critically analyse one Environmental Law in Zambia and suggest how it could be improved.
2. In Zambia, where is Environmental Law going?
3. Discuss with examples the conflicts that arise in enforcing environmental laws in face of customary laws in international or trans-boundary conflicts.
4. Evaluate the performance of Zambia with regards adherence, implementation and enforcement of international environmental laws/Treaties/Agreements.
5. Establish the relationship between human rights and environmental law.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2013/2014 END OF ACADEMIC YEAR EXAMINATIONS
EED4030: ENVIRONMENTAL PROJECT MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: There are Five (5) questions in this examination, answer three (3) questions. **Question One is compulsory**

1. Every Friday, the School of Education Environmental Committee (SEEC) conducts a litter picking activity. The SEEC chairperson has observed that there are very few people who participate in litter picking. The SEEC identifies you to help prepare a Strategic Action Plan (SAP) in order to improve participation in litter picking. Assuming that you have already prepared and written the text background of the SAP, design a *Tabular* Logical Framework that you would attach in the appendix or annex of the SAP to improve participation in litter picking.
2. Based on Strategic Objectives you used to prepare a Logical framework in Question 1, prepare a *feasible* Work Plan.
3. Prepare a Monitoring and Evaluation Plan on behalf of the SEEC using a table format only.
4. Prepare a meaningful *tabular* Resource Mobilization Strategy (RMS) in order to ensure successful implementation of planned activities.
5. The SEEC wants to improve staff and students' participation in litter picking within one year starting from 1st October 2014 to 30th September, 2015. Using a table, present all planned activities logically showing their successors and predecessors and durations. Construct a Project Critical Path (PCP) to enable SEEC implement its project within a very shortest possible time.

END OF EXAMINATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer a total of three questions. **Question one is compulsory**, then any two others. Credit will be given for answers which show deepened awareness of the topic instead of mere memorization of lecture notes.

1. A forklift truck is used to move loaded pallets in a large distribution warehouse. On one particular occasion, the truck skidded on a patch of oil. Consequently, the truck collided with unaccompanied visitor and crushed the visitor's leg.
 - (a) Design an accident investigation form to be used investigating the accident described above (10 marks)
 - (b) With examples from the above case scenario, explain the *unsafe acts* and *unsafe conditions* that led to the accident described above. (10 marks)
2. Discuss Jeynes' (2007) assertion that 'The physical layout of the business premises will have a potential impact on the range and type of hazards that are likely to be present'. (15 marks)
3. Outline and explain ways in which a health and safety practitioner could evaluate and develop their own competence. (15 marks)
4. Write short explanatory notes on each of the following:
 - (a) Safety Equipment
 - (b) Principles of Occupational Health and Safety
 - (c) Psychosocial Hazards at the University of Zambia (15 marks)
5. A parcel sorting depot is experiencing a high number of manual handling related injuries. The employees handle a large number of different parcels and packages every day.
 - (a) What are the different types of hazards that may be inherent in the loads being handled? (7 marks)
 - (b) With examples, explain a range of control measures that could be introduced to minimise the risks associated with these manual handling activities. (8 marks)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2013/2014 END OF ACADEMIC YEAR EXAMINATIONS
EED 9011: ADVANCED ENVIRONMENTAL MANAGEMENT**

TIME: THREE (3) HOURS

INSTRUCTIONS: There are Five (5) questions in this examination, answer three (3) questions. **Question One is compulsory**

1. Scientist from Forestry Department of Zambia (FDZ) want to conduct forest assessment in *Vubwi*, tell them the equipment they need have and how they would use them for forest assessment. Explain to them the key parameters they need to focus on and how they are measured.
2. The University of Zambia has launched “Keep UNZA Clean” Initiative. You have been hired to conduct an audit of “Keep UNZA Clean”, briefly explain how you would conduct an audit and outline how the structure of audit report would be.
3. You are the head of waste management unit at UNZA, discuss in details how you would include Indigenous Knowledge system in enhancing effective solid waste management on campus.
4. Write brief notes on the following:
 - a) Eco-centric ethics
 - b) Anthropocentric ethics
 - c) Contaminated land audit
 - d) EIA
 - e) EMS
5. List and discuss three major Environmental issues in the contemporary society.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

LSSE DEPARTMENT

2013/2014 UNIVERSITY EXAMINATIONS

EED 9035 - ENVIRONMENTAL SOCIOLOGY

DURATION: THREE HOURS

INSTRUCTIONS: Answer any three (3) questions.

All questions carry equal marks

Credit will be given for knowledgeable responses and not just mere reproduction of lecture notes.

1. Discuss the importance of environmental sociology as a field of study.
2. Trace and discuss the origins and development of environmental sociology.
3. Explain how overpopulation, shortages of natural resources and social conflict affect the environment.
4. Discuss the reformist and radical realists' beliefs concerning environmental problems and solutions.
5. Critically analyse the views of ecological modernisation theorists concerning environmental problems and solutions

END OF EXAMINATION AND ALL THE BEST!!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

EED 9062: ENVIRONMENTAL HAZARDS AND DISASTERS EDUCATION

TIME: Three Hours

Instructions: Answer **Question one** and any other two. Credit will be given for answers which show deepened awareness of the topic instead of mere memorization of lecture notes.

1. Write an essay entitled, 'Common Environmental Hazards in Zambia'.
(20 marks)

-
2. With special reference to Zambia, discuss Smith's (1992: 271) contention that 'All technological innovations create risks as well as benefits'. (15 marks)
 3. With practical examples, discuss the World Risk Report's (2012) assertion that Environmental Degradation increases the risk of disasters (15 marks)
 4. Study table 1 below which shows the incidence of tropical cyclones between 1964-1998 and the number of people killed in selected high, medium and low income Asian countries.

Table 1: Incidence of tropical cyclone & number of people killed in selected high, middle and low income countries 1964-1998

Type of Economy	Country	No. Cyclone events	No. Of Deaths	Average No. Of Deaths/Event
High Income	Japan	48	2, 215	46
Middle income	Philippines	149	22, 063	148
Low income	Bangladeshi	42	508, 516	12, 107

Source: Centre for Research on the Epidemiology of Disasters, 2002

- (a) Critically explain the relationship validated in table 1 between disaster related deaths and national wealth (7.5 marks)
- (b) As a consultant in Disaster Management, write a speech you would deliver to the Disaster Management and Mitigation Unit (DMMU) on how to manage floods in Kazungula District of Southern Province of Zambia. (7.5 marks)
5. As an environmental journalist that is in charge of the Disaster Management and Mitigation Unit, explain how you can use both electronic and print media to carry out disaster mitigation and management in Zambia. (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2013 ACADEMIC YEAR EXAMINATION

EPS 1030 INTRODUCTION TO SPECIAL EDUCATION

TIME - THREE (3) HOURS

INSTRUCTIONS:

Read the following instructions carefully

- i) This exam contributes 50% to the course grade.
- ii) There are three sections in this paper.
- iii) Answer all the questions in section A and B.
- iv) Answer three (3) questions in Section C. Answer question 1 which is compulsory and any other two in Section C.
- v) All answers must be written in the official booklets provided.

SECTION A

Answer all the questions in this section

[10 Marks]

- 1) Who is said to be the first known initiator of special education in Zambia? [1 Mark]
- 2) Children with Cerebral Pulse do not have associated difficulties with language development true/ false [1 Mark]
- 3) Muscular dystrophy weakens and then destroys the affected individual's muscles. true/ false [1 Mark]
- 4) Spina Bifida is the proper closure of the protective tissue surrounding the spinal cord True / false [1 Mark]
- 5) INSPRO stands for [1 Mark]
- 6) List five causes of intellectual impairment [5 Marks]

Section B

There are five (5) questions in this section. Answer all the questions

[10 Marks]

Instruction

Write short notes on the following aspects of Special Education. Your notes should not exceed half a page for each item.

- 1) Origins and Development of Special Education in Zambia.
- 2) The difference between Conductive and Sensori-neural hearing losses.
- 3) Describe the Spina Bifida condition and its associated implications.
- 4) Describe potential benefits of inclusive schooling.
- 5) The difference between integration and inclusive education.

Section C

There are five (5) questions in this section, question 1 is compulsory. Answer any other two questions in addition to the compulsory one

[30 Marks]

- 1) Imagine that after your graduation at the University of Zambia you have been appointed by the Ministry of Education to teach a grade one (1) class of children considered gifted and talented in an inclusive setup at Twalumba Primary School.
 - (i) Why are gifted and talented children included among those to be taught by teachers with special education training? Discuss.
 - (ii) Discuss measures you would implement to enable them realise their potential in academic work.
- [10 Marks]**
- 2) Hallahan and Kauffman (1994) defined special education as “specially designed instructions that meets the unusual needs of an exceptional child.”
 - (i) Identify and explain what you consider as critical areas of exceptionality for children with visual impairment.
 - (ii) What could be the possible factors that could lead to one becoming visually impaired?
 - (iii) What interventions are recommended to ameliorate challenges associated with visual impairment?

- 3) One of the teachers at Chachacha Primary School argues that ‘there is nothing special about children with special education’. Discuss the above point of view using the social model of understanding disability.
- [10 Marks]
- 4) With reference to children with hearing impairment, discuss the following:
- (i) Indicators to hearing impairment
 - (ii) possible causes of hearing impairment.
 - (iii) measures you would recommend to enable them to effectively benefit from the education system.
- [10 Marks]
- 5) With clear examples discuss possible causes of Hydrocephalus and support measures you would recommend for such children.
- [10 Marks]

END OF EXAMINATION

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS, JULY/AUGUST 2014

EPS 2031- LEARNING DISABILITIES

3. A child who fails to wait for their turn and fails to be sensitive to the feelings of peers when playing is said to lack which skills?
 - a) Communication skills.
 - b) Playing skills.
 - c) Adaptive skills.
 - d) Social skills.
4. According to Cruickshank *et al* (1961), how many conditions were to be considered in the teaching environment during the Integration Phase of the development of Learning Disabilities?
 - a) 1
 - b) 2
 - c) 3
 - d) 4
5. Alternative assessment procedures may usually be used when assessing children with learning disabilities because
 - a) They are new.
 - b) They are the same everywhere.
 - c) They were designed by educators only.
 - d) They are not culturally biased.
6. Identifying learning disabilities is not easy because they must be distinguished from other conditions. **True/False**
7. The use of computers in classrooms at all levels emerged during the Current Phase of the development of learning disabilities. **True/False**
8. The Orton-Gillingham Method is an outgrowth of the Orton Theory of reading disability. **True/False**
9. According to the Principles of Therapeutic Teaching, Rapport entails a good relationship between a teacher and a child. **True/False**
10. Writing problems can manifest themselves in the inability to write legibly or intelligently. **True/False**

SECTION B

ONE WORD RESPONSE AND BRIEF NOTES QUESTIONS

Answer **all** questions in this section. Write a one word response for **Questions 11 to 15** and Brief notes in **NOT** more than **10 lines** for **Questions 16 to 20**. **(15 Marks)**

11. The Foundation Phase in the development of Learning Disabilities span from the year 1800 to _____. **(1 Mark)**
12. Neurological factors can cause learning disabilities in that they can cause the _____ to dysfunction. **(1 Mark)**
13. Children with poor _____ abilities have difficulties in gross and fine motor coordination. **(1 Mark)**
14. One of the characteristics of reading disabilities is _____ which is a tendency to reverse letters or words that are different in direction. **(1 Mark)**
15. _____ is a subtype of Attention Deficits Hyperactivity Disorders that has characteristics from the inattentive type and the hyperactive/impulsive type. **(1 Mark)**
16. Describe the characteristics of the Current Phase (1980-to date) in the historical development of Learning Disabilities. **(2 Marks)**
17. List and explain four factors that affect the prevalence rates of children with specific learning disabilities. **(2 Marks)**
18. Describe the first four (4) stages of the assessment process. **(2 Marks)**
19. Describe the Social Model of Learning Disabilities. **(2 Marks)**
20. Briefly **explain** the four factors to be considered for a diagnosis of Attention Deficits Hyperactivity Disorders and their significance. **(2 Marks)**

SECTION C

LONG ESSAY QUESTIONS

There are **three (3) Essay Questions** in this section. Attempt Question **Twenty-one (21)** which is **compulsory** and **any** other question. **(25 Marks)**

21. Namakau's son Mulonda has always been a handful. Even as a toddler, he would tear through the house like a tornado, shouting, roughhousing, and climbing the furniture. No toy or activity ever held his interest for more than a few minutes and he would often dash off without warning, seemingly unaware of the dangers of a busy street or a crowded shopping complex. It was exhausting to be a parent to Mulonda, but

Namakau had not been too concerned back then. Boys will be boys, she figured. But at the age of 8, he was not easy to handle. It was a struggle to get Mulonda to settle down long enough to complete even the simplest tasks, from chores to homework. When his teacher's comments about his inattention and disruptive behavior in class became too frequent to ignore, Namakau took Mulonda to the doctor, who recommended an evaluation for Attention Deficit Hyperactivity Disorder (ADHD).

The Head teacher at your school, where Mulonda is a pupil, has organized a meeting with parents and members of the community that want to enroll their children at your school. The purpose of this meeting is to enlighten those in attendance of the existence of ADHD. The Head teacher has asked you, a specialist teacher and expert in Learning Disabilities to prepare a paper that will be presented to this gathering.

Write a paper on ADHD that will be presented at the meeting focusing on the following;

- a. Definition/description of ADHD;
- b. Characteristics of ADHD by highlighting the three subtypes;
- c. Four factors to consider for a diagnosis of ADHD;
- d. Causes of ADHD and
- e. The two types of treatment of ADHD. **(15 Marks)**

22. The home environment or the genetic or biological make-up of the child may be key elements contributing to the learning problem, but usually such variables cannot be modified by the teacher. Other factors such as difficulty level, space, time, language and interpersonal relationship between the pupil and the teacher can be adjusted. Unless these are considered, the child's learning becomes unmanageable. In view of the above, discuss the variables of **Difficulty level, Space, Time, Language and Interpersonal Relationship** which a teacher can have control over in the teaching/learning process. (10 Marks)

23. Describe the four (4) phases of the historical development of Learning Disabilities highlighting the major issues in each phase (10 Marks).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

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

EPS 2035: PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS

JULY –AUGUST 2014 EXAMINATIONS

INSTRUCTIONS

Duration: 3 hours

Marks =100%

- There are three[3] sections in this paper. Section 'A' has 10multiple choice questions (10 Marks)
- Section 'B' has 10 short answerquestions (10 Marks).
- Section 'C' has four essays, Question 16 is compulsory. Choose any other (1) question from the remaining questions.
- Write all your answers on the booklet provided; ensure that you write your correct computer number.

SECTION 'A'

INSTRUCTIONS: Answer all questions in this section. (10 Marks)

1. The type of spina bifida that is characterized by unnoticeable protrusion of the spinal cord usually at the lower spine is called.....
 - a. Spina bifida Acculta
 - b. Meningocele
 - c. Meningomyelocele
 - d. Mixed spina bifida
2.is a correctable physical condition where the feet twist inwards
 - a. Osteogenesisimperfecta
 - b. Scoliosis
 - c. Club foot
 - d. Kyphosis
3. Intensive treadmill training is meantto improve gross motor function, gait speed and endurance in
 - a. Learners with Spina Bifida
 - b. Learners with health impairments
 - c. Learners with physical impairments
 - d. Learners with cerebral palsy
4. Which of the following models of team interaction is the least interactive and oldest model of interaction.....
 - a. The medical model
 - b. The Multidisciplinary Model
 - c. The Interdisciplinary Model
 - d. The Transdisciplinary model
5. Why is compliance with treatment for health impairments likely to be compromised during adolescence than any other age?
 - a. This is the period become sexually active
 - b. This is the period when peer reaction to injection and dietary requirements results in bad feelings about themselves.

- c. It is a period when adolescents are so active that they easily forget to adhere to medication
 - d. All the above
6. Some health impairments impose life expectancy limits. Life expectancy for health impairments is likely to depend on.....
- a. The intensity of the illness
 - b. The type of health impairment
 - c. The religious attachment to medication
 - d. The amount of prayers involved
7. A condition characterized by paralysis of one side of the body in which the left arm and left leg may become affected is called
- a. Paraplegia
 - b. Hemiplegia
 - c. Diplegia
 - d. Tetraplegia
8. Which of the following conditions results from defects in the neural tube
- a. Cerebral Palsy
 - b. Epilepsy
 - c. Spina Bifida
 - d. Arthritis
9. Incontinence of urine is likely to result from.....
- a. Damage to the brain
 - b. Paralysis is at lumbosacral level
 - c. Weak immune system
 - d. Lack adherence to medication
10. Uneven shoulders is likely to be seen in.....
- a. Health impaired patients
 - b. People with scoliosis
 - c. People with club foot
 - d. People with cystic fibrosis

SECTION 'B'.

INSTRUCTIONS: This section has **10 Marks**. Answer all questions in this section

11. State two signs for mild seizure attacks in children

- (i)
- (ii)

[2 Marks]

12. Give two arguments that support the development of closer working relationships between parents and professionals

- (i)
-

[1 Mark]

- (ii)
-

[1 Mark]

13. Briefly explain what hydrocephalus is

-
-

[2 Marks]

14. List two classroom challenges of a learner with cerebral palsy.....

- (i)
- (ii)

(2 marks)

15. Identify two curriculum considerations for learners with physical and health impairments.

- (i) Physical impairment;
.....
.....
.....**[1 Mark]**

- (ii) Heath impairment;
.....
.....
..... **[1 Mark]**

SECTION 'C'.

INSTRUCTIONS

There are four [4] questions in this section. Question '16' is compulsory(20 marks). Answer question '16' and any other one (1) question of your choice. Apart from the compulsory question, all other questions are 10 marks each.

16. As a specialist teacher, you have been asked to provide a professional talk to the community in which your school is located on the causes and preventive measures for physical disabilities and health impairments. With clear examples, provide a general overview of the causes of physical disabilities and health impairments according to the stages of development and the possible preventive measures members of the community should understand. **(20 Marks)**
17. Describe the precipitating factors for epilepsy. What management strategies does a teacher need to consider for learners with epilepsy? **(10 marks)**
18. Explain the role of a home in early training and stimulation of a child with cerebral palsy. **(10 Marks)**
19. Examine the possibilities for effective parent-school partnerships and explain the limitations in a Zambian context. **(10 Marks)**

End of EXAMINATION: **GOOD LUCKY**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2013/2014 ACADEMIC YEAR FINAL EXAMINATION

EPS 2042 TEACHING CHILDREN WITH COMMUNICATION DISORDERS

TIME: 3 HOURS

TOTAL MARKS: 50%

INSTRUCTIONS

- i. THIS PAPER HAS THREE SECTIONS: SECTION A, SECTION B AND SECTION C
- ii. ANSWER ALL QUESTIONS IN SECTIONS A AND B
- iii. ANSWER ANY TWO QUESTIONS IN SECTION C
- iv. WRITE ALL YOUR ANSWERS IN THE ANSWER BOOKLETS PROVIDED

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

1. A child has problems constructing sentences following the correct order of words. This child could be said to have a disorder at what level?
 - a. Psycholinguistic level
 - b. Pragmatic level
 - c. Syntactic level
 - d. None of the above
2. The frequency with which sound is produced in the vocal folds is measured by which unit?
 - a. Decibels
 - b. Hertz
 - c. Nanometres
 - d. Audiometry
3. Mukela had an accident when he was a teenager. He had to have his larynx removed and now he uses an artificial larynx to produce speech sounds. He is a classical example of someone with disorders of articulation in Communication Disorders
 - a. True
 - b. False
4. Each time a child is required to introduce himself in a new environment, he becomes agitated and fails to produce fluent speech. Which of the following conditions do you think he is likely to exhibit
 - a. A breathy voice
 - b. Aphonia
 - c. Stops and prolongations
 - d. Substitutions
5. In order for a child to develop language for effective communication, there is need to have an interaction between the child and other families members. Which of the following is the study of factors that influence effective communication?
 - a. Neuropathology
 - b. Sociolinguistics
 - c. Semantics
 - d. Cognitive Determinism
6. Language is defined as a shared code with rules that govern its form and function. Each individual must understand the rules that govern the sound systems of language in addition to other rules. Based on this understanding, language can be said to be _____
 - a. Prosodic
 - b. Heterogeneous
 - c. Morphologic
 - d. None of the above

7. Cognitive Development plays an important role in the acquisition of language. A child with a cognitive profile describe as sub-average is likely to have poor language skills. This type of language impairment is said to be
- A Primary language Impairment
 - A Secondary language Impairment
 - Pure Aphasia
 - an Auditory Processing Disorder
8. Individuals with a cleft soft palate are likely to exhibit which of the following communication disorders?
- Hyponasality
 - Hypernasality
 - Dyspraxia
 - Dysphonia
9. Males and females show different characteristics of voices. This difference is due to the vibrations of the vocal folds. This is an example of which kind of voice parameter?
- Voice Quality
 - Voice Pitch
 - Voice Loudness
 - Voice Fluency
10. A patient with poor language skills due to dysfunction in the language processing mechanisms is said to have which type of aphasia?
- Secondary Aphasia
 - Fluent Aphasia
 - None fluent Aphasia
 - Primary Aphasia

SECTION B. ANSWER ALL QUESTIONS IN THIS SECTION (25 MARKS)

WRITE BRIEF NOTES ON EACH OF THE FOLLOWING CONCEPTS

11. Wernicke's Aphasia **(5 Marks)**
 12. Voice Quality Disorders **(5 Marks)**
 13. Causes of Hypernasality **(5 Marks)**
 14. Sociolinguistics **(5 Marks)**
 15. Vocal Polyps **(5 Marks)**
-

SECTION C. ANSWER ANY TWO QUESTION IN THIS SECTION (15 MARKS).

1. Diagnosis of children with Communication Disorders requires accurate methods to rule out other factors that could affect effective communication. With appropriate illustrations, discuss the three main factors that can come in the way of effective communication.(7.5 Marks)
2. The structure of the oral cavity can result in one form or the other of Speech Disorders. With the aid of a diagram, discuss the different structures of the oral cavity that can cause an individual to fail to produce correct phonemes. (7.5 Marks)
3. In order to accurately and efficiently provide intervention for children with Language Disorders, it is necessary that we identify the specific problems the child presents. Analyse the steps, that need to be followed in order to identify a child with Language Disorders, and their significance. (7.5 Marks)
4. "Failure to learn and use language can be due to organic and environmental factors". With specific examples, discuss the extent to which this statement is true. (7.5 Marks)

END OF EXAMINATION!!!!

2000	The Act of parliament establishing the Zambia Council of the Handicapped.
2006	The Dakar conference on education.
2012	Magwero School for the Blind opened.

THE END

6) Question six (6)**[10 Marks]**

Below is a table showing the history of disability in Zambia. The events have deliberately been mismatched with the years given. Rewrite the events according to their correct years of occurrence.

YEAR	EVENT
1905	The Salamanca conference on inclusive Education.
1914	The Northern Rhodesia league for the Blind formed.
1929	Enactment of Act 33 of Parliament and the formation of the Zambia Agency for Persons with Disabilities.
1958	Zambia became independent.
1964	The University of Zambia opened a department on Special Education.
1968	All missionary schools for the blind were nationalized.
1971	School for the Blind taken back to Magwero and a deaf school opened.
1972	The drafting and approval of the Convention on the Rights of People with Disabilities.
1994	Educating Our Future published.
1996	The School for the Blind shifted to Madzimoyo in Chipata.
1996	The Lusaka College for Teachers of the Handicapped was opened.
1996	The enactment of the Disability Act as domestication of the CRPD.

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

FINAL EXAMINATION

2013/2014 ACADEMIC YEAR

EPS 4311 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATION

TIME: 3 HOURS

TOTAL MARKS: 40%

INSTRUCTIONS

THERE ARE FIVE QUESTION IN THIS PAPER.

ANSWER THREE QUESTION, QUESTION ONE AND ANY OTHER TWO OF YOUR CHOICE.

QUESTION ONE CARRIES 15 MARKS

ALL OTHER QUESTIONS CARRY 12.5 MARKS EACH

THIS EXAMINATION ACCOUNTS FOR 40% OF YOUR COURSE WORK

Question 1

The starting point for correct instruction is to be able to identify with certainty whether a child has a disability or not. Any instrument can give you some form of results which can be accurate or inaccurate. Using the knowledge you have acquired during your course work, discuss the factors that could affect diagnosis of learning difficulties. (15 MARKS)

Question 2

The Government in the National Development Plan would like to prioritise the services for Children with Special Educational Needs (CSEN). You have been tasked to advise the government on rationale for Early Intervention in Special Education. Clearly show how Early intervention benefits the government and the CSEN. (12.5 MARKS)

QUESTION 3

Children gather information from the environment using many different methods. One may be quick to think a child has a disability and yet this may not be the case. Critically analyse the factors that can cause wrong identification of disability in children.

Question 4

While assessment can help children get appropriate services, if assessment results are abused, they can deprive other children of the services they would require. With specific examples, discuss the extent to which classifications based on assessment results can have far reaching consequences for children.

Question 5

Statistics help use understand a lot about populations and samples. Identify the major Measures of Central Tendency and the Measures of Dispersion. In your discussion, highlight the advantages and disadvantages of the Measures of Central Tendency.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2013 ACADEMIC YEAR DISTANCE EDUCATION FINAL EXAMINATIONS

GES 2130 : THE GEOGRAPHY OF AFRICA WITH SPECIAL REFERENCE TO ZAMBIA

TIME : Three hours

INSTRUCTIONS: Answer any **FOUR** questions. Candidates are advised to make use of illustrations and examples wherever appropriate. Use of a Philips University Atlas is allowed.

1. Discuss the causes and effects of deforestation in the rain forest on the African continent.
2. With special reference to Zambia, discuss the advantages and disadvantages of tourism as a tool to socio-economic development in Africa.
3. What are the explanations for the socio-economic crisis in Africa according to Griffiths and Binns (1988), and suggest possible solutions.
4. Describe the rapid changes that according to Mbiti (2011) occurred in Africa in terms of cultural dynamics resulting from the impact of colonialism.
5. With the use of a sketch map, show the distribution of economic activities in Ghana, and suggest ways of overcoming regional imbalance in economic development.
6. Describe the shifts in development paths that Zambia has experienced since independence to date, and explain the factors that account for such changes.

END OF EXAMINATION

UNIVERSITY SECOND SEMESTER EXAMINATION- AUGUST 2013

H932: HISTORY OF SOUTHERN AFRICA SINCE 1880

TIME: THREE HOURS

INSTRUCTIONS:

- 1. There are two sections.**
- 2. Answer three (3) questions. Make sure that you answer at least one question from each section.**

SECTION A

- 1. Explain why pre-industrial South Africa is described as an economically and politically backward country.**
- 2. Assess the social and economic impact of the South African mineral revolution in the late 19th and early 20th centuries.**
- 3. Discuss the rise and fall of the African peasantry in South Africa after 1865.**
- 4. How did successive governments tackle the “poor white” problem in South Africa after 1910?**

SECTION B

- 5. Why did the Industrial and Commercial Workers Union decline in the early 1930s?**
- 6. Critically explore the ways in which Nelson Mandela shaped the strategies and tactics of the nationalist struggle in South Africa before he was imprisoned in the 1960s.**
- 7. In what ways did the Organization of Africa Unity champion the liberation of southern Africa after 1963?**
- 8. What are South Africa’s major social and economic challenges today?**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF HISTORY
DEFERRED EXAMS – 2014

HIS2410: STUDIES IN THE GROWTH OF CAPITALISM

INSTRUCTIONS: ANSWER *THREE* QUESTIONS. *ONE* QUESTION MUST BE ANSWERED FROM *EACH* SECTION

TIME: THREE HOURS

SECTION A: ANSWER *ONE* QUESTION ONLY

1. Define 'Feudalism'. What were the major characteristics of the Feudal Mode of Production in Europe?
2. Account for the early lead of Portugal in the European explorations. Why did rivalries develop between Portugal and Spain as they engaged in these explorations?
3. Why did mine and plantation owners in the Indies opt to use Africans as labourers instead of Europeans and the Native Americans during the era of the Triangular Trade? Critically analyse the view that it was only African Chiefs that benefited from the trade.
4. Define 'Mercantilism'. What were the major characteristics of this ideology?

SECTION B: ANSWER *ONE* QUESTION ONLY

1. Describe the Enclosure System of Agriculture. How did it impact on Britain?
2. Outline the economic causes of World War Two. How did the war impact on the nations that took part in it?
3. Out-line the measures that European nations took as they tried to recover from the effects of the Second World War. Were these measures successful?
4. How valid is the argument that the occurrence of the Great Depression was solely attributed to World War One? Describe measures European nations took as they tried to recover from the effects of the depression.

SECTION C

ANSWER *ONE* QUESTION ONLY

1. What are the major arguments raised in support of and against the operations of transnational corporations in the developing world?
2. Describe the roles played by the International Monetary Fund and the World Bank in third world economic development.
3. Are environmentalists right when they argue that large-scale industrialization should be checked?
4. Should the third world detach itself from the global village?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
AUGUST/SEPTEMBER 2012 FINAL EXAMINATION
ISE 252: HEALTH AND IT'S RELATIONSHIP TO PHYSICAL EDUCATION

Duration: 3Hours

Marks: 100%

Instructions

Attempt 3 questions

Question 5 is compulsory

- 1) It is said "health is wealth". Thus sports men and woman should not only invest in their talent but their health as well. One of the best ways of investing in health is taking control of life styles. But most people lack information on how to take control of their life styles. Discuss the importance of health education in primary schools. Discuss the challenges of teaching health education?
- 2) Discuss the major types of pollution and how their effects Physical Education and Sport..
- 3) Performance in sport can be attributed to a number of factors, although it is widely recognised that physical fitness, psychological fitness and nutrition play a crucial part in the success of a sports person. So believe that when it comes to success in sport taking drugs is everything. With examples the following terms:
 - a) Define Drugs, with examples
 - b) Describe how psychoactive drugs affect the central nervous system
 - c) Briefly discuss why doping is discouraged in sport.
- 4) a) With the aid of a drawing of the basket ball court briefly describe how the game of basket ball is played.
 - b) Describe three passes in basket ball
 - c) Mention three types of shots.
 - d) Describe the magic box
 - e) Mention 5 fouls in basket ball
 - f) Discuss the benefits and barriers of participating in basket ball
- 5) Briefly discuss the importance of personal hygiene, thereby stating the functions of the skin, feet and teeth. Discuss the implications of Physical Education learners' neglecting personal hygiene. In the final analysis suggest ways of grooming for parts mention above.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY EXAMINATIONS JULY-AUGUST 2014

LSE 3010: CIVIC EDUCATION TEACHING METHODS

TIME: THREE (3) HOURS.

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

1. Prepare a lesson plan on *THE IMPORTANCE OF CIVIC EDUCATION IN ZAMBIA*. [40 Marks]
2. Why is a syllabus important in the teaching and learning process? [30 Marks]
3. Discuss the necessity of lesson plan to a teacher . [30]
4. What criticisms are advanced against the teacher-centred method? [30 Marks]
5. Explain the importance of pictures as teaching aids. What do you take into consideration when choosing pictures as teaching aids? [30 Marks]
6. Explain how you would go about to teach a controversial topic to your class. [Marks]

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
CIVIC EDUCATION SECTION

2013/2014 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS

AUGUST 2014

LSE 3010: CIVIC EDUCATION TEACHING METHOD

TIME: 3 Hours

Marks: 100

INSTRUCTIONS:

ANSWER QUESTION **ONE (1)** FOR 40 MARKS AND ANY OTHER **TWO (2)** QUESTIONS FROM THE QUESTIONS BELOW. INDICATE THE NUMBER OF THE QUESTION YOU ARE ANSWERING ON YOUR ANSWER SHEET AND ON THE COVER OF YOUR ANSWER BOOKLET IN THE BOX.

1. Prepare a lesson plan on the topic: GENDER BASED VIOLENCE IN ZAMBIA: ITS CAUSES.
(40 marks)
2. Explain the importance of a syllabus in the teaching and learning process. (30 marks)
3. What criticisms are advanced against pupil-centred methods? (30 marks)
4. What is a lesson plan? Discuss reasons why every teacher should have a lesson plan when teaching. (30 marks)
5. Explain reasons why teacher-centred methods are still used in our Zambian schools. (30 marks)

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2013 / 2014 ACADEMIC YEAR FINAL EXAMINATIONS

LSE 3040 : Teaching and Learning Techniques in Environmental Education

Time : Three (3) Hours

Instructions : Answer a total of three questions. Questions 1 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. Credit will also be given for use of illustrations and relevant examples

1. Pick a school subject of your choice and suggest ways in which Environmental Education may be taught in a relevant manner. (20 Marks)
2. Discuss the *theory of constructivist* and its implication for the teacher of Environmental Education. (15 Marks)
3. With examples, explain the following: (15 Marks)
 - a. Factors to consider when preparing a lesson plan
 - b. Errors in constructing instructional objectives
 - c. Factors which may interfere with a successful implementation of a lesson
4. Discuss Adult Learning Techniques. (15 Marks)
5. Write short explanatory notes on each of the following: (15 Marks)
 - a. Record of Work
 - b. Baseline Assessment
 - c. Action competency

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2014 ACADEMIC YEAR FINAL EXAMINATION

LSE 3060: METHODOLOGY IN GEOGRAPHY EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND TWO OTHER QUESTIONS.

**CANDIDATES ARE ADVISED TO MAKE USE OF ILLUSTRATIONS
AND EXAMPLES WHEREVER APPROPRIATE.**

- ✓ 1. Imagine you are a teacher at St. Amine Secondary School teaching grade 11 Geography.
Devise a 40 minute Lesson Plan on 'Subsistence farming in Zambia'. (20 marks)
 2. Discuss the major elements considered in curriculum formulation. (15 marks)
 - 3✓ Explain why learner-centred teaching strategies are more encouraged than teacher-centred strategies in a geography lesson. (15 marks)
 4. Explain potential sources of indiscipline in a Geography lesson and how you can ensure effective class management? (15 marks)
 5. Analyse field study and field research, clearly show the similarities and differences between the two. (15 marks)
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2014 ACADEMIC YEAR FINAL EXAMINATION

LSE 3060: METHODOLOGY IN GEOGRAPHY EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer **Question One (1)** and **two other questions**. You are advised to make use of illustrations and examples wherever appropriate.

1. Imagine you are a teacher at Mumana Secondary School teaching grade 11 Geography. Devise a 40 minute lesson plan on 'Subsistence farming in Zambia'. (20 marks)
- ✓ 2. Discuss the factors that influence the learning process of learners. (15 marks)
- ✓ 3. Explain why learner-centred teaching strategies are more encouraged than teacher-centred strategies in geography teaching. (15 marks)
4. Study Table 1 below which shows the distribution of marks in a geography test. The test was out of 10

Table 1: Distribution of marks in a geography test

Number of pupils	2	4	5	3	10	5	2	3	1	0
Score (out of 10)	1	2	3	4	5	6	7	8	9	10

- a) Draw a line graph using the data in table 1 above to show skewness in this geography test. (8 marks)
- b) Explain why a 'perfect' normal distribution is unusual in practice in teacher made tests. (7 marks)
5. With reference to the topic 'Mining in Zambia and the sub region'
 - a) (i) Set an essay question on the given topic above. (3 marks)
 - (ii) Provide a marking key for the set essay. (5 marks)
 - b) Explain ways of overcoming the 'halo' effect in essay marking. (7marks)

END OF EXAMINATION

The University of Zambia

School of Education

Department of Language and Social Sciences Education

END OF 2013/14 ACADEMIC YEAR EXAMINATIONS JULY /AUGUST

LSE 4020-ADVANCED TEACHING METHOD IN CIVIC EDUCATION

(FULL TIME AND DISTANCE STUDENTS)

INSTRUCTIONS:

- a. THERE ARE **SIX(6)** QUESTIONS IN THIS PAPER
- b. Answer Question **One(1) and ANY other two (2)** QUESTIONS

DURATION: THREE (3) HOURS

1. With reference to Freire (1970) explain how you would develop effective teaching and learning strategies for Civic Education (40 Marks).
2. Civic Education is not only about classroom teaching and learning practices but also about community partnerships and links. Comment (30 Marks).
3. With reference to John Dewey's approach discuss the subject matter of the educator and of the learner in the teaching of Civic Education (30 Marks).
4. Discuss the **main** challenges in the teaching and learning of Civic Education (30 Marks)
5. Critically discuss how you would stimulate participation in the teaching and learning of Civic Education (30 Marks).
6. With concrete examples clearly explain why it is important to integrate ICT in the teaching and learning of Civic Education in the classroom (30 Marks).

End of Examination

The University of Zambia

School of Education

Department of Language and Social Sciences Education

July 2014 Final Examinations

COURSE: LSE4030 Advanced English Teaching Methods

TIME: THREE (3) HOURS

INSTRUCTIONS

There are five (5) questions altogether in this examination question paper. You are required to attempt the first question (Question 1) and any other TWO (2) questions from the remainder (Questions 2 to 5). All the questions carry equal marks, as shown in each case. Credit will be given for appropriate use of English and clarity in the expression of ideas.

QUESTION 1 (Compulsory) 30 Marks

Given below, from a) to c) inclusively, are pairs of alternative perspectives on how second language lessons may be designed and delivered. Taking each pair of alternative perspectives at a time, and using your own examples, do the following two things: i) Explain what is meant by each term in the pair, and then ii) Explain how adoption of a given perspective in a second language lesson should influence the design of such a lesson.

- a) Form versus Function
- b) Learning versus Acquisition
- c) Correctness versus Appropriacy

QUESTION 2 (Optional) 30 Marks

It is believed in applied linguistics that in order to effectively master the desired oral skills of listening and speaking the learners need to have the actual practical experience of listening and speaking in the target language. It is also regarded as of strategic importance that the learners should be made to want to engage in realistic communication in the process of practising these two skills; i.e. listening and speaking. With this in mind, do the following tasks:

- a) Design a listening and speaking activity that can be used in a Grade 11 class in a 40 minute lesson.
- b) Explain the procedures and strategies that should be used for the lesson to be of maximum benefit to all the 40 learners in the classroom.

QUESTION 3 (Optional)**30 Marks**

You have decided to use the materials presented here below (the passage and some questions on it) to teach reading comprehension in a Grade 11 class with 40 pupils in a double period of 80 minutes. Read the materials very carefully and then do as follows:

- a) Work out the model answers to all the comprehension questions as you would expect the learners to do.
- b) Explain the procedure and strategies that you would use in the lesson.
- c) Justify all the strategies that you would use in the lesson.

Materials

As you may know, it isn't enough for a man simply to marry a woman in our country, even though he follows the prescribed ceremony to the letter. There must also be a delegation of men and women from the young bride's village to escort her to her husband's house – an occasion (especially in Kala) for endless festivities.

The Chief had just married another wife – his seventh, as far as I can remember – and he had been in a fine state of anxiety for weeks, wondering what day his tribal in-laws would choose to deliver his bride on the doorstep. The tribe in question carefully concealed the day they had selected: they wanted to give the Chief a surprise. Warning of the event depends on how well off the bridegroom is. A man of slight means has to be notified in advance, so that he can make special preparations for these highly important days of celebration. What use was there, they argued, in notifying so substantial a man of property as the Chief? What extra preparations would he need to make? He had everything at his beck and call the whole time.

In fact the Chief, like most people who made a pointed display of their wealth, was by no means very well off. So much so, indeed, that it seemed he had been sending round to the elders in his fief, inviting them to make 'voluntary' contributions in kind and service when the great day arrived, and to hold themselves unreservedly at his disposal. What's more, he kept on at them relentlessly till they gave him a formal promise of assistance. His approach varied between two extremes: at one end of the scale came amiable blackmail, which invoked friendship, clan-brotherhood, honour, and those patriotic sentiments which demand that every decent citizen should support his sovereign if the latter is in danger of losing face to outsiders. At the other, he descended to pure intimidation, threatening sanctions of every kind against his wretched victim. ...

It was inevitable that, in Kala, the young element should have undertaken the task of spiking the Chief's guns. Their opposition was anarchic enough, and largely consisted of windy threats; but nevertheless, it got its results, after a fashion. As soon as the Chief had extorted a promise of aid, in kind or service, for the coming celebrations, several young men would pay

a prompt visit to the unlucky victim, and explain to him at great length that the Chief no longer had any real authority. Therefore, they would conclude, he was not entitled to such feudal tributes.

In this way every victory the Chief won was in danger of being lost overnight by a rallying in force of the opposition. In point of fact, however, the rising generation gave their elders far too much trouble through sheer rowdyism to be able to convince them seriously on any scale. Furthermore, a few successes scored by the opposition did nothing to shake the Chief's basic power.

[From: Mongo Beti (1964). *Mission to Kala*]

1. Which of the following is obviously a humorous element in the passage?
 - A. The custom of a delegation from the bride's village escorting her to her husband's house.
 - B. The Chief referring to the compulsory contributions as 'voluntary'.
 - C. The custom of polygamy.
 - D. The Chief's victory over the young men.
 - E. There is no humour in the passage.
2. What happened first after the Chief married his seventh wife?
 - A. The delegation from his wife's village visited him.
 - B. The wife was delivered to his house.
 - C. The Chief asked his elders for promise of assistance.
 - D. The young men threatened to punish the Chief for marrying a seventh wife.
 - E. The young men threatened to punish the Chief in order to prevent their elders from contributing aid to him.
3. Why did the young men have difficulty in limiting the Chief's power?
 - A. They lacked the persuasive power of good oratory.
 - B. The Chief used his power to silence them.
 - C. Their talk was too unreasonable to be believed by anyone.
 - D. No reason is given.
 - E. The elders did not listen seriously because the youths were too rowdy.

QUESTION 5 (Optional)**30 Marks**

Given below are the materials that a teacher can use to teach summary writing skills in a Grade 11 class of 40 pupils. You have decided to use the materials to teach your Grade 11 class of 40 pupils in a double period lesson of 80 minutes. Read the materials very carefully and then do as follows:

- A. Explain in detail how your lesson will proceed.
- B. Justify every strategy that you will use to make the lesson effective.
- C. Write a sample summary in response to the question in the materials in the way you would expect the learners to do.

Materials

TASK: In this passage the author presents three arguments in favour of freedom of the press. State these three arguments briefly and concisely.

What all these safeguards amount to in the end is the right of minority opinions to be heard. Why should they be heard? Isn't the opinion of the majority the only one that matters?

The answer is not given by journalists or by governments. It is given by history. History records that all progress comes from the opinion of the solitary dissident, the man who thinks differently from his fellows. It is the dissident, the heretic, who asserts that the world is round, not flat; that the earth moves round the sun, not the sun round the earth; that all men are created equal, not nobles and rulers of different stuff from common men; that women have as much right to a vote as men have; that girls ought to be educated as well as boys.

History records something else; that justice cannot flourish except where there is freedom of expression. To look no further afield than our own continent, the limited but most valuable degree of justice still existing in South Africa depends directly on the freedom of the newspapers, in South Africa and overseas, to report what goes on in the law-courts. If that freedom to report were taken away – as it has already been taken away in the case of prisons, about which in South Africa it is illegal to report anything at all or to publish any photographs – then it would not be long before the law-courts were themselves mere government convicting-machines for silencing its opponents.

Lastly, it is obvious that there can be no peaceful change in the political or social order unless such changes can be proposed and publicly discussed. And any proposal for change must by definition begin as a minority opinion. If proposed changes cannot even be talked over, then change can only come through revolution.

[From Tom Hopkinson. (1964). 'Why the Press Should be Free'. *Transition* 14.]

THE UNIVERSITY OF ZAMBIA

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 9040: ADVANCED BIOLOGY TEACHING METHODS

TIME: THREE (3) HOURS

MARKS: 100

INFORMATION:

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

INSTRUCTIONS:

1. Answer question one (1) and
 2. Any other four (4) questions
-

1. (a) Some people hold the view that learning biology by female pupils is of no use at all. What is your view over this issue? Justify your response. [6]

(b) Although biology is perceived to be a simple subject, in comparison to other science subjects, female pupils have not been performing well in the School Certificate Examinations. Explain the causes of this in the context of biology lessons. [7]

(c) Teachers of biology are important in improving the performance of female pupils in class. Discuss what you intend to do during your biology lesson to promote learning by female pupils. [7]
2. Discuss how the following aspects improve the effectiveness of a Biology Teacher.
 - (a) Action Research [4]
 - (b) Self Evaluation [4]
 - (c) Continuing professional development (CPD) [4]
 - (d) Knowledge of individual differences among pupils [4]
 - (e) Assessing pupils [4]

3. (a) Explain why motivation of pupils during biology teaching should be the first priority for a biology teacher. [4]
- (b) There are two types of motivation which a teacher of biology can use namely intrinsic and extrinsic. Explain the meaning of:-
- (i) Intrinsic motivation [1]
- (ii) Extrinsic motivation [1]
- (c) Some of the pupils you will be given to teach biology will have a low desire to learn biology. Discuss how you will go about to raise their desire to learn biology. [14]
4. Change in one aspect of a person's life will have an effect on, and be affected by, other aspects.
- (a) Explain at least 4 rewards of group membership in the change process. [8]
- (b) Discuss how you can deal with resistance to change in your new school. [6]
- (c) Discuss briefly the resistance patterns which individuals follow in resisting change. [6]
5. Many Biology Teachers recognize the importance of practical work. Discuss at least 3 underlying concerns about much of the practical work in schools today. [20]
6. (a) The major role of Science Standards Officers (Science Inspectors) is to effectively promote the teaching and learning of science in schools. Discuss how they contribute to this. [6]
- (b) Mundia a grade 11 pupil at Naboye Secondary School came crying to the Head because his parents were at the point of separation over the presence of one albino girl child and one haemophilic boy child who were born at separate intervals in the family. The Head referred the crying boy to you as the only biology teacher in the school.
- Using appropriate symbols and genetic diagrams, explain what happened in the family and point out who is responsible for occurrence of an albino child and a hemophilic child?[14]

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA
THIRD TERM EXAMINATIONS – 14th JULY 2014
2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 9050 : ADVANCED PHYSICS TEACHING METHODS

TIME: Three (3) Hours

Marks : 100

Information:

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

Instructions:

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

1.
 - a) Describe an appropriate curriculum model that you would use to assess the strengths and weaknesses of the Zambian secondary school physics syllabus. [8]
 - b) Explain three (3) purposes of public examinations in Physics. [6]
 - c) Explain three (3) roles of a Head of Science Department in relation to departmental resources. [6]
2.
 - a) Explain why until recently average annual temperatures on earth had been stable. [5]
 - b) Explain why temperatures on earth have now gone up. [8]
 - c) Outline seven (7) measures physics teachers could advocate to mitigate the effect of global warming. [7]
3.
 - a) Draw a resistor with colour bands around it, whose resistance is $7.2\text{k}\Omega \pm 5\%$. Label the bands and indicate the value. [4]
 - b) Explain with the help of a diagram how a light dependant resistor can be used to control street lights. [10]
 - c) Explain how logic gates can be used in a school to open the main safe only by two Assistant Accounts Officers **both** using their keys in two locks, or by the Head teacher **alone** using her key in one special lock. Use American ANSI symbols for the gates. **Include a Truth Table** to illustrate your explanation. [6]
4.
 - a) Discuss the role of research in supporting the teaching and learning of physics. [10]
 - b) Explain the significance of 'New Trends and Technologies' in the teaching and learning of physics. [4]
 - c) Suggest and explain two (2) extra curricula activities that would support the teaching and learning of physics. [6]

5. a) 'The laboratory has been given a central and distinctive role in science education, and science educators have suggested that rich benefits in learning accrue from using laboratory activities'(Hofstein and Lunetta, 2003). Consequently, explain four (4) purposes of teaching and learning in a physics laboratory. [8]
- b) Identify and discuss two (2) initiatives to improve the teaching and learning of physics in Zambia. [6]
- c) Explain how Zambia Association for Science Educators (ZASE) and Junior Engineers, Technicians and Scientists (JETS) could be used as avenues for Continued Professional Development (CPD) for teachers of physics. [6]
6. a) Explain the use of mathematics in physics that requires an understanding of the modeling process. [10]
- b) Use a reservoir model to describe the operations of a refrigerator as a heat engine. [10]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 9060: ADVANCED CHEMISTRY TEACHING METHODS

TIME: Three (3) hours

Marks: 100

INFORMATION

1. There are six (6) questions in this Examination Paper.
2. The marks for each question are indicated in square brackets [].
3. The Examination Paper has two (2) pages.
4. There are no attachments to this Examination Paper.

INSTRUCTIONS

1. Question one (1) is compulsory.
2. Attempt any four (4) questions. You will have answered a total of five (5) questions.
3. You do not need any data or information sheet.

-
1. (a) Distinguish between a research hypothesis and significance of a study. [5]
(b) Outline the relationship between research objectives and research questions [3]
(c) Describe research design [6]
(d) Distinguish between qualitative and quantitative research methodology. [6]
 2. (a) Describe and give examples of each of the following
(i) Chemical alphabet [2]
(ii) Chemical words [2]
(iii) Chemical sentence [2]
(b) With the help of an example list down all the rules for constructing a chemical sentence [4]
(c) Identify the following compounds;
(i) NaBrO [2]
(ii) Li₂CrO₄ [2]
(iii) Na₂S₂O₃ [2]
(d) State the chemical formula of the following compounds;
(i) Sodium periodate [2]
(ii) Lithium iodite [2]

3. The mole concept has been reputed as being a very challenging topic to get across to learners. Explain how teaching and learning of the mole concept could be enhanced by the use of; word searches, puzzles, anagrams and spider diagrams [20]
4. (a) Describe three (3) chemistry practical activities [6]
(b) Compare and contrast among an analysis, an evaluation and a conclusion in the context of a laboratory report write up [6]
(c) Why is the Assembly Teaching Strategy in Chemistry more productive in terms of learning attainment than Teacher exposition? [8]
5. (a) Describe sex education and say how it can be integrated in the teaching and learning of chemistry [4]
(b) Explain the impact of HIV/AIDS issue on chemistry teaching and learning [4]
(c) Explain each of the following terms in terms of chemistry teaching and learning;
(i) Measurement [2]
(ii) Assessment [2]
(iii) Evaluation [2]
(d) Explain why each of the following should be concerned with curriculum development
(i) Educators [2]
(ii) Governments [2]
(iii) Parents [2]
6. (a) What are science process skills and why are they important in the teaching and learning of chemistry [4]
(b) What do you understand by the concept of Continuing Professional Development (CPD) for a Chemistry Teacher [4]
(c) Describe four (4) initiatives to improve the teaching and learning of chemistry in Zambia [12]

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
BACHELOR OF TEACHER EDUCATION
2013 / 2014 ACADEMIC YEAR
FINAL EXAMINATION

PEM 1032:- SCHOOL EXPERIENCE MANAGEMENT

TIME: THREE HOURS

INSTRUCTIONS:

1. Answer question one (1) and any other two (2) questions.
 2. Clearly indicate your computer number on the front cover of your answer booklet, do not write your name.
 3. Clearly indicate the number of the question you are to answer and its subsections.
 4. Credit will be given for good academic writing and use of appropriate examples.
-

Question One (Compulsory)

Poorly educated teachers cling to the textbook and depend on the narrow, formal framework of the school system to give them their sense of security (Bishop, 1985).

- i. What is teaching? (2 marks)
- ii. Analyse the above statement by Bishop (1985) in the light of content and pedagogical knowledge that the student teacher is required to acquire during their college or university years of teacher education. (9 marks)
- iii. With the aid of three (3) examples critically explain why student teachers should link the theory that they learn in college or university to the actual practice of teaching during their school experience period. (9 marks)

Question Two

Chishimba (2009) asserted that the teacher education programme should cover less of school subjects and put more emphasis on pedagogical and education issues plus teaching practice field-based settings or ordinary schools.

- i. With the aid of **three (3)** examples analyse the weaknesses and strengths of Chishimba's (2009) assertion about the teacher education programme. **(6 marks)**.
- ii. Describe **two (2)** aspects that can lead to biases in the assessment of student teachers during their school experience period. **(4 marks)**
- iii. Explain with the aid of **two (2)** examples why the teacher education curriculum should be implemented in the light of the school curriculum. **(5 marks)**

Question Three

Mastery of the art and science of teaching cannot be perfectly achieved during the period that student teachers take in schools during school experience.

- i. What is the distinction between assessment and evaluation? **(3 marks)**
- ii. Why is it vital to have an assessment instrument that is both valid and reliable when assessing student teachers during their school experience? **(6 marks)**
- iii. Identify and justify **three (3)** aspects of the scheme of work that every student teacher should have in this professional document. **(6 marks)**

Question Four

The quality of a school curriculum is as good as the quality of its teachers.

- i. With the aid of **three (3)** examples explain the importance of record keeping for a teacher. **(3 marks)**
- ii. Using four **(4)** points explain why student teachers should be prepared in different aspects of co-curriculum activities of the school curriculum. **(8 marks)**
- iii. Analyse **two (2)** challenges of preparing teachers for both primary and secondary schools in Zambia. **(4 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2013 ACADEMIC YEAR EXAMINATION
PEM 2081 INTRODUCTION TO SPECIAL EDUCATION

TIME - THREE (3) HOURS

INSTRUCTIONS:

Read the following instructions carefully

- i) This exam contributes 50% to the course grade.
- ii) There are three sections in this paper.
- iii) Answer all the questions in section A and B.
- iv) Answer three (3) questions in Section C. Answer question 1 which is compulsory and any other two in Section C.
- v) All answers must be written in the official booklets provided.

SECTION A

Answer all the questions in this section

[10 Marks]

- 1. Who is said to be the second known pioneer of special education in Zambia? [1 Mark]
- 2. Children with chronic Otitis Media do not have associated difficulties with language development True/ False [1 Mark]
- 3. Muscular dystrophy weakens and then builds the affected individual's muscles. True/ False [1 Mark]
- 4. Spina Bifida is the proper closure of the protective tissue surrounding the spinal cord True / False [1 Mark]
- 5. SEN stands for [1 Mark]
- 6. List five characteristics of the de-institutionalisation era of special education. [5 Marks]

Section B

There are five (5) questions in this section. Answer all the questions [10 Marks]

Instruction

Write short notes on the following aspects of Special Education. Your notes should not exceed half a page for each item.

- 1) Era of Institutionalisation in the evolution of special education
- 2) Era of Accelerated growth of Special Education in Zambia.
- 3) 2006 UN Convention on the Rights of Persons with Disabilities
- 4) Modification of the general school curriculum necessary for children with special education to effectively benefit from it
- 5) The difference between integration and inclusive education.

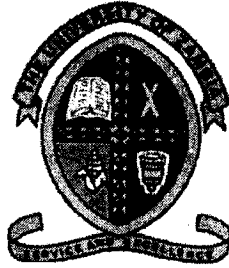
Section C

There are five (5) questions in this section, question 1 is compulsory. Answer any other two questions in addition to the compulsory one [30 Marks]

- 1) University education is meant to generate quality human resource vital for the development of any given society. With reference to the University of Zambia:
 - (i) Discuss the possible challenges that distance students with special education needs face in their quest for higher education.
 - (ii) What do you think are some of the features that make University of Zambia accessible to students with Special Education Needs? Discuss.
 - (iii) What measures would you recommend to enable them realise their potential in academic work? [10 Marks]
- 2) Hallahan and Kauffman (1994) defined special education as “specially designed instructions that meets the unusual needs of an exceptional child.”
 - (i) Identify and explain what you consider as critical areas of exceptionality for children with intellectual impairment.

- (ii) What could be the possible factors that could lead to one becoming intellectually impaired?
 - (iii) What interventions are recommended to ameliorate challenges associated with intellectual impairment?
- 3) One of the teachers at Likolomani Primary School argues that 'there is everything special about children with special education'. Discuss the above point of view using the medical model of understanding disability.
- [10 Marks]
- 4) With reference to children with visual impairment, discuss the following:
- (i) Indicators to visual impairments.
 - (ii) possible causes of visual impairments.
 - (iii) measures you would recommend to enable them to effectively benefit from the education system.
- [10 Marks]
- 5) With clear examples discuss possible causes of Cerebral Palsy and support measures you would recommend for such children.
- [10 Marks]

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
PEM 3122: INTRODUCTION TO MONITORING AND
EVALUATION**

2013/2014 END OF YEAR EXAMINATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer any **THREE** (3) questions.
 - b. Each question carries 20 marks.
 - c. Write legibly and do not cut words at the end of each line
 - d. Credit will be given for practical examples attached to each question.
 - e. There are two (2) printed pages in this examination.
-
1. The overall purpose of Monitoring and Evaluation is seen as making the empirically based checks on quality. Discuss the core functions of Monitoring and Evaluation in education. What are the contributions of each of these core values to the quality of education in Zambia?
 2. Discuss with relevant examples the various types of evaluations and how they are used to improve the delivery of education in Zambia.
 3. Define Monitoring and Evaluation. Highlight key players in Monitoring and Evaluation in Zambia and the role they play.
 4. Give reasons why we need Monitoring and Evaluation in education. With relevant examples, justify your reasons.
 5. Monitoring and Evaluation is vital in all organisations including institutions of learning at all levels. Justify why all Managers of

institutions of learning MUST have some training in Monitoring and Evaluation and how best this training can be acquired by various Managers of Educational institutions.

6. In Monitoring and Evaluation, a good target must meet the "SMART" criteria. Give an illustration of a good target in the Education Sector using the "SMART" criteria.
7. Discuss the major challenges in Monitoring and Evaluation in the Education System in Zambia.
8. Discuss how Monitoring and Evaluation is practiced by a Teacher in the Classroom, with or without their realization.
9. Explain why the School Feeding Programme under the School Health and Nutrition (SHN) Programme has failed in some schools while in others it has recorded a success story. What advice would you give to the schools that have failed to sustain the programme so as to revive and sustain it?

END OF EXAMINATION, ALL THE BEST!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY END OF YEAR EXAMINATIONS, JULY/AUGUST 2014

RES 2010: INDIGENOUS RELIGIONS IN SOUTHERN AFRICA

FULL-TIME, PARALLEL & DISTANCE EDUCATION

Time: Three (3) Hours

Marks: 100

INSTRUCTIONS: Answer three (3) questions ONLY.

1. What would you describe as aspects of African Traditional Religion in your denomination or religious affiliation? (Remember to mention the name of your religious affiliation or denomination. If you do not belong to any, use any of your choice).
2. Identify and discuss factors, which can enhance the academic study of African Traditional Religion in Zambia.
3. "A *na'anga* may deal with divination and/or healing. A *na'anga* dealing with divination may or may not be possessed during divination and while some *na'anga* only divine, others also give treatments and heal" (Dahlin, 2002: 101). Discuss this statement in terms of all that you have learnt about divination in African traditional societies.
4. Narrate any legendary story from your ethnic group and show the importance of legends in African Traditional Religion.
5. Imagine you are presenting a speech on Zambia's 50th Independence Day celebrations in which you need to show how Zambia can embrace African Traditional Religion to promote peace and harmony in the nation. What would be the issues you would address in that speech? (Use vivid and clear issues from ATR).
6. Using an example of any ethnic group in Southern Africa, clearly describe how witchcraft was dealt with in pre-colonial era.
7. Identify any four misconceptions labeled against African Traditional Religion and account for these misconceptions.
8. a). What would you describe as the Bantu pantheon?
b) How did the Bantu develop the belief in God?
9. a). Clearly describe the roles of a Bemba traditional woman in traditional society.
b). Has the status of the Bemba woman changed in modern times? Defend your position.
10. Describe the environment of the Proto Bantu and show how this environment changed their socio-economic and religious life.
11. Explain at least three (3) challenges associated with the study of African Traditional Religion, which any one interested in the subject needs to be aware of.
12. Critique the main linguistic techniques, which have been used to recover the religious history of the Bantu.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2013/2014 ACADEMIC YEAR

FINAL EXAMINATIONS

RES 3020: SCRIPTURES OF WORLD RELIGIONS

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS:

- Answer **question one (1)** which is *compulsory* and **any other two (2)** questions.
 - Marks will be awarded on the basis of legibility of handwriting, coherence of work, analysis and synthesis of work.
 - All questions carry equal marks.
-

1. a) From your scholarly understanding of '*the concept of scripture*' in RES 3020, give and explain what you perceive as important about 'scriptures'.
b) Are scriptures *relevant* or *irrelevant* to religious practice? Take a stance and make a sufficient defence of it using clear examples.
2. How is the '*complex context of composition*' *crucial* in accurate scholarly scriptural exegesis? Explain.
3. a) Give a justification of African scriptures as necessary scriptures in their own right.
b) Discuss why African scriptures are closely associated with an African life.
- ✓ 4. Explain why scholarly interpreters of scripture prefer the *scientific approach* to the study and interpretation of sacred scriptures to the *confessional approach*.
- ✓ 5. a) Discuss the four (4) traditions involved in the writing of the Pentateuch.
b) Differentiate the *Elohistic* tradition from the *Yahwist* tradition.
6. a) According to Matthews (2009), the canonisation of the New Testament canon was a long and gradual process. Discuss.
b) Explain why there is only one Jesus but different portrayals of him by different gospel evangelists.

7. a) Compare and contrast the *Biblical* and *Koranic* canonisation processes.
- b) Of the two canonisation processes above, which one is more valid and why?
8. a) Discuss the two (2) *main categories* of Hindu scriptures.
- b) Explain five (5) notable *distinct* features of the two (2) main categories of Hindu scriptures.
9. a) Give a detailed overview of Buddhist scriptures.
- b) Discuss problems associated with the general Buddhist perceptions of *Theravada* and *Mahayana* scriptures.

=====END OF EXAM=====

UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2012 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION
RS 102: Introduction to World Religions II

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) *Tipitaka*
 - b) *Yin-Yang* theory
 - c) *Vedas*
 - d) *Jen and Chun Tzu*
2. Explain the Five Pillars of Islam and show how they form the basis for the Muslim's daily life?
3. The Tao Te Ching and the writings of Chuang Tzu make up the Taoist beliefs. Discuss the teachings of the early Taoist Philosophers.
4. With reference to the Upanishad, discuss whether Hinduism is a monotheistic or polytheistic religion.
5. Imagine that you are explaining to a grade 12 pupil the main tenets of Buddhism. What salient features would you stress?
6.
 - a) How valid are the arguments put forward by John Wyclif, Martin Luther, Ulrich Zwingli and John Calvin as reformers?
 - b) Discuss their main contributions as reformers of the church.

Sick person

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