

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### 2015/2016 ACADEMIC YEAR-FINAL EXAMINATION

1. CSE 1010 : INTRODUCTION TO CURRICULUM STUDIES
2. CSE 9010 : EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM
3. CVE 1020 : INTRODUCTION TO GOVERNANCE
4. CVE 2010 : CITIZENSHIP, CONSTITUTION AND HUMAN RIGHTS
5. CVE 2020 : SOCIAL AND ECONOMIC DEVELOPMENT
6. CVE 3010 : CULTURE, GENDER AND DEVELOPMENT
7. CVE 3020 : PUBLIC POLICY AND LEGAL EDUCATION STUDIES
8. CVE 4010 : CORE VALUES AND PRINCIPLES OF DEMOCRACY
9. DPE 1020 : FUNDAMENTALS OF NUTRITION SCIENCES
10. DPE2010 : ART AND DESIGN IN PRIMARY SCHOOLS
11. DPE2015 : INSPECTION AND SUPERVISION IN EDUCATION
12. DPE 2050 : CURRENT ISSUES IN SOCIAL STUDIES
13. DPE3010 : CONTEMPORARY ART
14. DPE 3019: PRIMARY SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION DESIGN.
15. EAP 1020 : LEGAL ISSUES IN EDUCATIONAL MANAGEMENT
16. EAP 2010 : EDUCATIONAL PLANNING
17. EAP 3010 : MANAGEMENT OF FINANCIAL AND MATERIAL RESOURCES
18. EAP 3020 : HUMAN RESOURCE MANAGEMENT IN EDUCATION
19. EAP 3025 : INTRODUCTION HIV/AIDS ISSUES IN EDUCATION
20. EAP 4014 : RESEARCH METHODS IN EDUCATIONAL ADMINISTRATION
21. EAP 4030 : EDUCATIONAL POLICY ANALYSIS
22. EAP 9012 : EDUCATIONAL ADMINISTRATION AND MANAGEMENT
23. EAP 9031 : THE HISTORY OF EDUCATION
24. EAP 9041 : INTRODUCTION TO THE PHILOSOPHY OF EDUCATION
25. EAP 9055 : THE POLITICAL ECONOMY OF EDUCATION

26. EAP 9065 : INTRODUCTON TO GENDER ISSUES IN EDUCATION
27. EDU 1010 :EDUCATION AND DEVELOPMENT IN ZAMBIA REGULAR AND PARALLEL
28. EDU 1011 : SOCIOLOGY OF EDUCATION
29. EDU 1020 : INTRODUCTION TO INFORMATION ANAD COMMUNICATION TECHNOLOGY
30. EDU 2011 : SOCIOLOGY OF EDUCATION
31. EDU 2011 : SOCIOLOGY OF EDUCATION
32. EED 1010 : INTRODUCTION TO ENVIRONMENTAL EDUCATION
33. EED 1020 : ECOLOGY FOR ENVIRONMENTAL EDUCATION
34. EED 1030 : ENVIRONMENTAL GOVERNANCE
35. EED 2010 : INTRODUCTION TO ENVIROMENTAL MANAGEMENT
36. EED 2020 : ENVIRONMENTAL ECONOMICS
37. EED 2030 : ENVIRONMENTAL HEALTH
38. EED 3010 : EDUCATION FOR SUSTAINABLE DEVELOPMENT
39. EED 3020 : ENVIRONMENTAL LAW
40. EED 4014 : RESEARCH IN ENVIROMENTAL EDUCATION
41. EED 4030 : ENVIRONMENTAL PROJECT MANAGEMENT
42. EED 9011 : ADVANCED ENVIRONMENTAL MANAGEMENT
43. EED 9052 : ENVIRONMENTAL JOURNALISM
44. EED 9062 : DISASTER AND HAZARD EDUCATION
45. EPS 1010 : EDUCATION PSYCOLOGY, SOCIOLOGY AND SPEACIAL EDUCATION
46. EPS 1020 : COGNITIVE DEVELOPMENT
47. EPS 1022 : DEVELOPMENTAL OUTCOMES: CONCEPTION TO ADOLESCENCE
48. EPS 1030 : INTRODUCTION TO SPECIAL EDUCATION
49. EPS 1040 : INTRODUCTION TO SOCIALOLOGY
50. EPS 2011 : DISABILITY AND SOCIETAL ATTITUDES
51. EPS 2012 : EDUCATION AND SOCIETY
52. EPS 2015 : INTRODUCTION TO SOCIAL PSYCHOLOGY
53. EPS 2022 : SPECIAL EDUCATION NEEDS AND LEARNING DISABILITIES
54. EPS 2025 : CHILD NEUROPSYCHOLOGY

55. EPS 2031 : LEARNING DISABILITIES
56. EPS 2032 : CHILD NEUROPSYCHOLOGY
57. EPS 2025 : PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS
58. EPS 2042 : COMMUNICATION DISORDERS
59. EPS 3020 : VISUAL IMPAIRMENTS
60. EPS 3030 : HEARING IMPAIRMENTS.
61. EPS 3031 : RESEARCH METHODS IN SPECIAL EDUCATION
62. EPS 3050 : TEACHING METHODS IN SPECIAL EDUCATION
63. EPS 4311 : IDENTIFICATION, ASSESSMENT AND INTERVATION IN SPECIAL  
EDUCATION
64. EPS 4332 : WORKING WITH PARENTS OF CHILDREN WITH DISABILITIES
65. EPS 9045 : BRAILLE EDUCATION
66. EPS 9065 : EDUCATION PSYCHOLOGY, SCIOLOGY AND SPECIAL EDUCATION
67. LSE 2100 : THE TEACHING OF GRAMMERS IN SCHOOLS
68. LSE 3010 : CIVIC EDUCATION TEACHING METHODS
69. LSE 3020 : GENERAL PRINCIPLES OF TEACHING AND ASSESSMENT
70. LSE 3030 : ENGLISH TEACHING METHODS
71. LSE 3040 : DVANCED TEACHING LEARNING TECHNIQUES IN ENVIRONMENTAL  
EDUCATION
72. LSE 3060 : METHODOLOGY IN GEOGRAPHY EDUCATION
73. LSE 3069 : FUNDAMENTAL TOPICS IN SECODARY SCHOOL GEOGRAPHY
74. LSE 3070 : HISTORY TEACHING METHODS
75. LSE 4020 : ADVANCED CIVIC EDUCATION TEACHING METHODS
76. LSE 4040 : ADVANCED TEACHING AND LEARNING TECHNIQUES IN  
ENVIRONMENTAL EDUCATION
77. LSE 4060 : SELECTED TOPICS IN GEOGRAPHY EDUCATION
78. LTC 1000 : THE ORIGINS AND DEVELOPMENT OF LITERACY
79. LTC 1110 : ACADEMIC WRITING AND STUDY SKILLS
80. PSG 1110 : INTRODUCTION TO PSYCHOLOGY
81. PSG 9414 : FORENSIC PSYCHOLOGY
82. RED 2020 : PRIMARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS

- 83. RED 3030 : SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS
- 84. RED 4035 : ADVANCED RELIGIOUS EDUCATION TEACHING METHODS
- 85. RES 1010 : INTRODUCTION TO WORLD RELIGIOUS
- 86. RES 2010 : INDEGINOUS RELIGIOUS IN SOUTH AFRICA
- 87. RES 3010 : RELIGIOUS CONVERSION AND ITS IMPACT ON AFRICA
- 88. RES 3020 : SCRIPTURES OF WORDS RELIGIOUS
- 89. RES 3030 : SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS
- 90. ZCC1000 : INTRODUCTION TO CULTURAL STUDIES AND CEREMONIES
- 91. ZCC 2000 : INTRODUCTION ZAMBIAN CULTURES AND CEREMONIES
- 92. ZCC 2010 : DEVELOPMENT THROUGH ZAMBIA CULTURAL AND CEREMONIES
- 93. ZCC3000 : ZAMBIAN CULTURAL AND CEREMONIES

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2015/16 ACADEMIC YEAR**

**FINAL EXAMINATION**

**CSE 1010: INTRODUCTION TO CURRICULUM STUDIES**

**TIME: THREE HOURS**

**INSTRUCTIONS**

1. Write your computer number on all the answer scripts.
2. DO NOT WRITE YOUR NAME on any answer script.
3. Answer question one (1) and any other two (2) questions.
4. You are required to read all the questions carefully before selecting the ones you intend to answer.
5. There are two (2) printed pages in this examination.

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**Question One (Compulsory)**

Developing a curriculum for either primary or secondary schools is a complex process that involve a number of processes.

- i. What is the distinction between a curriculum and a syllabus? **(2 marks)**
- ii. With the aid of examples explain how the principles of functionalism, communalism and wholeness of African Indigenous education can benefit modern education that is in Zambia today.  
**(6 marks)**
- iii. In the context of curriculum development, analyse the six (6) stages of the cognitive domain of Bloom's taxonomy. **(12 marks)**

**Question Two**

A curriculum is designed based on a particular conception.

- i. Describe any **two (2)** conceptions of a curriculum. **(6 marks)**

- ii. Explain why the formal, informal and non formal dimensions of a curriculum are vital in curriculum development and implementation. **(9 marks)**

### Question Three

- i. Using examples from your teaching subject briefly explain how the achieved curriculum is dependent on the available curriculum. **(3 marks)**
- ii. With the aid of examples explain the significance of the philosophical, psychological and sociological foundations of a curriculum. **(12 marks)**

### Question Four

Curriculum development is determined by a number of factors.

- i. Briefly discuss the significance of situational analysis and curriculum intent as elements of a curriculum **(5 marks)**
- ii. With the aid of examples analyse **five (5)** determinants of the primary and secondary school curriculum. **(10 marks)**

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**END OF THE EXAMINATION**

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2015/16 ACADEMIC YEAR FINAL EXAMINATION

SEPTEMBER 2016 MAIN EXAMINATION SESSION

COURSE: CSE 9010 – EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM

DURATION: THREE (3) HOURS

TOTAL MARKS: 50

Instructions

- a) This examination paper consists of two printed pages.
- b) The examination comprises **two** (2) sections **A** and **B**.
- c) **Section A** is **compulsory**.
- d) There are **four** (4) questions in **section B**. You are required to answer **only two** (2) questions.
- e) Use the provided answer book to write your answers.
- f) Credit will be given for *logical* and *legible* presentation of work. .

**SECTION A (30 Maximum Marks)**

Section A is **compulsory**. You **must** answer all the *parts* in this section.

- 1. a) With practical illustrations, differentiate between **media** and **technology** in relation to curriculum content. **6 marks**
- b) Using concrete examples, explain the **ACTIONS** model. **14 marks**
- c) Outline the advantages and disadvantages of integration of technology in the classroom. **10 marks**

**SECTION B (20 Maximum Marks)**

There are four (4) questions in **section B**. Each question carries 10 marks. You are required to answer **only two** (2) questions in this section.

- 2. The Internet is *regarded* ... “as information super highway” (President Bill Clinton, 2001). Discuss how you can use the Internet for teaching and learning. **10 marks**

3. Using real life examples, describe **five (5)** areas in which you can use the concept of **cloud computing** in your school. **10 marks**
4. Discuss the **ADDIE** model of curriculum instructions development. **10 marks**
5. a) What are the “**T**” functions of a computer? **6 marks**  
b) Outline **two ways** of how you can integrate *MS Office Excel* application Software in the classroom. **4 marks**

**End of question paper**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES**  
**EDUCATION**  
**2015/2016 ACADEMIC YEAR**  
**Full-Time Examination**

**CVE 1020: Introduction to Governance**

**Instructions:**

- **THERE ARE FIVE (5) QUESTIONS IN THIS PAPER**
- **ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS**

**DURATION: 3 HOURS**

1. The term Government and Governance do not necessarily mean one and the same thing. Show what makes these two terms different [40].
2. With reference to the CPIA and Governance Matters, discuss Zambia's current governance system [30].
3. Civil Society Organisations constitute the third sector and thus relate to the state by contributing to the governance process. Itemize and explain the major roles played by Civil Society in governance [30].
4. Illustrate the governance systems in pre-colonial and post-colonial Zambian societies [30].
5. Democracy and governance are said to be two sides of the same coin. Using clear examples, discuss how the two complement each other [30].

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2015/2016 Academic Year Final Examination**

**CVE 2010: Citizenship, Constitution and Human Rights**

**INSTRUCTIONS:**

There are five questions in this paper, answer question **ONE (1)** and any other two questions.

**DURATION: THREE (3) HOURS**

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1. Discuss the relationship between Citizenship and Constitution. **[40 Marks]**
2. What was achieved in the *Zambian Constitution (Amendment Act No. 2)* of 2016, and will it stand the test of time? **[30 Marks]**
3. Explore why constitutionalism is associated with human rights. **[30 Marks]**
4. According to Mill, '*Over himself or herself, his/her own body and mind, the individual is sovereign*'. Critically examine Mill's statement in light of Human Rights. **[30 Marks]**
5. In what ways has the world become a better place as a result of human rights having been introduced into the mainstream of International Politics through such instruments as the Universal Declaration on Human Rights? **[30 Marks]**

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**END OF ACADEMIC YEAR FINAL EXAMINATIONS**

**2015/2016 ACADEMIC YEAR**

**CVE 2020: SOCIAL AND ECONOMIC DEVELOPMENT**

TIME: 3 Hours

Marks: 100

**INSTRUCTIONS:**

ANSWER QUESTION **ONE (1)** AND ANY OTHER **FIVE (5)** SHORT CONCEPTS BELOW.  
INDICATE THE NUMBER AND LETTERS OF THE CONCEPTS THAT YOU HAVE  
CHOSEN IN THE BOXES ON YOUR BOOKLET.

1. Explore the meaning of Development with special reference to Zambia.  
(40 Marks)
2. Write brief notes on any **five (5)** of the following concepts: (60 Marks)
  - a) National Income
  - b) Gross National Product (GNP)
  - c) The Millennium Development Goals (MDGs)
  - d) Decentralization
  - e) Capital Formation
  - f) Technological changes and innovations
  - g) Capital Accumulation
  - h) Planning



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**END OF ACADEMIC YEAR FINAL EXAMINATIONS**

**2015/2016 ACADEMIC YEAR**

**FULL TIME STUDENTS**

**CVE 3010: CULTURE, GENDER AND DEVELOPMENT**

**TIME: 3 Hours**

**Marks: 100**

**INSTRUCTIONS:**

ANSWER QUESTION **ONE (1)** 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 LEFT BOX.

1. Explore the meaning of Culture and explain its relationship with Development. (40 Marks)
2. Briefly discuss cultural diversity in Zambia. (30 Marks)
3. Discuss the merits and demerits of Nationalism. (30 Marks)
4. Explain the practical challenges and limitations of the Intestate Succession Act of 1989 of Zambia. (30 Marks)
5. The Zambian Government has recognized poverty as the number one priority area of concern in the National Gender Policy. Discuss the measures and strategies that the government adopted to address high women poverty levels in Zambia. (30 marks)

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**School of Education**  
**Department of Language and Social Sciences**  
**CVE 3020, Public Policy and Legal Education Studies**

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**[Full Time/Parallel]**  
**End of Academic Year Final Examinations, 22<sup>nd</sup> September, 2016**  
**Time: 09:00 hours to 12 hours.**

**Instruction[s]:** Answer question one and any other two questions of your choice.

**Duration: 3 hours plus 5 minutes reading through the paper.**

1. Discuss any five [5] articles in the current Constitution of Zambia [without citing the specific article number] which shows that the President [Presidency] has extreme powers that hamper the operations of separation of power among the three [3] aims of Government. **[40 Marks]**
2. With the aid of a diagram, illustrate and analyse the hierarchy of the Policy Analytic Method. **[30 marks]**
3. Critically discuss and analyse the three [3] elements of a Policy System while evaluating the content of each element of the Policy System. **[30 Marks]**
4. With the aid of a diagram, discuss the various kinds of Laws that exist, how do these various Laws influence citizens individually and severally against the State? **[30 Marks]**
5. Examine and contrast the Public Sector Operations to that of the Private Sector Operations and show how the Public Sector may facilitate the empowerment of the Private Sector for the later to be a critical player in the development agenda of the nation as a whole. **[30 marks]**

**END OF THE EXAMINATIONS.**

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

**2015/16 ACADEMIC YEAR FINAL EXAMINATIONS**

**CVE4010: CORE VALUES AND PRINCIPLES OF DEMOCRACY**

**TIME: THREE HOURS**

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

- 
- 1: With reference to its core values and principles explain the term democracy. In your view is it right to say that democracy can best be explained by using the human rights- based approach **(40 Marks)**
  - 2: Explore democratisation and explain why democratization takes different 'flight Trajectories' in different developing countries. **(30 Marks)**
  - 3: What does Democratic Civic Culture imply? Do you agree that a democratic civic Culture is an imperative for both developed and developing countries?**(30 Marks)**
  - 4: How important is conflict, compromise and consensus to democratic governance in Zambia? **(30 Marks)**
  - 5: How would you explain the term democratic consolidation? In your view is democratic consolidation of any significance to development?**(30 Marks)**
  - 6: Explore democratic globalization. In your view, should developing countries resist external involvement in bringing about and making democratic reform?**(30 Marks)**

**END OF EXAMINATIONS**

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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**COURSE: DPE 1020 FUNDAMENTALS OF NUTRITION SCIENCES  
2015/2016 EXAMINATION**

**Duration: 3 Hour**

**Marks 100%**

**Instructions:**

1. Read the instructions in each section carefully.
2. Answer all questions in section A and B
3. Answer 2 questions from section C. Give practical examples where necessary.
4. Use the answer grid for section A.

**Computer Number:** \_\_\_\_\_

**Section A answer grid**

1.			16.	
2.			17.	
3.			18.	
4.			19.	
5.			20.	
6.			21.	
7.			22.	
8.			23.	
9.			24.	
10.			25.	
11.				
12.				
13.				
14.				
15.				

## **Section A**

Answer **all** questions in this question. Each question carries **1 Mark**. Write answers in the grid.

1. Common salt is known as:
  - a) Sodium hydroxide
  - b) Sodium chloride
  - c) Sodium nitrate
  - d) Sodium bismuthate
2. A customer on a low-cholesterol diet should be served:
  - a) Meals low in saturated fats
  - b) Chicken without the skin removed
  - c) Meals that have been made using the deep frying method
  - d) Offal
3. Alternatives to meat, fish and poultry as sources of protein are:
  - a) Eggs
  - b) Shellfish
  - c) Legumes
  - d) All of the above
4. The leading cause of blindness in the world today (not counting accidents) is a dietary deficiency of
  - a) Vitamin A
  - b) Vitamin D
  - c) Vitamin K
  - d) Vitamin C
5. Energy from the metabolism of energy nutrients is released as:
  - a) Heat
  - b) ATP
  - c) Water
  - d) CO<sub>2</sub>
6. Low density lipoproteins (LDL) are the principal transport vehicle for \_\_\_\_\_ in the blood.
  - a) Cholesterol
  - b) Phospholipids
  - c) Glucose
  - d) Triglycerides
7. Thiamin, niacin, and riboflavin work together in important biochemical pathways that
  - a) Release energy from carbohydrate, fat, and protein
  - b) Control visual process
  - c) Synthesize collagen
  - d) Promote absorption of calcium
8. The RDA's are based on
  - a) Average requirements for a population
  - b) Precise numbers derived from carefully controlled experiments
  - c) Average needs, plus increased amounts sufficient to meet requirements for nearly all variability in the population
  - d) The fact that every nutrient must be consumed every day
9. Omega-3 and omega-6 fatty acids are designated



- a) Trans fatty acids
  - b) Saturated fatty acids
  - c) Dietary essential fatty acids
  - d) Non essential fatty acids
10. \_\_\_\_\_ are protein based substances that cause or speed up chemical reactions in living organisms.
- a) Bacteria
  - b) Acids
  - c) Enzymes
  - d) Hormones
11. The major diet of most of the world's people consists of:
- a) Dairy products
  - b) Beef products
  - c) Cereal grains
  - d) Seafood products
12. The muscular contractions that move food through the digestive system are known as \_\_\_\_\_.
- a) Peristalsis
  - b) The wave
  - c) Contractions
  - d) Periosteum
13. The key to absorption is the small fingerlike projections on the walls of the intestine called \_\_\_\_\_.
- a) Sugars
  - b) Hairs
  - c) Villi
  - d) Fatty Acids
14. To kill the bacteria in milk, milk is \_\_\_\_\_.
- a) Homogenized.
  - b) Irradiated.
  - c) Frozen.
  - d) Pasteurized
15. Although rice is a good source of energy, it is devoid of \_\_\_\_ and \_\_\_\_.
- a) vitamin C; fat
  - b) vitamin D; protein
  - c) vitamin A; iron
  - d) vitamin B; zinc
16. A career in food science includes
- a) Processing, packaging, distribution, and marketing of food products.
  - b) Designing, preparing, handling, and growing food products.
  - c) Only jobs that change or modify agronomic crops and not food animals.
  - d) Only working in a laboratory
17. Obesity is a 'chronic condition' which may lead to one of the following conditions.
- a) Type II diabetes
  - b) Increased muscle tone
  - c) Decline in BMI
  - d) Increased feeling of self-worth

18. Gender, body size, genetics, age and physical activity levels are all factors that influence your:
  - a) Nutrient level requirements
  - b) Resting Metabolic Rate
  - c) Total Daily Caloric Needs
  - d) All of the above
19. A breastfeeding mother should drink plenty of water to:
  - a) Produce more milk
  - b) Suppress lactation
  - c) Prevent dehydration
  - d) Dilute nutrient concentration
20. To balance the day's intake of an adolescent who eats a hamburger, fries and cola at lunch might benefit from a dinner of:
  - a) Fried chicken, rice and banana
  - b) Ribeye steak, baked potatoes, and salads
  - c) Pork chop, mashed potatoes and apple juice
  - d) Spaghetti with meat sauce, broccoli and milk
21. The mineral best known for its role as an antioxidant is:
  - a) Copper
  - b) Selenium
  - c) Manganese
  - d) Molybdenum
22. Which of the following help(s) to protect against cancer?
  - a) Alcohol
  - b) Pickled foods
  - c) Phytochemicals
  - d) Omega-6 fatty acids
23. Chlorine is added to water to:
  - a) Protect against dental caries
  - b) Destroy harmful minerals such as lead and mercury
  - c) Kill pathogenic microorganisms
  - d) Remove the sulfur that produces a rotten egg odor
24. Physical inactivity is linked to all of the following disease except:
  - a) Cancer
  - b) Diabetes
  - c) Emphysema
  - d) Hypertension
25. Most of the body's magnesium can be found in the:
  - a) Bones
  - b) Nerves
  - c) Muscle
  - d) Extracellular fluids

## **Section B**

Answer **all** questions in this section in the spaces provided, marks are provided at the end of each question.

1. Which food group assists in lowering blood cholesterol and regulation of the absorption rate of glucose into the blood stream? Give two examples of the food in the group.-----  
-----  
----- [3 marks]
2. What foods can be served to lacto-ovo-vegetarians? -----  
-----  
----- [2 marks]
3. List four (4) characteristics of anorexia nervosa.-----  
-----  
----- [2 marks]
4. Name the following B vitamins  
B<sub>2</sub>-----B<sub>3</sub>-----  
B<sub>6</sub>-----B<sub>12</sub>----- [2 marks]
5. What determines whether a mineral is a macro- mineral or a micro- (trace) mineral?-----  
-----  
----- [1 mark]
6. Define *undernutrition* and *overnutrition* -----  
-----  
----- [2 marks]
7. List the organs (in order) that make up the GI tract.-----  
-----  
----- [3 marks]
8. Define aerobic and anaerobic metabolism. -----  
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- -----  
----- [2 marks]
9. Name two classes of Vitamins and give one example of each-----  
i) -----  
ii) -----[2 marks]
10. What are Cycloalkanes and Hydrocarbons-----  
-----  
-----  
-----  
-----[2 marks]
11. Why do we cook food? -----  
-----  
-----  
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-----  
-----[3 marks]
12. What is Hazard Analysis and Critical Control Point (HACCP) -----  
-----  
-----  
-----  
-----[2 marks]
13. List the 6 principles of HACCP-----  
a) -----  
b) -----  
c) -----  
d) -----  
e) -----  
f) ----- [3 marks]
14. Name and explain the four effects of heat applied to food-----  
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[4 marks]

15. The three Components of a Place Setting are

- i) -----
- ii) -----
- iii) -----

[3 marks]

### **Section C**

Answer **2** questions from this section. Question **1** is **compulsory**. Use the answer booklet.

#### **Question 1 (COMPULSORY)**

- a) Describe how the exchange system works and why people with diabetes might use it. [5 marks]
- b) Name the four “assisting” organs that are not part of the GI tract but are needed for proper digestion. What are their roles in digestion? [5 marks]
- c) Explain the functions of proteins in our bodies? [5 marks]
- d) List and briefly explain 5 complications of diabetes. [5 Marks]

#### **Question 2**

- a) With the help of a diagram describe the glucose to energy pathway. [10 marks]
- b) The combination of cells forms body tissues. Name and describe four types of human body tissues. [5 marks]
- c) Clearly explain the difference between Ionic bond and covalent bond [5 marks]

#### **Question 3**

- a) What are food additives? Explain reasons why we use food additives. [5 marks]
- b) Explain how you would cater for the nutritional needs of a family, giving four examples of members who need special attention. [5 marks]
- c) Name two major types of diabetes and describe the differences between them. How do dietary recommendations for each type of diabetes compare with the healthy diet recommendation for all? [5 marks]
- d) Briefly explain the five ways of cancer treatment. [5 marks]

**END OF EXAM**

THE UNIVERSITY OF ZAMBIA

**School Of Education**

**Final Examinations -----Sept. 2016**

Course: **DPE 2010 Art and Design in Primary schools**  
Three hours

Time :

**Instructions:**

- i. Read the instructions very carefully before you start writing.
- ii Do not start writing until you are told to do so.
- iii Answer only **One** question.
- Iv** Do not enter the Examination room with any unwanted papers relating to art.

**QUESTIONS:**

- 1. Draw : **At the market**
- 2. Draw the future **animals** from your imagination
- 3. Draw a political **meeting**
- 4. **At a funeral**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF PRIMARY EDUCATION**  
**DPE 2015: INSPECTION AND SUPERVISION IN EDUCATION**  
**FINAL EXAMINATIONS- 2015/6 ACADEMIC YEAR**  
**DURATION: 3 HOURS** **MARKS: 100%**

**Instructions**

- i) Clearly indicate your computer number on the front cover of your answer booklet.
- ii) Attempt one question from each section.

**SECTION A**

**(Answer all questions in this section. Write your answers in your answer booklet provided)**

1. Which of the following is an element of Barack Rosenshine's explicit model of effective teaching.
  - A. Weekly Reviews
  - B. Marking of pupils work
  - C. Listen and Speaking
  - D. National Examinations
2. iSchool Zambia promotes inquiry based collaborative learning. Which type of learning is this?
  - A. Direct learning
  - B. Indirect learning
  - C. Non Direct supervision
  - D. All the above
3. \_\_\_\_\_ type of teaching produces academically mature students.
  - A. Direct learning
  - B. Indirect learning
  - C. Non Direct supervision
  - D. Lesson Presentations by teachers

4. Mr. Ndhlovu was appointed as an Inspector of Schools in 1972 by the Teaching Service Commission. His appointment is a best example of \_\_\_\_\_
  - A. Corruption
  - B. Decentralisation
  - C. Authority
  - D. Power
  
5. At Provincial level the Education Standards Officers in charge subject areas are \_\_\_\_\_
  - A) ZESO
  - B) PESO
  - C) SESO
  - D) ESOG
  
6. The Ministry of Education where primary schools and Teacher Colleges of Education belongs is \_\_\_\_\_
  - A) MOESTVEE
  - B) MOE
  - C) MOGE
  - D) MOECYS
  
7. Which documents guides the nation on education matters.
  - A. Educating Our Future
  - B. National Development Plan
  - C. Education Act
  - D. Statutory Instruments
  
8. The importance of prior notification about the intended inspection visit to an Institution is?
  - A. To find what the school real needs are.
  - B. To recommend the head teacher and her/his team.
  - C. To prepare for the inspection and supervision.
  - D. To collect data on who needs confirmation.
  
9. Which one is not one of the goals of clinical supervision?
  - A. To diagnose and solve instruction problems
  - B. To help teachers develop skills in using instruction strategies
  - C. To evaluate teachers for promotion and personal development.
  - D. To help supervisors develop positive attitude about continuous professional development



10. Practices which originated in the scientific management of industry are perceived as means of bringing\_\_\_\_\_.
- A) Efficiency, Economy, Order and Competition
  - B) Effectiveness, Labour Strikes, Fight and flight.
  - C) Efficiency, Standards, Specialisation and Stability
  - D) Economy, Unity, Relationship and Love.
11. Which scholar has the highest number of stages of clinical supervision?
- A) Acheson & Gall
  - B) Goldhammer
  - C) Morris Cogan
  - D) Barack Rosenshine
12. Which of the following are the dual roles of the inspectors
- A. Administration and Planning
  - B. Administration and advising
  - C. Advising and promotions
  - D. Planning and promotions
13. Which one of the following is not a function of inspectors?
- A. Participation in the marking of examinations
  - B. Participate in setting examination questions
  - C. Conduct some type of teacher education
  - D. To pay school administrators and teachers
14. The underpinning rationale behind inspection is \_\_\_\_\_.
- A. Efficiency
  - B. Authority
  - C. Management.
  - D. Accountability
15. The styles of supervision are\_\_\_\_\_.
- A. Full, Partial and Follow up
  - B. Directive, non-directive, Basic.
  - C. Non-directive, Partial, traditional
  - D. Directive, collaborative, non-directive

16. What is the short answer to Wagner's (1995) question, "to whom is the account owed?"
- A. Entitlement
  - B. Efficiency
  - C. Accountability
  - D. Responsibility
17. The legitimate authority and power of the Education Standards Officer in Zambia can be traced in\_\_\_\_\_.
- A. Educating Our future 1996
  - B. Fifth Education Development Plan 2011
  - C. Education Reforms 1977
  - D. Education Act 1966
18. Trainee Education Standards Officers from the University of Zambia visited visited Berean Education Centre for Student and Teachers (BEST) and look at all the aspects of the day to day running of the centre. What type of inspection were they conducting?
- A. Basic
  - B. Partial
  - C. Follow up
  - D. Special
19. Which one is not a characteristic of effective teaching?
- A. The teacher exhibit clarity
  - B. The teacher uses a variety of material
  - C. The teacher avoids harsh criticism
  - D. The teacher uses questions at less cognitive levels
20. Which of the following is the constraint of Zambian Education Standards Officer?
- A. Supervising the colleges and the universities
  - B. Inspecting several institutions at the same time
  - C. Working with administrators who are not qualified
  - D. Inspectors are too few in number for many tasks entrusted to them
21. The personnel in charge of the day to day running of education matters in the Zambian Ministry is\_\_\_\_\_
- A. Director Human Resources
  - B. Permanent Secretary
  - C. Chief Planning Officer
  - D. The Minister

22. The behaviour of accepting student's feelings, acknowledging student's ideas and praising students are indicators of:
- A. Teacher task-orientation
  - B. Teacher clarity
  - C. Academic engaged time
  - D. Indirect teaching style
23. Which of the following has not been found to be a correlate of effective teaching?
- A. Teacher warmth
  - B. Teacher enthusiasm
  - C. Teacher experience
  - D. Teacher clarity
24. In the Flanders Interaction Analysis System the behaviours accepting feelings, praising, and accepting ideas are examples of:
- A. teacher initiative
  - B. teacher response, student initiative
  - C. behaviour categories, time intervals
  - D. time intervals, behaviour categories
25. From the following, choose the best remark for getting the conference down to business:
- A. I know you were worried. Do not worry, things will be ok.
  - B. Let us look at the data I collect from the lesson before I go.
  - C. Well done, keep it up! Do you have any questions for me?
  - D. How do you feel? Good lesson, isn't it? Here is your critique
26. If a supervisor suspects that Mr. Patel is an alcoholic or is mentally ill, it would be best to:
- A. Confront
  - B. Refer
  - C. Prescribe
  - D. Counsel
27. Which of the following is should not be part of the conference to plan for observation?
- A. Problems or concerns
  - B. Selection of data to collect
  - C. Selection of the observation instruments
  - D. Suggest solutions for teacher'

28. When a teacher asks a supervisor, "what would you do?" the supervisor should:
- A. refuse to answer
  - B. describe exactly what to do.
  - C. give several alternatives
  - D. encourage the teacher to think of several alternatives
29. A behaviour that is either direct or indirect is:
- A. Lecturing
  - B. Giving directions
  - C. Giving praises
  - D. Asking questions
30. Clarity is related to:
- A. Questions
  - B. Application
  - C. Explanation
  - D. All the above

## **Section B**

Answer two of the questions in this section.

31. As a clinical supervisor, you are working with a teacher working to help develop new skills while making the transition from a Pre-School in Mumbwa to a primary school in Vumbwi District. One day the teacher becomes distressed and says she is considering leaving the profession. What do you do in your role as a Clinical Supervisor?
32. Describe the characteristics of a teacher whose students could score higher scores in an examination.
33. Discuss the three philosophical arguments on inspection and supervision. In the final analysis, which one do you think is suitable for Zambia?

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2015/16 ACADEMIC YEAR FINAL EXAMINATIONS**  
**DPE 2050: CURRENT ISSUES IN SOCIAL STUDIES**

**TIME: 3HOURS**

**50%**

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**INSTRUCTIONS:**

**SECTION A: Answer two questions only. Question one is compulsory.**

1. Economic development at present is closely linked with environmental degradation. If the global environment is to be sustained in the long run, economic development must proceed in such a way as to protect the natural resource base. Critically examine economic development practices that promote environmental sustainability.
2. Write **brief notes** on the following;
  - a. Phases in dealing with a hazard.
  - b. Measures to minimize effects of drought
  - c. Perennialism
  - d. Problems of early indulgence in sex
  - e. Nature of a gender- fair curriculum.
3. In Developing and solving problems that communities face, SWOT and PESTE analysis strategies can be used. Discuss.

**SECTION B: Answer one question only.**

4. What do you consider as advantages of privatization and liberation of the Zambian economy?
5. Discuss external factors which contributed to the fall of one-party in Zambia.

**END EXAMINATION**

THE UNIVERSITY OF ZAMBIA

**School Of Education**

**Final Examinations -----Sept. 2016**

Course: **DPE 3010 Contemporary art**

Time : Three hours

**Instructions:**

- i. Read the instructions very carefully before you start writing.
- ii Do not start writing until you are told to do so.
- iii Answer only **Three** questions
- Iv** Do not enter the Examination room with any unwanted papers relating to art.

**QUESTIONS:**

- 1. What is an abstract art?
- 2. Describe any situation you have experienced in which **Children** disliked art. Explain how the dislike arose and indicate the means you might use to alter the children's attitude.
- 3. You are elected chairman of an eight man ad hoc committee in a city school system to submit ideas to a central authority for the improvement of the art programme. You are expected, further more, to select the eight members of the committee. State the kinds of people you would choose. Describe the agenda you would draw up for the first hour long meeting.
- 4. **Describe** the steps you might take to improve the following situations
  - ( a ) a third grade art class whose members are outrageously untidy and wasteful of materials;
  - ( b ) a class of fifth graders who have always been taught to copy during their art lessons, and feel they are unable to create;
  - ( c ) a group of sixth-grade boys who think art is sissy”.
- 5. Describe the traits of a person you would consider to be an effective teacher of Art.



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF PRIMARY EDUCATION**  
**DPE 3019: PRIMARY SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION**  
**DESIGN**  
**FINAL EXAMINATIONS- 2015-16 ACADEMIC YEAR**  
**DURATION: 3 HOURS** **MARKS: 100%**

**INSTRUCTIONS**

- i) Clearly indicate your computer number on the front cover of your answer booklet.
- ii) Attempt one question from each section.

**SECTION A**

1. Bishop (1985) asserts that curriculum is crucial to national develop. In addition Zambia has identified Agriculture as one of the pathways learners could take up.
  - a) Discuss curriculum.
  - b) Identify the challenges that the Agriculture pathway may face in Zambia. In the final analysis provide possible solutions to the identified challenges.
2. In last fifty years the Zambian Primary Schools have used the following curriculum designs: Subject Curriculum Designs, Learner Centred Designs and the Integrated Curriculum Designs.
  - a) With examples from the current Zambian Primary School Curriculum, discuss the Integrated Curriculum Design. In the final analysis show clearly the subjects in each of the learning areas.

**SECTION B**

3. Critique Ralph Tylers's model of Curriculum Development Model.
4. Compare cyclical curriculum models with linear curriculum models.

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY  
STUDIES  
2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS  
EAP 1020: LEGAL ISSUES IN EDUCATIONAL MANAGEMENT  
REGULAR AND PARALLEL**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

- a. This examination has three (3) sections: **A, B and C**
  - b. Answer **ONE** question from each section
  - c. Each question carries **20** marks
  - d. You are required to read through all the questions carefully before selecting which ones to attempt
  - e. There are **two (2)** Printed pages in this examination
- 

**SECTION A**

1. The laws on education have had a great influence on the education terrain worldwide. Critically discuss this statement, giving examples of how the Zambian education system has been transformed.
2. Describe Zambia's Justice System and elaborate its relevance to the provision of inclusive and quality education in the country.
3. Conflict resolution is part of management. Identify two judicial precedent cases which relate to education and show their relevance in resolving legal matters that may arise in the school setting.
- ④ One of the areas of focus in the Education Act of 2011 is retention of the girl child in school. How is the government through this Act addressing this concern?

**SECTION B**

5. Analyse the implications of each of the following legal aspects on the management of educational institutions in Zambia and justify why all teachers and education managers must be aware of them.
  - a. Intentional Torts
  - b. Negligence
  - c. Vicarious Liability



d. Establishment Clause

6. With practical exemplification, identify the different forms of punishment in schools and discuss when and how each of those can be used to control and discipline students in accordance with the provisions of the law in Zambia.
7. With specific examples, explain the various ways through which the Education Act of 2011 tries to promote the children's rights to education and discuss how punishment and other practices can infringe upon the child's rights in education.
8. Using practical examples, discuss the various affirmative actions that the Government of Zambia has put in place to ensure that its citizens can access good quality education.

**SECTION C**

9. What are the causes of sexual harassment? Critically discuss how sexual harassment may affect education provision and show ways through which the Zambian Government and other stakeholders are trying to overcome this scourge in schools.
10. The Zambian government has restored partnerships in education provision. What are the benefits of partnerships in education provision and what role does the government play in these partnerships?
11. Elucidate the indispensability of the code of ethics for public school teachers. In accordance with the Teaching Professions Act of 2013, identify what may lead to professional misconduct by a serving officer and describe the disciplinary process in the teaching service.
12. Critically discuss the two approaches a country like Zambia can take when domesticating international instruments.

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**END OF EXAMINATION**

*Amor*

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

EAP 2010 – EDUCATIONAL PLANNING

FINAL EXAMINATION 2015/2016 - 21<sup>ST</sup> SEPTEMBER, 2016

DURATION: THREE (3) HOURS

**INSTRUCTIONS:**

- a) Answer any three (3) from the given nine (9) questions in the sections A, B and C
  - b) Answer one question from each section.
  - c) Each question carries 20 marks
  - d) You are required to read through all the questions carefully before selecting which ones to attempt.
  - e) There are two (2) printed pages in this examination
- 

**SECTION A**

- 1. Define educational planning and explain why it is important in the education sector
- 2. The importance of international co-operation cannot be overemphasized when it comes to educational planning in the 21<sup>st</sup> Century. Discuss
- 3. What are Operational Plans and how can you go about designing them?

**SECTION B**

- 4. The Focus on Learning document is one of the legal frameworks with which Educational Planners must work with. Discuss the constraints that this document identified and its proposals.
- 5. Discuss the questions under which the main social aspects of the planning of education can be listed.
- 6. Critically examine the 'cost-benefit analysis' approach to educational planning and explain why various countries adopt specific models when planning for education.

### **SECTION C**

7. Critically discuss the nature and scope of educational planning.
8. Identify at least two types of planning and how they are used by the Ministry of General Education
9. Elucidate the role of politics in the financing of education planning in the Zambian context.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**  
**2015/2016 ACADEMIC YEAR EXAMINATIONS**  
**EAP 3010 – MANAGEMENT OF FINANCIAL AND MATERIAL RESOURCES IN EDUCATION**  
**[REGULAR AND PARALLEL]**

**DURATION: THREE (3) HOURS**

**TOTAL MARKS: 60**

**INSTRUCTIONS**

- i. This examination has three sections: A, B and C.
  - ii. Answer ONE (1) question from each section. Each Section has four (4) questions.
  - iii. You are required to read all the questions carefully before selecting the ones to attempt.
  - iv. All questions carry equal marks that is, 20, Total: 60 marks.
  - v. Do not cut words at the end of each line.
  - vi. There are 2 printed pages in this examination
- 

**SECTION A**

1. Identify the six major resources found in the educational sector. How do these resources affect the running of educational institutions?
2. Examine the difficulties financial management models face.
3. Decentralization of educational management has improved the internal and external effectiveness of financing systems in Zambia. Discuss this statement giving relevant examples.
4. Critically analyze the following aspects of school finance procedures:
  - a. Accountability
  - b. Transparency
  - c. Depositing money in the bank

## **SECTION B**

5. Budgeting is a very vital exercise as it prepares an organization for anticipated income and the proposed expenditure. Highlight the stages in school budgeting and discuss the major functions and purposes of this exercise.
6. Critically analyze the roles and functions of school managers in resource management.
7. Relate the different forms of accountability to models of governance in school education.
8. Examine the importance of stakeholder relationships and partnerships in resource management.

## **SECTION C**

9. 'The effectiveness of resource management depends on the quality of decision-making'. Making reference to this statement, discuss the characteristics of decision making.
10. Record keeping is a very important component in resource management. With reference to the five main types of accounts, discuss the importance of record keeping in educational institutions.
11. Define accounting and explain the history of accounting hinting on the users of accounting and also elaborating on the accounting equation.
12. Audit management in education involves both internal and external audits. Give reasons why these types of audits must be conducted in any educational institution.

**THE END!!!!!!!!!!!!!!**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**EAP 3020: HUMAN RESOURCE MANAGEMENT IN EDUCATION**

**2015/6 ACADEMIC YEAR – FINAL EXAMINATIONS FOR REGULAR AND  
PARALLEL STUDENTS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- a) You are required to read all the questions before selecting the three (3) questions you wish to attempt.
  - b) Answer any THREE (3) from the nine (9) questions given below.
  - c) Each question carry 20 marks.
  - d) Do not cut words at the end of each line.
  - e) There are two (2) printed pages in this examination.
- 

- 1. Trace the history of Human Resource Development in Zambia from the pre-colonial times to the present. What do you consider to be the major milestones in this field?
- 2. International human resource is a set of activities aimed at managing organizational human resources at international level to achieve organizational objectives and achieve competitive advantage for competitors at national and international level. Explain with examples, how a higher educational institution can employ such activities.
- 3. Compare and contrast International Human Resource Management (IHRM) and Domestic HRM in educational administration. Critically analyse the IHRM practices in educational administration and management.
- 4. From your own understanding of stress and conflict in school organisations, show how these can be functional in order to improve educational delivery in the 21<sup>st</sup> century.
- 5. What do you understand by the concept of induction in education? Highlight the essence of this process and explain the role of mentors in the Zambian education system.
- 6. What is Strategic Planning? Critically discuss the assertion that ‘a 21<sup>st</sup> Century organisation’s success will depend on the effective use of a strategic plan’.

7. Although the existence of a policy in any educational organization is very useful, it is not enough in itself to ensure that equality of educational opportunity becomes a reality.  
Discuss.
8. Describe the communication process that is used in the Ministry of General Education from the office of the Permanent Secretary to the teacher and vice versa. In your description, give practical examples.
9. Discuss the challenges that the field of human resource management in education faces today. Highlight the prospects of this field in the 21<sup>st</sup> Century.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**  
**2015/2016 ACADEMIC YEAR EXAMINATIONS**

**EAP 3025: INTRODUCTION TO HIV AND AIDS ISSUES IN 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 are two (2) printed pages in this examination.

1. Describe and discuss in detail the four (4) major theories about the origins of the Human Immunodeficiency Virus (HIV) and discuss how each of the theories can promote stigma and discrimination among some groups. ✓
2. Comprehensive Sexuality Education has been incorporated into the Zambian school curriculum. Justify its integration and discuss the sexuality issues being taught at lower primary, upper primary and secondary levels.
3. Risk reduction has been recommended in HIV prevention. Citing examples from the learning institutional perspective, discuss the importance of this concept in HIV prevention in Zambia.
4. Critically discuss the link between HIV and AIDS, poverty and education. In your discussion propose strategies of how education can reduce the impact of HIV and AIDS on poverty. // 2
5. Life skills gained through the education system are an essential component of one's life. Discuss any four life skills encountered in this course and show their relevance in the mitigation of HIV and AIDS. ✓
6. The first Sustainable Development Goal stipulates that Governments globally will strive to raise people's socio-economic status. Discuss the role of education in achieving this goal.
7. "Regardless of context, the causes and consequences of HIV stigma and discrimination are the same world wide". With reference to the above statement, discuss these causes and consequences of HIV and AIDS-related stigma and discrimination in the education system.

When laboratory dysfunction  
exists they polio vaccine



8. The basis of HIV prevention and control in Zambia is hinged on the public Health Approach. Discuss the feasibility of this approach in HIV prevention.
9. Connie (2016) contend that the use of Antiretroviral (ARV) drugs has contributed to saving a lot of human resources and thereby saving financial resources in the education system and the community at large. With practical examples, give an in-depth analysis of how the education system has been revived.

END OF EXAMINATION

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

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

#### **2015/16 END OF YEAR EXAMINATION**

#### **COURSE: EAP 4014 RESEARCH METHODS IN EDUCATIONAL ADMINISTRATION**

**TIME 14:00-17:00HRS    DATE: 5<sup>TH</sup> SEPTEMBER, 2016**

#### **Instruction:**

#### **Answer any three questions**

1. Research is a process of steps used to collect, analyze and present data/information to increase our understanding of a topic or issue. Discuss the characteristics of a good research topic.
2. Research designs are used to collect, analyze and interpret data using either quantitative or qualitative methods. Why is research methodology and designs crucial in research?
3. Literature review is a written summary of journal articles, books and other documents which describe the past and current state on the topic being investigated. Why is this an important undertaking in academic discourse?
4. Ethics are norms for conduct that distinguish between acceptable and unacceptable behaviour. Explain the ethical factors you need to consider before, during and after the research process.
5. What are the advantages and disadvantages of using the interview technique in collection of qualitative data?
6. In detail, explain the quantitative research paradigm. Give appropriate examples in your illustration for the paradigms.
7. How can a researcher apply the theoretical framework in academic writing?
8. What procedures does a researcher need to follow in presentation and discussion of research findings?
9. A first year student in Educational Administration is curious about the content and context of the course EAP 4014, write down an explanation that would suffice about the course.

***END OF EXAMINATION***

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

#### EAP 4030 – EDUCATIONAL POLICY ANALYSIS

#### FINAL EXAMINATION 2015/2016

DURATION: THREE (3) HOURS

Instructions:

- A. Answer any **THREE (3)** from the given nine (9) questions.
  - B. You are required to read through all the questions carefully before selecting which ones to attempt.
  - C. Each question carries 20 marks
  - D. Do not cut words at the end of each line
  - E. There are **TWO (2)** printed pages in this examination
- 

- 1. Discuss reasons why educational policies are important in the education sector.
- 2. Educational policies differ in terms of their scope, complexity, decision environment, range of choices, and decision criteria. In line with this statement state what Issue-Specific and Multi-Programme policies are, as well as the differences that exist between the two.
- 3. Suggest a scheme or series of steps through which sound and workable policies can be formulated, implemented, evaluated and redesigned.
- 4. *An educational policy can be said to be an explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions.* Discuss this assertion and provide relevant examples.
- 5. Incremental policy making, relies on interaction rather than on a complete analysis of the situation to develop a blueprint for solving problems. Highlight some important tenets of this approach to policy making.

6. In analyzing the problem or status quo in the educational sector before policy options are generated, it is paramount that certain aspects of a society are reviewed. Point out these aspects and further state the importance of this rigorous exercise.
7. Policy options can be evaluated only if alternative scenarios are developed to allow estimations of the likely implications of the options considered. This evaluation is guided by option's desirability, affordability, and feasibility. Discuss these three terms and how they affect the option picked.
8. State reasons why change management is an important aspect of the policy process.
9. Policy shift in Zambia has been predominantly determined by inadequacies usually noticed. Discuss this statement in the light of the situational analysis conducted by Zambia National Education Coalition (ZANEC) regarding the current educational policy.

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS  
EAP 9012- EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

TIME: THREE (3) HOURS

REGULAR/PARALLEL

INSTRUCTIONS: i) Answer any THREE questions.

ii) Each question carries 20 marks.

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

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

v) There is two printed pages in this examination.

- 
1. Define the term 'Organisation' and examine why Organisations tend to exist in perpetuity.
  2. Concerns for achieving the task, building the team and motivating the individual are recurring themes in the study of leadership. Describe the way these concerns manifest themselves in (a) a leadership theory of your choice and; (b) a school administrator.
  3. As noted in *Focus on Learning*, the establishment of a legalised professional body for teachers necessitates an examination of the implications for training and certification, the requirements for registration, and the development of a code of conduct for teachers. In this regard, from June 2016, teachers are required to register with the Teaching Council of Zambia. Discuss the advantages and disadvantages of having licensed teachers in Zambia?
  4. "Conflicts are inevitable and are part of management. Therefore, the ability to resolve conflicts is key to the process of management". Give reasons why conflicts arise in any work organisation and suggest methods that a manager might use to deal with conflicting situations.
  5. What are the causes of change in organisations? What measures should a manager in an organisation consider to ensure successful implementation of change?

6. The three (3) major approaches to counselling mainly focus on Conscious, Subconscious and Unconscious areas. Discuss the three approaches to counselling and relate them to how these areas are utilised. In your discussion, use the major pillars in counselling to show how an effective counselling session can be achieved.
7. Compare and contrast Likert's theory of management to that of M<sup>c</sup> Gregor's Theory X and Y.
8. Write detailed notes on the following:
  - (a) Motivation-hygiene theory
  - (b) Equity theory
  - (c) Expectancy theory
9. Zambia's education system has been in existence for a number of decades now. In order the country to develop relevant Human Resources across the economy there is need to have modern Educational Management. Discuss some of the issues which you believe will lead to better management of our educational institutions.

**END**

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

**2015/2016 -ACADEMIC YEAR: MID-YEAR EXAMINATIONS.**

**EAP 9031: THE HISTORY OF EDUCATION.**

**TIME: THREE (3) HOURS**

**TOTAL MARKS: 50 MARKS.**

**INSTRUCTIONS:**

- (a) Answer any **three (3)** questions from the **nine** given questions.
  - (b) All questions carry equal marks.
  - (c) You are required to read through all the questions carefully before selecting which ones to attempt.
  - (d) Please do not cut words at the end of each line.
  - (e) There is one printed page in this examination.
  - (f) You will be heavily penalised if you write your name on the answer booklet.
- 

**QUESTIONS**

- 1) Compare and contrast Early Greek Education with Early Roman Education.
- 2) Explain why Socrates was interested in the 'question and answer' method when discussing issues. Show the relevance of this method to modern teaching and learning as well as intellectual development.
- 3) Distinguish between Monastic and Episcopal (Cathedral) Schools. How do you explain the change in relative importance of the two?
- 4) Explain the process of evolution of a Parish School out of a Chantry School.
- 5) Discuss the new attitudes after the 11<sup>th</sup> Century which led to the rise of scientific inquiry within 200 years.
- 6) Distinguish the approaches between Martin Luther and Desiderius Erasmus towards the Catholic Church in terms of the way education was viewed.
- 7) Discuss the new conceptions of the educational purpose as was espoused by the Protestants sects.
- 8) Relate the various factors that led to the rise of the term "University" and analyse how the "stadia Generale" contributed to the evolution of university education after the 12<sup>th</sup> century.
- 9) Critically discuss how the invention of paper and printing and geographical discovery aided the revival of learning.

**THE END OF THE EXAMINATION!!!**

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

### **EAP 9041 – INTRODUCTION TO THE PHILOSOPHY OF EDUCATION**

#### **2015/2016 MID YEAR EXAMINATIONS**

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:**

- a) Write your computer number on all answer booklets that you will use.
- b) Answer any THREE (3) from the given nine (9) questions.
- c) All questions carry equal marks.
- d) Do not cut words at the end of the line.

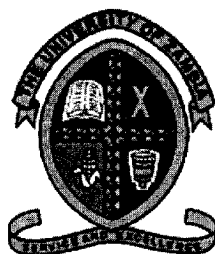
**QUESTIONS.**

1. What is Academic Freedom according to the Dar es Salaam Declaration of 1990? Critically discuss the positive and negative effects of Academic freedom in the growth of knowledge.
2. Discuss with relevant examples, Rationalism and Empiricism as theories of knowledge. How would a teacher facilitate development of these forms of knowledge in learners?
3. Explain the differences between Idealism and realism as educational philosophies stating how they can be applied by educators in schools.
4. Identify and discuss the philosophies of Education in Northern Rhodesia from 1890 to 1953.
5. Discuss educational theories of Plato and Aristotle. Show their relevance to educational policy and practice in Zambia.



6. Discuss the justification for including philosophy of education in teacher education curriculum.
7. Using relevant examples, distinguish between common sense notion and profession or technical conception of philosophy.
8. Explain the interrelationship between teaching, learning and knowledge and critically analyze how Roberty Glasser's Basic Teaching Model can help us to conceptualize the teaching process.
9. Identify and discuss guiding principles including characteristics that you consider as necessary for an ethical person to possess.

**Good luck!**



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

**EAP 9055: THE POLITICAL ECONOMY OF EDUCATION**

**2015/2016 ACADEMIC YEAR EXAMINATIONS - FULLTIME**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- a. Answer any **THREE** (3) from the given nine (9) questions.
- b. You are required to read through all the questions carefully before selecting which ones to attempt.
- c. Each question carries 20 marks.
- d. Do not cut words at the end of each line.
- e. There are two (2) printed pages in this examination.

- 
1. What are the socio-political functions of education and how do these functions contribute to the effective provision of education in Zambia?
  2. Discuss the two major types of ideologies in Zambia. What is a more beneficial ideology to the provision of education in Zambia in the 21<sup>st</sup> Century? Justify your choice.
  3. "Good planning takes into account past achievements and challenges that a given society underwent as well as today's circumstances in order to arrive at the areas of concern that must be planned for." In line with this statement discuss the political and socio-economic context of educational planning in Zambia.
  4. Elucidate the rationale of Total Quality Management in education and critically analyse how education institutions in Zambia can apply the concept of Total Quality Management to improve the quality of educational service delivery in the 21<sup>st</sup> Century.

5. What are the origins, evolution and development of foreign aid in Zambia? Critically analyse the significance of foreign aid in the development of education in Zambia.
6. According to Eisenfuhr (2011), decision making is a process of making a choice from a number of alternatives to achieve a desired result. With the aid of practical examples, discuss the key elements found in that definition. Using a rational model, how are decisions made in a school?
7. Consumption and Investment is an expenditure component of the Gross Domestic Product (GDP). Discuss in detail the concepts of 'consumption' and 'investment' as applied in Education.
8. What are the competences and characteristics of effective change agents? Highlight them with reference to an educational institution.
9. What is educational policy and what are the issues involved? In your answer explain, giving relevant examples from the Government educational policies you know of.

**END OF EXAMINATION,  
GOD BLESS YOU!**

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

**EAP 9065 INTRODUCTION TO GENDER ISSUES IN EDUCATION**

**TIME: THREE ( 3 ) HOURS**

**2015/2016 ACADEMIC YEAR**

**EXAMINATION**

**REGULAR/PARALLEL**

**INSTRUCTIONS**

- A. This paper has nine (9) questions. Answer only **THREE [3]** questions.
  - B. You are required to read through all the questions before selecting which ones to attempt.
  - C. Each question carries **20 marks**.
  - D. Do not cut words at the end of each line.
  - E. This paper has **TWO [2]** printed page.
- 

1. Despite the efforts made by the Government and other stakeholders to uplift the status of girls/women in education, the analysis by many researchers still shows an existing gap. What factors still exist that impede the equality in progression and completion rates in education between girls and boys, especially at secondary level of education in Zambia?
2. Education in Zambia has been facing gender disparities from pre-colonial times to the present. With exemplification, discuss some of the interventions the Zambian government has put in place during the post- colonial phase to address these gender disparities.
3. Critically discuss how urbanization had a profound impact on marriage, its dissolution and rights in Zambia in the years after independence.
4. A fair start for all girls is critical for the health of women as many of the health problems faced by adult women have their origins in childhood. How does this relate to the learning performance of the school going children?
5. Female genital mutilation has been practiced for centuries by many societies. What effects has this practice got on the education of the girls? What measures have been put in place by the international community to curb the practice?
6. According to the World Health Organization, what are the policy actions that can support progress in the health of women?

7. A further research on gender focused topics is necessary for the Zambian Community to find lasting solutions to the many gender disparities. Describe the major contrasts in the collection of data using the qualitative and quantitative methods.
8. The social construction of gender disparities in school is dependent on the immediate environment and a particular society as opposed to sex which is fixed. Discuss this contrast.
9. Explain clearly the modalities of implementing the Gender Policy taking into account the implementation framework espoused in the Ministry of Education.

**THE END**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY  
STUDIES  
2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS  
EDU 1010: EDUCATION AND DEVELOPMENT IN ZAMBIA  
REGULAR AND PARALLEL**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

- a. This examination has **three (3)** sections: **A, B** and **C**
  - b. Answer **ONE** question from each section
  - c. You are required to read through **ALL** the questions carefully before selecting which ones to attempt
  - d. Each question carries **20** marks
  - e. Do not cut words at the end of each line
  - f. There are **two (2)** Printed pages in this examination
- 

**SECTION A**

1. Define traditional education and critically analyse the strengths and weaknesses of each of its five elements.
2. Discuss the development and challenges of education during the pre-colonial period in Northern Rhodesia from 1883 to 1924.
3. What were the weaknesses of the education system in Zambia between 1924 and 1975? Show how the concept of "basic education" as one of the provisions of the 1977 education reforms, attempted to address those weaknesses.
4. Identify and discuss the Human Resource Development problems that the Zambian society faced at independence. What strategies were employed to address such problems?

**SECTION B**

5. "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 and suggest possible solutions for each one of them.

6. Highlight factors that have led to Globalization and discuss the implications of Globalization to Zambia's education system.
7. Elucidate the assertion that the achievement of all Sustainable Development Goals (SDGs) by the year 2030 will be highly dependent on the attainment of Sustainable Development Goal number 4.
8. Discuss the differences between ruralisation and curriculum diversification and state the setting where they can practically be applied. In your discussion, critically analyse the benefits of each one of them.

### **SECTION C**

9. Critically discuss the link between modernization and education and how modernization has contributed to the development of the world's educational systems.
  10. Briefly explain what you understand by the concepts 'equality' and 'equity' and discuss the benefits of these terms in education provision. What measures has the Zambian Government put in place to maintain equity and equality in the provision and attainment of education?
  11. "Education and development are inseparable". Discuss
  12. Discuss the key roles of education in the 21<sup>st</sup> Century.
- 

**END OF EXAMINATION**



THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS-AUGUST 2016

INSTITUTE OF DISTANCE EDUCATION

EDU 1011: SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

MARKS: 50%

**INSTRUCTIONS**

1. There are **FIVE** questions in this question paper. Answer **question one** and any other **two** questions.
2. Credit will be given for well thought-out work.

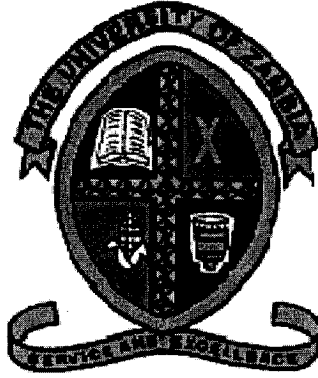
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Computer No. :-----

1. One of the key areas covered in this course was the scope of Sociology of Education as postulated by its 'founding father' Emile Durkheim.
  - a. Discuss Durkheim's four explicit themes of Sociology of Education. **(12 marks)**.
  - b. With appropriate examples, qualify the statement that 'Sociology of Education is an important course in the teacher training curriculum.' **(8 marks)**
2. Using the characteristics of a profession, discuss five similarities and five differences between teaching and another profession of your choice. **(15 marks)**
3. Discuss the major concerns of the 'New' Sociology of Education Theory. **(15 marks)**
4. Explain the five stages of the self-fulfilling prophecy as postulated by Good and Brophy. **(15 marks)**
5. Based on Max Weber's ideas, a bureaucracy may be described as an organisation whose social structures are arranged to provide for rational distribution and use of time, space and resources, in order to carry out certain rational functions. Explain how a school fits the description of a bureaucracy. **(15 marks)**

**END OF THE EXAMINATION**





**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY END OF TERM EXAMINATION (15 SEP, 2016)**

**EDU 1012/2012- EDUCATIONAL PSYCHOLOGY (REGULAR & PARALLEL)**

**TIME: 3 HOURS**

**MARKS: 50**

**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 **TWO QUESTIONS** FROM SECTION D QUESTION **26** FROM SECTION D IS **COMPULSORY**.
4. ANSWERS MUST BE WRITTEN IN THE SEPARATE BOOKLET PROVIDED.

## **SECTION A (5 Marks)**

### **ANSWER ALL QUESTIONS IN THE SEPARATE BOOKLET PROVIDED**

1. The approach to the study of psychology whose basic assumption is that much of our behaviour stems from processes that are unconscious is called?  
A) Cognitive Approach  
B) Phenomenological Approach  
C) Neurological Approach  
D) Psychoanalytical Approach
2. A researcher is interested in finding out whether children aged 15 years old and adults aged 35 would react the same way to changes in weather pattern. What sort of research should he or she venture into?  
A) Quasi-experimental  
B) Correlational  
C) Longitudinal  
D) Cross Sectional study
3. The following are chromosomal anomalies except?  
A) Klinefelters Syndrome  
B) Turners E syndrome  
C) Down syndrome  
D) XXX pattern
4. The following are characteristics of the preoperational stage of Piagets stages of cognitive development except?  
A) Egocentrism  
B) Decentration  
C) Object Permanence  
D) Animistic Thinking
5. Mwila has a weakness of always attributing unwanted impulses and feelings to someone else. What form of defence mechanism does his ego usually employ?  
A) Projection  
B) Sublimation  
C) Compensation  
D) Displacement
6. The first four needs in Maslows Hierarchy of needs are referred to as?  
A) Deficiency Needs  
B) Growth Needs  
C) Actualisation Needs  
D) Physiological needs

7. .... Is the ability to arrange items along a quantitative dimensions mentally.
  - A) Transitive inference
  - B) logical thinking
  - C) seriation
  - D) Conservation
8. Mwila sat for grade seven exams last year and failed in all the subjects. He feels uncomfortable when friends talk about it and boasts about being a good footballer. What form of defence mechanism is being employed by his ego?
  - A) Projection
  - B) Sublimation
  - C) Compensation
  - D) Displacement
9. Erick. Erickson Children who are successful at ..... stage feel capable and able to lead others
  - A) Trust Vs Mistrust
  - B) Autonomy Vs Shame and doubt
  - C) Initiative Vs Guilt
  - D) Industry Vs Inferiority
10. .... are action oriented
  - A) Pivot words
  - B) Holophrase
  - C) Overextension
  - D) Under extension

## SECTION B ( 15) Marks

**ANSWER ALL QUESTIONS IN THE SEPARATE BOOKLET PROVIDED**

11. The three basic characteristics of Piagets stages are?
12. List the subsystems of Urie Bronfenbrenner's Ecological systems
 

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13. The two Vygotsky- based educational innovation each of which incorporates assisted discovery and peer collaboration are?
14. The four levels of concept attainment are?
15. Naomi Chomsky contained that children are born with a .....in the brain which permits the understanding and learning of a given nature language.

### **SECTION C (10 Marks)**

**WRITE BRIEF NOTES ON EACH OF THE FOLLOWING IN THE SEPARATE BOOKLET PROVIDED**

16. Foetal Period
17. Safety needs
18. Sublimation
19. Accommodation
20. Holophrase
21. Correlational Research
22. Extinction
23. Disequilibrium
24. Intrinsic Motivation
25. Selective Reduction

### **SECTION D (20 Marks)**

**ANSWER TWO QUESTIONS FROM THIS SECTION. QUESTION 26 IS COMPULSORY ANSWER QUESTION 26 AND ANY OTHER.**

26. Sayiwe and Wangu are very close friends even at an early stage. They do almost everything together. They however, differ on some issues. One day Sayiwe was watching TV and Wangu was in the pantry trying to steal some popcorns. While she was trying to steal the popcorn, she dropped a mug cup which broke. When Sayiwe heard the noise of the broken mug, she decided to go and check on Wangu, as she was rushing to check on Wangu, she accidentally broke three mugs that were lying on the floor. Natasha a sibling within the family rushed to check what was happening. As soon as she got to the pantry she started shouting at Wangu and lament to her how the mother would be furious, to defend herself, Wangu insists that she only broke one mug cup and Sayiwe broke three cups. Natasha then turns to Sayiwe and tells her how grave the offence she had committed was compared to Wangu's. Upon realising that the children would not reason with each other, Mbingila an older Sibling who was observing what was happening tried to reason with Natasha saying that the mother would be upset with Wangu as she was trying to steal while Sayiwe accidentally broke the Mugs but Natasha could not understand.

After the heated argument and trying to reason with Natasha and the other two siblings, Mbingila decides to talk to her siblings about the need to listen to parents and the importance of obeying rules and respecting authority.

- a) From the story, at which stage is Natasha according to Piagets moral Development?
- b) In terms of Kolbergs theory at which stage is Natasha?
- c) Mbigila's reasoning that despite Sayiwe breaking more mugs compared to Wangu the mother would be more upset with Wangu is equivalent to which stages according to Piagets? Kolhberg?

- d) Mbingila's talk with her siblings on the importance of obeying rules and respecting authority implies that she is helping her siblings attain which stage of morality according to Kohlberg?
  - e) Why was Piaget's theory of moral development criticised by Kohlberg?
  - f) State one strength of moral development.
  - g) State three criticisms of Kohlberg's theory of moral Development by other psychologist
27. Explain Erick Erickson's theory of personality development and how it influences teaching in a classroom situation.
28. Discuss with the help of practical examples how a humanistic teacher can help his/her pupils attain meaningful learning

Good Luck

**THE UNIVERSITY OF ZAMBIA**

**END OF YEAR EXAMINATIONS: SEPTEMBER, 2016**

**EDU 1020: INTRODUCTION TO INFORMATION AND COMMUNICATION  
TECHNOLOGIES**

**INSTRUCTIONS:** ANSWER THREE (3) QUESTIONS.

**TIME:** THREE (3) HOURS

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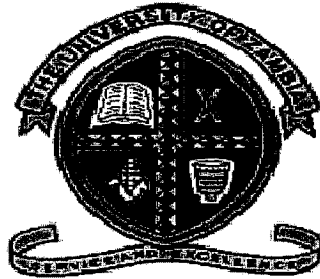
**SECTION A (COMPULSORY) 40 MARKS**

1. Discuss the pros and cons of acquiring software using the following methods:
  - a) buying off the shelf
  - b) ordering customised software

**SECTION B (ANSWER ANY TWO) 30 MARKS EACH**

2. Discuss the importance of computer networking.
3. Write short NOTES on all of the following:
  - a) World Wide Web
  - b) Worm
  - c) Personal Computers
  - d) Internet
  - e) Motherboard
  - f) CPU
4. Discuss how Libraries and Information Centres can use ICTs in creation and preservation of information.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL**  
**EDUCATION**  
**UNIVERSITY MID-YEAR EXAMINATION, JUNE, 2016**

**EDU 2011: SOCIOLOGY OF EDUCATION**

**TIME: 3 HOURS**

**50 MARKS**

**NAME:** \_\_\_\_\_

**COMPUTER NUMBER:** \_\_\_\_\_

**INSTRUCTIONS:**

1. There are **two** sections in this paper, Section A and Section B. Section A contains objective questions while Section B contains essay questions.
2. Answer **all** questions in Section A. All Answers for Section A should appear in this question paper.
3. Answer only **two** questions in **Section B**. Answers for Section B should appear in the answer booklet provided.
4. Credit will be given for well thought out answers.

## SECTION A (20 Marks)

Circle the most appropriate answer

1. Which one of the following Sociologists wrote extensively about social dynamics and social statics?
  - A. Herbert Spencer
  - B. Emile Durkheim
  - C. Auguste Comte
  - D. Karl Marx
2. An expected behaviour associated with a person's social position in society is called a \_\_\_\_\_.
  - A. social status
  - B. social role
  - C. social action
  - D. social fact
3. Which theory of education focuses on the ways in which education maintains the status quo?
  - A. Labelling theory
  - B. Conflict theory
  - C. New Sociology of Education theory
  - D. Functionalist theory
4. Socialization, as a Sociological term, describes \_\_\_\_\_.
  - A. how people interact during social situations
  - B. how people learn societal norms, beliefs, and values
  - C. a person's internal mental state when in a group setting
  - D. the difference between introverts and extroverts
5. Which one of the following is **not** an example of a closed system of social stratification?
  - A. caste system
  - B. slavery system
  - C. class system
  - D. estate system
6. Mumba believes that social stratification is inevitable in society because certain positions are more important than others and that more money should be given to those who fill jobs that are considered to be more important in society. Mumba's belief is an example of which theory of social stratification?
  - A. Labelling
  - B. Conflict
  - C. Functionalism
  - D. Human Capital



7. The conflict and functionalist theories suffer from the 'black box of education'. This means that these two theories \_\_\_\_\_.
  - A. speculate about what goes on in the society
  - B. are inadequate in their explanations of the structure of society
  - C. speculate about what goes on in the classroom
  - D. none of the above
8. People who work at a specific task are more likely to become highly skilled and perform the job with maximum efficiency. This is the rationale for which of the following characteristics of a bureaucracy?
  - A. impartiality
  - B. hierarchy of authority
  - C. division of labour
  - D. employment based on technical qualifications
9. It was \_\_\_\_\_ who argued that sociologists should be concerned with the interpretive understanding of human social action and the meanings people attach to their own actions and behaviors, and those of others.
  - A. Karl Marx
  - B. Max Weber
  - C. Emile Durkheim
  - D. Auguste Comte
10. A Sociologist of Education who tries to explain Sociology of Education using ideas of classical thinkers is doing that from an/a \_\_\_\_\_.
  - A. analytical perspective
  - B. historical perspective
  - C. empirical perspective
  - D. open systems approach

**Circle the appropriate word to show whether these statements are True or False.**

11. True      False    Bureaucracies are more likely to excel in organisations which experience constant technological change than in those involving routine tasks that are well specified.
12. True      False    The Role-taking theory of Socialisation is associated with George Mead.
13. True      False    In a study conducted by Chakulimba after independence, a secondary school teacher was ranked second in terms of prestige among thirty jobs in Zambia.
14. True      False    Intra-role conflicts arise when the requirements and expectations of one role interfere with those of another role.

15. True      False    Making decisions in committees is a characteristic of an ideal bureaucracy.
16. True      False    The roles of a teacher are said to be more specific than diffuse because they have clear boundaries and a specific time limit.
17. True      False    Conflict theorists argue that most pupils who climb the education ladder are from the affluent families.
18. True      False    When carrying out a prestige rating study, the researcher should ensure that jobs are arranged in order of their perceived status.
19. True      False    A teacher needs to be affective in order for him/her to play the role of a disciplinarian very well.
20. True      False    In Zambia, the Teaching Service Commission appoints, promotes and fires teachers in its role as a teachers' professional association.

**Complete the blank spaces with the most appropriate word(s)/phrase(s) or sentence (s).**

21. \_\_\_\_\_ is the internalised attitudes, expectations, and viewpoints of society that we use to guide our behaviour and reinforce our sense of self.
22. The \_\_\_\_\_ status has an element of sphere of influence attached to it.
23. State **two** reasons why the 'I do not know' option should be included when analysing data for a prestige rating study.
- i. \_\_\_\_\_
- ii. \_\_\_\_\_
24. Name the scholar associated with the term 'survival of the fittest'. \_\_\_\_\_
25. \_\_\_\_\_ socialisation involves informal learning of future roles which eases the transition from one stage to another.
26. Outline the **three** fixed stages of development that Comte believed all societies moved through, in chronological order.
- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

27. Good and Brophy (1973) identified five stages of the self-fulfilling prophecy. Describe the 1st, 2nd and 4th stages.

i. 1<sup>st</sup> stage:

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ii. 2<sup>nd</sup> stage:

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iii. 4<sup>th</sup>

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28. State **five** factors that have contributed to the decline of the status of teachers in Zambia since independence.

i. 

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ii. 

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iii. 

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iv. 

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v. 

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29. Outline the **three** stages of the looking glass self in the correct order.

i. 

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ii. 

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iii. 

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**Write brief notes on the following terms as used in Sociology of Education.**

30. Conservative function of education

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31. Formal Social Organisation

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32. Social function of Education

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33. Intergenerational social mobility

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34. Economic function of Education

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35. Agents of Socialisation

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36. Political function of Education

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37. Pathological bureaucracy

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**SECTION B (30 Marks)**

**Answer any two questions. All answers should appear in the answer booklet provided. Each question carries 15 marks.**

38. One of the key areas covered in this course was the scope of Sociology of Education according to Emile Durkheim.
- Discuss Durkheim's four themes of Sociology of Education.
  - With appropriate examples, qualify the statement that 'Sociology of Education is an important course in the teacher training curriculum.'
39. There are a number of leadership styles that teachers use in their classroom.
- As a potential/practising teacher, discuss the advantages of different leadership styles that teachers use in their classrooms.
  - Which leadership style do you think is best suited for use in a grade 8 class?
40. You have been asked to make a presentation on the professional status of teaching in Zambia to first year students in the School of Education.
- Critically discuss whether teaching is a fully –fledged profession or not.
  - With relevant examples, discuss what measures should be put in place to improve the professional status of the teaching fraternity.
41. Using the New Sociology of Education theory, discuss school factors that can affect a child's academic performance.

***END OF EXAMINATION***

**THE UNIVESRSITY OF ZAMBIA**  
**2015 UNIVERSITY EXAMINATIONS**

**EED 1010: INTRODUCTION TO ENVIRONMENTAL EDUCATION**

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** Answer Question 1 and two other questions.

=====

1. “A society is defined not only by what it creates, but by what it refuses to destroy” (John C. Sawhill). Discuss five anthropogenic activities which lead to destruction of water resources.
2. Write brief notes on the following:
  - (a) Science and technology as a two pronged driver of ecosystem change.
  - (b) Effects of ozone depletion.
  - (c) Three human values.
3. Explain why invasive alien species usually outcompete native species in a habitat.
4. “The booming illegal trade in wildlife products is eroding Earth’s precious biodiversity” (United Nations).  
  
Explain at least five effects of biodiversity loss on ecosystems and humans.
5. Clarify the principle that “Environmental Education must be holistic and about connections.”

**END OF EXAMINATION**

The University of Zambia

School of Education

Department of Language and Social Sciences Education

Geography and Environmental Education Unit

END OF YEAR EXAMINATIONS-2015/2016 ACADEMIC YEAR

EED 1020: ECOLOGY FOR ENVIRONMENTAL EDUCATION

DURATION: 3 HRS

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Instructions:

- Answer three questions from this examination paper. Question number one is compulsory.
  - Credit will be given for illustrations that aid explanations and data beyond the scope of lecture notes.
- 

Q1. Write short explanatory notes of the following:

- a. Characteristics of a Population Pyramid (5 marks)
- b. The Tragedy of the Commons (5 marks)
- c. Natural Resource Decline (5 marks)
- d. Reaction/Modification stage of Ecological Succession (5marks)

Q2. As an Environmental Educator, how would you use Advocacy and Activism to help mitigate the problem of Deforestation in Zambia. (15 marks)

Q3. Critically discuss the following statement, "Economic Development is a good thing for any society." (15 marks)

Q4. Give a detailed explanation of the Demographic Transition Model and how the dynamics of population influence population change. (15 marks)

Q5. Explain how selected flora and fauna ecologically adapt to hot desert conditions. (15 marks)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**  
**EED-1030 ENVIRONMENTAL GOVERNANCE**  
**2015/2016 END OF YEAR EXAMINATION**

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**DURATION: THREE HOURS**

**INSTRUCTIONS:**

- **ALL ANSWERS MUST BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.**
  - **ANSWER A TOTAL OF THREE QUESTIONS OF WHICH ONE OF THEM SHOULD BE QUESTION 1.**
  - **CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES AND ILLUSTRATIONS.**
- 

1. a) List six barriers to sustainable environmental governance. **(6 marks)**  
  
b) One of the rights of refugees is the “*Non-refoulement*”. What does this mean? **(2 marks)**  
  
c) Mention **two** other terms that can be used to refer to the “*theory of abundance*” **(2 marks)**  
  
d) What is meant by epistemic Communities? **(2 marks)**  
  
e) Suggest four ways of preventing conflicts over natural resources. **(4 marks)**  
  
f) List four facets of accountability in governance as discussed in this course. **(4 marks)**
2. There are many definitions of environmental governance.
  - a) Explain key underpinning concepts of environmental governance from the many definitions that you have covered in this course. **(5 marks)**



- b) Explain Systems theory as a mechanism for governing the environment. (10 marks)
3. The political analysis of global environmental problems focuses on how different actors agree and disagree about matters of global environmental change. In terms of reaching environmental agreements, the most important international actors are **states**.
- a) Other than states, list **three other** actors in environmental agreements and in each case **give an example** and **explain** their role. (6 marks)
- b) What is the role of states in Global environmental agreements? (4 marks)
- c) Do global environmental problems really exist? Discuss (5 marks)
4. Mr X is visiting Zambia for the first time. He is interested in Zambia's environmental resources. Make some notes based on the following subheadings that Mr. X can use to understand governance of environmental resources in Zambia.
- a) Brief history of environmental governance in Zambia (10 marks)
- b) Importance of governance over natural resources in Zambia (5 marks)
5. Environmental and Political ideologies **co-exist** and **interact** with each other in every society and sometimes are **antagonistic** to each other depending on the dominance of a particular ideology (either political or environmental) in a given particular community.
- a) With examples, define Environmental and Political Ideologies (4 marks)
- b) Using Examples that you have given in question 5 a), explain how environmental Ideologies and Political ideologies co-exist or antagonise in a society. (6 marks)
- c) List characteristics of a good **environmental policy**. (5 marks)

THE END

GOOD LUCK!

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**  
**EED-2010 INTRODUCTION TO ENVIRONMENTAL MANAGEMENT**  
**2015/2016 END OF YEAR EXAMINATION**

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**DURATION: THREE HOURS**

**INSTRUCTIONS:**

- **ALL QUESTIONS MUST BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.**
  - **ANSWER A TOTAL OF THREE QUESTIONS OF WHICH ONE OF THEM SHOULD BE QUESTION 1.**
  - **CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES AND ILLUSTRATIONS.**
- 

1. Give brief answers to the questions below.

- a) What are the characteristics of Environmentally Sound Development? **(5 marks)**
- b) What is the meaning of *Polycentric governance*? **(2 marks)**
- c) What is the main objective of the *precautionary principle* of environmental management? **(3 marks)**
- d) A resource has *a social-culturally* constructed meaning. With examples, explain what this statement means. **(4 marks)**
- e) List the processes in the carbon cycle that add carbon dioxide to the air. **(4 marks)**
- f) List two sources of energy that are ultimately derived from solar energy and explain how. **(2 marks)**

2. a) A Chinese investment company is proposing a recreation park comprising a number of self-catered lodges, a swimming pool, catering and retail units in a woodland area close to a small rural town.

Identify **six** environmental impacts that could arise during the construction of the park and **six** that could arise during the operation should the project go ahead. For each impact, **propose** a possible mitigation measure. (12 marks)

b) Identify three stake holders to this project and their roles. (3 marks)

3. a) Describe the water Cycle with the aid of a well labelled diagram (6 marks)

b) Describe how human interventions can impact upon the water cycle. (4 marks)

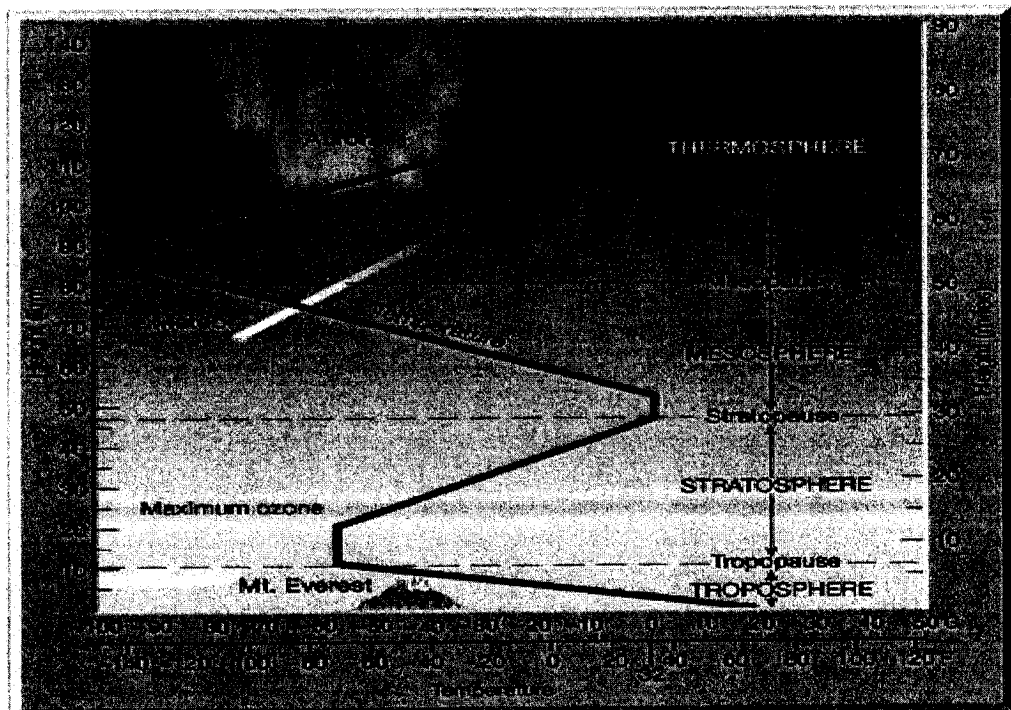
c) Discuss how the theory of sustainability can be used to sustain the water cycle. (5 marks)

4. a) Compare and contrast Environmental Impact Assessment and Environmental Audit. (4 marks)

b) Outline the benefits that an environmental impact assessment can bring to a project (6 marks)

c) What recommendations would you give in your audit report of a school that has been found to have a high wastage of energy? (5 marks)

5. Carefully study the diagram below to answer the following questions. (15 marks)



- a) **Describe** the trend of temperature in the different layers of the atmosphere and in each layer, **identify** the highest and the lowest readings of temperature as shown in the diagram. ( 4marks)
- b) Why is it important for an environmental manager to understand the structure of the atmosphere? ( 2 marks)
- c) Briefly describe the general characteristics of the layer that is ideal for large aeroplanes to fly. ( 5 mark)
- d) The troposphere is rich in environmental resources. Explain the values of these resources to human beings as discussed in this course. ( 4 marks)

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**2015/2016 ACADEMIC YEAR EXAMINATIONS**  
**EED 2020: ENVIRONMENTAL ECONOMICS**

**TIME: THREE (3) HOURS**

**Instructions:** Answer **question one** and any other **two** questions. Answer **three** questions in total.

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1. You have just been employed by the Zambia Electricity Supply Corporation (ZESCO) as an environmental economist to head up a task force working to reduce and ultimately, eradicate load shedding. Discuss the short and long term plans your team will put in place for the next Five (5) years (20 Marks).
2. Discuss the assertion that environmental valuation should focus on changes rather than biodiversity (15 Marks)
3. Using Zimbabwe as a case example critically analyse the effects of a poor and or failing economy on the natural, social-economic and political environments (15 Marks).
4. What challenges are faced by developing countries in trying to achieve quality environments? (15 Marks)
5. Discuss why Zambia is still not economically developed despite recording economic growth for a long time now (15 Marks).

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**EED2030: ENVIRONMENTAL HEALTH FINAL EXAM SEPTEMBER 2016**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS** : Answer a total of three (3) questions. Question one is compulsory, then answer any other two. Credit will be given for answers showing deepened understanding of the topic instead of mere memorization of lecture notes

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1. Write brief notes on each of the following.

a) Evolution of environmental health

b) Environmental illness and causes

c) Urban challenge

d) E-waste and environmental effects

**(20 marks)**

2. Critically analyse the impacts of climatic hazards on health

**(15 marks)**

3. What are arboviruses? Discuss in detail causative agent, transmission, treatment and prevention of any disease caused by this group of organisms.

**(15 marks)**

4. There is mounting evidence that the common household cleaners and body-care products we buy from the supermarkets are contributing to the dramatic increases in diseases. Many of the common laundry, kitchen and bathroom cleaning products we use contain chemicals known as Volatile Organic Compounds (VOCs) and are definitely not 'body-friendly' Discuss.

**(15 marks)**

5. As a public health inspector, design a detailed public health inspection form (check list) of any public premise of your choice. Include necessary details.

**(15 marks)**

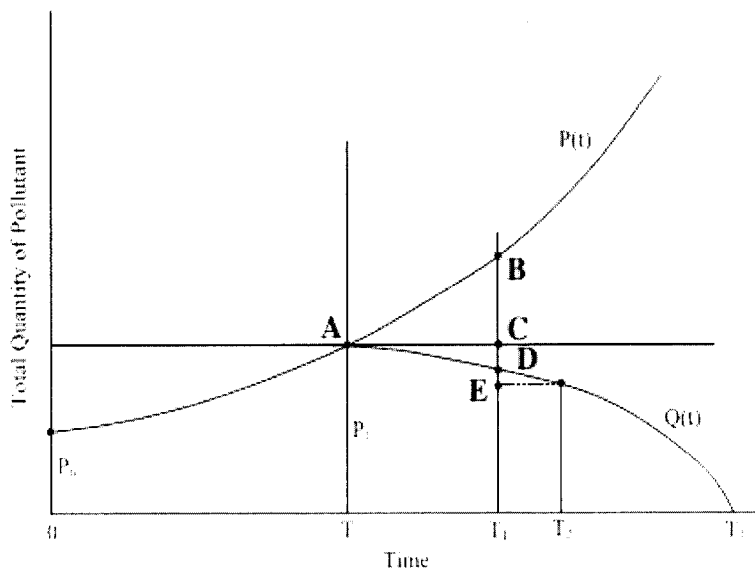
**=====END=====OF=====EXAMINATION=====**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2015/16 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. The diagram below shows a schematic of an environmental problem with positive feedback. Examine the modus operandi of the positive environmental feedback, and clearly explain the situations at  $P_1$ , A,  $P(t)$ ,  $Q(t)$ , BD and DE at times  $T_2$  and  $T_3$  (20 marks).



2. One of the sustainable development goals (SDG) is 'to end poverty in all its forms everywhere'. Show why it is important to eradicate poverty to attain sustainability (15 marks).
3. Explain the FOUR PILLARS of Sustainable Development. For each pillar show the core issues (15 marks).
4. Human – wildlife conflict is a growing problem in today's crowded world and can have significant impact on both human and wildlife populations. Design a sustainability management program for the Livingstone community where human-wild animal conflict is a problem. Show how various actors and their actions will be incorporated into the program (15 marks).
5. Explain various thrusts of Education for Sustainable Development as contained in the UN Agenda 21 Chapter 36 (15 marks).

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2015/2016 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. **Question 1 is compulsory.**

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1. Critically analyze the effectiveness of environmental laws and policies in curbing Small Scale quarrying and mining in peri-urban areas of Lusaka.

**(20 marks)**

2. Discuss in detail the sources of international and national Environmental laws and their strength when it comes to implementation and enforcing of environmental laws.

**(15 marks)**

3. Explain the main reasons for environmental law both at national and international levels.

**(15 marks)**

4. Outline five the major principles of environmental law and state their influence in making sure nations world over adhere to international law.

**(15 marks)**

5. Choose three national Environmental laws/Treaties/Agreements on the environment in Zambia and critically assess their effectiveness.

**(15 marks)**

**END**

**OF**

**EXAMINATIONS**

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## END OF YEAR DEFENSE EXAMINATIONS (2015/2016)

**DURATION: 30 MINUTES**

**MARKS: 25 MARKS**

**Mere memorization of facts will not earn you a single mark.**

**Your answer must be presented in context of the research you conducted.**

**Your answer must be written on this question paper briefly and precisely.**

**Do not forget to indicate the name of the group you belonged to.**

**Do not write introduction and conclusion in your answer.**

NAME OF GROUP:.....

**COMPUTER NO:.....**

1. Briefly explain how the theoretical framework and paradigmatic framework of your study influenced the conclusions you drew from your research.

[illegible]

**UNIVERSITY OF ZAMBIA**  
**END OF YEAR EXAMINATIONS (2015/2016)**  
**EED 4030: ENVIRONMENTAL PROJECT MANAGEMENT**

**DURATION: 3 HOURS**

**MARKS: 50**

**INSTRUCTIONS:** Answer THREE questions, QUESTION ONE IS COMPULSORY.

**DO NOT WRITE** essays in this examination!

**All your answers must be presented in proper context and wording.**

**You cannot proceed to any other question before you answer question one.**

**Do not take more than 80 minutes on question and 100 minutes for any other two questions.**

**DO NOT use environmental problem or challenges that you were given in a test as a choice of your environmental problem in this examination.**

**Think carefully! before you start writing.**

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1. Based on any one environmental problem from your home village or town, develop a meaningful Problem Analysis Tree (PAT). **(30 Marks) (80 minutes)**
2. Based on environmental problem you identified in question 1, state two SMART objectives and, develop a Tabular Logical Framework Matrix (TLFM) summarizing how you would address the problem. **(10 Marks) (50 minutes)**
3. For the environmental problem identified in question 1, design a Stakeholder Analysis Matrix (SAM). **(10 Marks) (50 minutes)**
4. For the Problem identified in question 1 and its two objectives in question 2, develop a Monitoring and Evaluation Tabular Matrix (M&ETM). **(10 Marks) (50 minutes)**
5. Design a meaningful Financial Management System (FMS) to successfully implement what you planned in question 2 to address the problem in question 1. **(10 Marks) (50 minutes)**

**END OF EXAMINATION**

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

**MID-YEAR EXAMINATION FOR 2015 ACADEMIC YEAR**

**EED: 9011      ADVANCED ENVIRONMENTAL MANAGEMENT**

**DURATION: 3 HOURS**

**INSTRUCTION: ANSWER THREE QUESTIONS**

1. You have been requested to advise the Municipal Council in your locality about groundwater pollution, with the knowledge you possess discuss five major causes of groundwater pollution in urban Zambia.
2. Choose five major environmental issues and explain how each comes about and suggest two measures one can use to combat each problem stated.
3. Compare and contrast the use of indigenous knowledge with modern scientific knowledge in managing urban solid waste problems.
4. Briefly discuss the following concepts
  - i)      Environmental Impact Assessment
  - ii)     Land Contaminated Audit
  - iii)    Eco-informatics
  - iv)    Cadastral Survey
  - v)     Eco-Feminism
5. With the help of clear examples discuss the challenges one may face when formulating policies using environmental ethics. Refer to four ethical considerations that you know.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2015/2016 ACADEMIC YEAR EXAMINATIONS**  
**EED 9052: ENVIRONMENTAL JOURNALISM**

**TIME: THREE (3) HOURS**

**Instructions:** Answer **question one** and any other **two** questions.

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

Use of clear readable handwriting is advised.

- 
1. Write short explanatory notes on the following:
    - a. Inverted pyramid and contrast news writing models
    - b. Feature, hard and soft news story types
    - c. Psychological and geographical proximity
    - d. Off the record and non attributable sources of news (20 Marks)
  2. Critically analyse the uses and gratification and, gate-keeping theories and the role they play in the mass media process. (15 Marks)
  3. Using clear, relevant examples and, illustrations describe the basic media laws and ethics. (15 Marks)
  4. What are the attributes of a good journalist? In your response, outline the functions of a reporter and the media. (15 Marks)
  5. Outline and discuss the major differences and similarities between print and broadcast media. (15 Marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2015/2016 END OF ACADEMIC YEAR EXAMINATIONS**

**EED 9062: DISASTER AND HAZARDS EDUCATION**

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** There are Five (5) questions in this examination, answer three (3) questions. **Question 1 is compulsory.**

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1. Discuss the impacts of floods as a disaster on people's income, earnings and overall social welfare in squatter settlements of Lusaka.  

**(20 marks)**
2. With well elaborated examples, describe how one can reduce the effects of drought as a disaster on vulnerable groups in rural Zambia.  

**(15 marks)**
3. Using the disaster management cycle explain how a flood hit area in urban Zambia can be managed.  

**(15 marks)**
4. List the main activities in response and recovery and relate them to a drought.  

**(15 marks)**
5. Briefly discuss the following concept; Modern Responses to Disasters, Recovery Plan, Disaster Risk Reduction, Emergency Operation Plan and Natural Disasters.  

**(15 marks)**

**END**

**OF**

**EXAMINATIONS**

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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

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

**2015/16 ACADEMIC YEAR EPS 1010 FINAL EXAMINATION – 20<sup>th</sup> September, 2016**

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**Instructions**

- Answer **all** the questions in section A, B,C and only **two** from section D
- There are five(5) questions in section D. Answer question One (1) which is compulsory and any other question of your choice
- Duration – 3 hours
- This examination contributes 50% to the Course Grade.

**SECTION A: CIRCLE THE RIGHT ANSWER (5 MARKS, 1 mark for each)**

1. 'lasting psychological connectedness between human beings' The words above are attributed to \_\_\_\_\_
  - a) Rogers
  - b) Ainsworth
  - c) Bowlby
  - d) All the above
2. \_\_\_\_\_ proposed that development is biological and occurs automatically.
  - a) Vygotsky
  - b) Gesell
  - c) Skinner
  - d) Piaget
3. Our minds are continually shaped by the following **except**
  - a) Emotions
  - b) Opportunities
  - c) Children
  - d) All the above.
4. \_\_\_\_\_ occurs from large muscle movements to more refined (smaller) muscle movements.
  - a) development
  - b) maturation
  - c) growth
  - d) mobility
5. The following have an influence on socioemotional development of a child **except**
  - a) Parents
  - b) Peers
  - c) Games
  - d) Television

**SECTION B: TRUE OR FALSE QUESTIONS (10 MARKS, 2 marks for each)**

6. The educator would interview the child's guardians regarding the child's development, only after an assessment is conducted. **TRUE OR FALSE**
7. Teachers must understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. **TRUE OR FALSE**
8. Most formal assessments are boring to the learners. **TRUE OR FALSE**
9. The inability to conserve is a feature of the concrete operational stage. **TRUE OR FALSE**
10. Behaviourists consider covert behaviours as most important. **TRUE OR FALSE**

**SECTION C: SHORT ANSWER QUESTIONS (15 MARKS, 3 marks for each)**

**Write short explanatory notes on each of the following:**

11. Development is a cumulative process.
12. What are the three body shapes and their corresponding personality traits?
13. What were the main ideas of Lev Vygotsky?
14. Development proceeds from the simple to the more complex.
15. What are the main developmental assessment challenges of children in Zimbabwe?

**SECTION D: LONG ANSWER QUESTIONS (20 MARKS, 4 marks for each)**

16. Discuss the contributions of three theorists specifically associated with emotional and psychological development.
17. Why should you, as a teacher, know about child development theories, and how are they relevant to the teaching practice?
18. Critically examine both the benefits, and potential risks, of young children's use of ICT (mainly in terms of computers) in Zambian preschools.
19. While western parents have been reported to frequently read stories to their children, Zambian low-income parents narrate rather than read stories to their children. How do these different parenting practices affect language and cognitive development?
20. With specific example, describe how Erickson's theory of psychosocial development can be applied to the Zambian primary school context.

**END OF EXAMINATION**

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

**EPS 1020: COGNITIVE DEVELOPMENT FINAL EXAMINATIONS 2015/2016**  
**ACADEMIC YEAR**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**ALL ANSWERS SHOULD BE WRITTEN IN THE EXAMINATION BOOKLET PROVIDED**

**THERE ARE FOUR SECTIONS IN THIS PAPER A, B, C AND D**

**ANSWER ALL QUESTIONS IN SECTION A, B AND C**

**ANSWER TWO QUESTIONS ONLY IN SECTION D**



**SECTION A (8 MARKS)** Answer all questions in this section and write your answers in the examination booklet provided

1) The Piaget's sensory motor stage has.....sub stages of cognitive development

- a) 4                                      b) 6                                      c) 5                                      d) 7

2) Which of the following is not a challenge that has characterized the implementation of familiar language as a medium of instruction.

- a) Lack of familiarity with the medium of instruction
- b) Lack of teaching and learning materials
- c) Over enrolment
- d) None of the above

3) The short term memory plays the role of a mediator between the sensory register and long term memory. The three components of that make up the short term memory are .....

- a) Visuospatial working memory, explicit and implicit memory
- b) Central executive, phonological loop, and the visuospatial working memory
- c) Central executive, phonological loop, and conscious memory
- d) Phonological loop, and the visuospatial working memory and Episodic memory

4)..... who argued that "the language one speaks shapes the world one sees and that "specific aspects of a language provide a grid, or structure, that influences how humans categorize space, time, and other aspects of reality into a worldview.

- a) Whorf and Brunner
- b) Brunner and Vygotsky
- c) Vygotsky
- d) Whorf

5) Who argues that language is essential to thought and that; in fact, the highest form of thought is language.

- a) Brunner,
- b) Whorf
- c) Vygotsky
- d) Piaget

6) A process by which information is lost in the short term memory because old information prevents new information from being stored in the memory is called .....whilst the process where newly learnt information prevents old information from being remembered is called .....

- a) Proactive inhibition, retroactive inhibition
- b) Retroactive inhibition, proactive inhibition,
- c) Retroactive inhibition and interference
- d) Interference and Proactive inhibition

7) The long term memory is made of explicit and implicit memory. Therefore it is .....that constitutes explicit memory.

- a) Episodic memory and procedural memory
- b) Semantic memory and procedural memory
- c) all of the above
- d) None of the above

8) Mr Musonda is a father of a six year old who is enrolled in grade one at a private school. However, Mr Musonda's son cannot work out simple arithmetic and engage in any form of conversation involving concepts or objects which he cannot see. According to Piaget's theory Mr Musonda's son has not developed .....and he still belongs to ..... of Cognitive development.

- a) Language and still belongs to pre-operation stage
- b) Abstract thinking and still belongs to formal operation stage
- c) Abstract thinking and still belongs to pre-operation stage of Cognitive development
- d) Language and still belongs to concrete operation stage.

#### **SECTION B (7 marks)**

Answer all questions in this section. Ensure that the answers are written in examination booklet spaces provided.

9).....is behind the learning view of language development whilst.....is behind nativist view of language development.

10) In Piaget .....is viewed as egocentric whilst Vygotsky views it as very significant in helping individual in accomplishing mental tasks and organizing attention.

11) According to Jean Piaget children are born with .....and.....skills.

12) According to Vygotsky, a level where children can perform a range of activities without being scaffolded by more knowledgeable others is called.....

13) .....involves linking the new information that one is trying to remember to something one already knows.

#### **SECTION C (12 MARKS)**

Write brief notes of not more than **three sentences** on each of the following. Each question carries 2 marks.

- 14) Bubbling stage
- 15) Chunking
- 16) Iconic representation
- 17) Zone of Proximal development
- 18) Nativist view of language development
- 19) Contextualisation

### **SECTION (23 MARKS)**

There are four questions in this section. Answer two questions only. Answer **question 20** which is compulsory and chose any other below. Each question carries **11.5 marks**.

20. Using practical examples critically evaluate the educational implications of Vygotsky Social cultural theory of cognitive development.

21 There has been endless debate on language and thought .Using clear and practical examples, analyze different arguments that the scholars you have learnt in this course have presented with regard to language and thought.

22 Using practical examples, discuss how Piaget's theory of cognitive development has influenced educational practices in Zambian education system

23. Critically assess the challenges of providing bilingual education in Zambia and discuss the ways which you think can help in ensuring that bilingual education Zambia becomes a success.

**THE END OF EXAMINATION**

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

**EPS 1022: DEVELOPMENTAL OUTCOMES: CONCEPTION TO ADOLESCENCE**

**2016 FINAL EXAMINATION**

**INSTRUCTIONS: THIS PAPER HAS 3 SECTIONS; SECTION A HAS 20 MULTIPLE CHOICE QUESTIONS, SECTION B CONSISTS OF 15 FILL-IN-THE-BLANKS QUESTIONS, AND SECTION C HAS 3 QUESTIONS.**

**COMPUTER # \_\_\_\_\_**

**ANSWER GRID FOR SECTION A**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

**SECTION A: THERE ARE 20 MULTIPLE CHOICE QUESTIONS, ANSWER ALL QUESTIONS IN THIS SECTION. WRITE YOUR ANSWERS IN THE ANSWER GRID ABOVE.**

1. The period of development during which school readiness skills are developed and most free time is spent playing with friends is called \_\_\_\_\_.
  - a. Infancy
  - b. Early childhood
  - c. Middle childhood
  - d. Late childhood
2. Alex believes people are primarily influenced by the environment and learned experiences, so he believes \_\_\_\_\_ plays a more powerful role in human development.

- a. Nurture
  - b. Maturation
  - c. Change
  - d. Nature
3. Which statement BEST resolves the nature-nurture controversy?
- a. Nature is clearly more important in development
  - b. The interaction between nature and nurture is most important in development
  - c. Nurture is clearly more important in development
  - d. Neither plays a particularly strong role in development
4. The process of natural \_\_\_\_\_ favors individuals of a species that are best able to survive and reproduce.
- a. Progression
  - b. Distinction
  - c. Selection
  - d. accommodation
5. The units of hereditary information that act as a blueprint for cells to reproduce themselves and manufacture the proteins that maintain life are:
- a. Chromosomes
  - b. DNA
  - c. Genes
  - d. ribosomes
6. In the process of meiosis \_\_\_\_\_
- a. the cells divide into gametes, which have half the genetic material of the parent cell
  - b. the focus is on cell growth and repair.
  - c. the number of chromosomes present remains the same
  - d. two daughter cells are formed
7. Each human gamete has \_\_\_\_\_
- a. 46 paired chromosomes
  - b. 46 unpaired chromosomes
  - c. 23 paired chromosomes
  - d. 23 unpaired chromosomes

8. Behavioral geneticists believe that behaviors are determined by \_\_\_\_\_
- a. Only biological factors
  - b. Only environmental factors
  - c. biological factors at birth and environmental factors throughout the rest of life
  - d. a continuous interaction between biological and environmental factors
9. Twins that develop from a single fertilized egg are called \_\_\_\_\_.
- a. Fraternal twins
  - b. Adopted twins
  - c. Dizygotic twins
  - d. Identical twins
10. Which genetic disorder is caused by an extra chromosome?
- a. Down syndrome
  - b. Turner syndrome
  - c. Sickle-cell anemia
  - d. Phenylketonuria (PKU)
11. Which of the following statements about fetal alcohol syndrome is most accurate?
- a. Fetal alcohol syndrome commonly results in miscarriages
  - b. The infant is often physically deformed and below average in intelligence
  - c. Fetal alcohol syndrome causes ectopic pregnancies
  - d. Babies suffering from fetal alcohol syndrome are often born before term and with low birth weights
12. Phillip is 5 years old and has a poor attention span. He often fidgets and is impulsive. It is quite possible that Phillip's mother used \_\_\_\_\_ while pregnant.
- a. Nicotine
  - b. Cocaine
  - c. Caffeine
  - d. Marijuana
13. Myelination in the brain \_\_\_\_\_
- a. nourishes the nerve cells so they function more efficiently
  - b. increases the speed of information traveling through the nerve cells
  - c. increases the number of cells connected in a given neural network

- d. helps nerve cells communicate with a larger number of other cells
14. Diane notices that sudden stimulation causes her 2-month-old to arch his back, throw his head back, fling out his arms and legs, and then rapidly close them to the center of his body. Diane's baby is exhibiting the reflex.
- a. Rooting
  - b. Babinski
  - c. tonic neck
  - d. Moro
15. Which of the following is an example of a fine motor skill?
- a. Walking
  - b. raising a hand
  - c. buttoning a shirt
  - d. kicking a ball
16. Emotion is a mixture of \_\_\_\_\_.
- a. unconscious and universal processes
  - b. conscious experience and unconscious processes
  - c. physiological arousal and overt behavior
  - d. physiological arousal, unconscious processes, and behavioral expression
17. Which of the following situations is most likely to produce stranger anxiety in an infant?
- a. sitting on the mother's lap
  - b. meeting a stranger in a research laboratory
  - c. meeting a stranger in the infant's home
  - d. encountering a stranger who smiles
18. Attachment theorists would AGREE on which of the following?
- a. A critical period of attachment in humans exists during the first 2 months of life.
  - b. Secure attachment to a single primary caregiver is essential for healthy social development
  - c. A child's temperament is more important than secure attachment for healthy social development
  - d. Sensitive responsiveness on the part of caregivers will help infants develop secure attachments

19. The Strange Situation is an observational measure of infant attachment developed by Mary Ainsworth. It requires the infant to \_\_\_\_\_
- crawl through a dark tunnel with his or her mother and a stranger waiting on the other side
  - move through a series of introductions, separations, and reunions with his or her mother and a stranger
  - experience loud noises in a room with only a stranger present
  - choose between his or her mother and his or her father in a strange situation
20. When put on the floor to play, Baby Elaine cries as if she wants to be held. When her mother picks her up, though, Baby Elaine pushes away with both arms and turns her head away. Ainsworth would say that Baby Elaine is \_\_\_\_\_
- Securely attached
  - Insecure avoidant
  - Insecure resistant
  - disorganized

**SECTION B: THERE ARE 15 FILL-IN-THE-BLANKS QUESTIONS IN THIS SECTION. ANSWER ALL QUESTIONS BY WRITING YOUR ANSWERS IN THE SPACES PROVIDED (15 MARKS).**

21. In operant conditioning, a stimulus, experienced following a behavior, which decreases the probability that the behavior will be repeated is \_\_\_\_\_ (1 Mark).
22. Twins conceived by the union of two different ova with two different sperm cells within a brief period of time are called \_\_\_\_\_ (1 Mark).
23. \_\_\_\_\_ is a principle that development proceeds in a head-to-toe direction (i.e., that upper parts of the body develop before lower parts) (1 Mark).
24. \_\_\_\_\_ stage is the first 2 weeks of prenatal development, characterized by rapid cell division, increasing complexity and differentiation, and implantation in the wall of the uterus (1 Mark).
25. In Piaget's terminology, processes by which an infant learns to reproduce desired occurrences originally discovered by chance are called \_\_\_\_\_ (1 Mark).
26. The understanding that a person or object still exists when out of sight is \_\_\_\_\_ (1 Mark).



27. Process of coating neurons with a fatty substance that enables faster communication between cells is \_\_\_\_\_ (1 Mark).
28. Genetic makeup of an individual, containing both expressed and unexpressed characteristics is the called \_\_\_\_\_ (1 Mark).
29. Combination of mental, motor, and developmental abnormalities affecting the offspring of some women who drink heavily during pregnancy is \_\_\_\_\_ (1 Mark).
30. \_\_\_\_\_ is the adjustment to new information about the environment through the complementary processes of assimilation and accommodation (1 Mark).
31. The standard measurement of a newborn's condition; it assesses appearance, pulse, grimace, activity, and respiration is called \_\_\_\_\_ (1 Mark).
32. The pattern of attachment in which an infant rarely cries when separated from the primary caregiver and avoids contact upon his or her return is \_\_\_\_\_ (1 Mark).
33. \_\_\_\_\_ is a form of learning in which a person tends to repeat a behavior that has been reinforced or to cease a behavior that has been punished (1 Mark).
34. The distress shown by an infant when a familiar caregiver leaves is called \_\_\_\_\_ (1 Mark).
35. Physical skills that involve mainly large muscles of the body is \_\_\_\_\_ (1 Mark).

**SECTION C: THERE ARE THREE QUESTIONS IN THIS SECTION. YOU ARE REQUIRED TO ANSWER ONLY 1 QUESTION IN A SEPARATE ANSWER BOOKLET (15 MARKS).**

36. Distinguish the difference between "nature" and "nurture". Give examples of how each influences development (15 Marks).
37. Distinguish between the influences of heredity, environment, and maturation (15 Marks).
38. State and explain what causes fixation, according to Freud's theory, and give an example of its effect (15 Marks).

**END OF EXAM!**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2015 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]**

**Answer all the questions in this section**

1. ....could be described as lacking fluency in speaking and may be characterized by severe hesitations or the repetition of sounds and words. [1 Mark]
2. A child with a general pervasive mood of unhappiness or depression could be said to have.....disability. [1 Mark]
3. Describe "Specific learning disability" [2 Marks]
4. Scoliosis weakens and then destroys the affected individual's muscles, while muscular dystrophy manifests in a curvature of the spine that occurs in children during puberty. TRUE / FALSE [1 Mark]

5. .... occurs when there is damage to the inner ear or the auditory nerve [2 Marks]
6. .... may be manifested by fidgetiness or squirming in one's seat, by excessive running or climbing in situations where it is inappropriate [2 Marks]
7. In the field of Special Education, EFA stands for [1 Mark]

## **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 a page for each item.**

- 1) Describe the era of De-institutionalisation in the history of Special Education.
- 2) The difference between a Special teacher and a regular teacher.
- 3) Discuss the political reasoning in support of Special Education.
- 4) Describe some reasons that account for children with disabilities not going to school.
- 5) The difference between Integration Schooling 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 full-time 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) Imagine that you have been appointed to teach a class of gifted children.

(i) Why is it challenging to educate gifted and talented children? Discuss.

(ii) Discuss measures you would implement to enable them realise their potential in academic work.

[10 Marks]

3) 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]

4) Reflect on your traditional culture in Zambia.

(i) In your traditional culture, (specify your culture), what are some of the labels given to children with intellectual impairment?

(ii) How are children with intellectual impairment treated in your culture?

(iii) What could be the effects of such treatment on children with intellectual impairments on academic performance?

(iv) What could be the contributing factors that could explain the treatment given to children with intellectual impairment in your local setting?

[10 Marks]

5) One of the teachers at Kapilya Primary School argues that 'there is nothing special about children with special education'. Discuss the above point of view. Given the above view point, what are the possible implications to the provision of Special Education in Zambia?

[10 Marks]

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**2015 / 2016 FINAL EXAMINATIONS**  
**EPS 1040 – INTRODUCTION TO SOCIOLOGY**

**MARKS:** 100%

**DURATION:** THREE HOURS

**NAME:** \_\_\_\_\_

**COMPUTER No.** \_\_\_\_\_

**Instructions**

1. There are five sections in this paper. Answer all questions in **Sections A, B, C and D** using the question paper.
2. Answer **two (02) essay questions** only from **Section E** using answer booklets.  
Please note that **Question One** is **COMPULSORY**
3. Essays should be written in continuous prose.
4. Write your Computer Number clearly on all your answer booklets.

**SECTION A: Circle the most appropriate answer [10 marks]**

1. The aspects of social life that have to do with social change and that pattern institutional development are known as...
  - a. Superstructure
  - b. Infrastructure
  - c. Social dynamics
  - d. None of the above
2. The notion contained in the works of Karl Marx that development depends on the clash of contradictions and the creation of new more advanced structures out of these classes is known as ...
  - a. dialectical materialism
  - b. verstehen
  - c. scientific socialism
  - d. None of the above

3. Which one of the following sociologists believed that social solidarity is necessary both for the maintenance of the social order and for the happiness of its individual members.
- a. Max Weber
  - b. Karl Marx
  - c. Emile Durkheim
  - d. All of the above
4. The aspects of social life that have to do with order and stability that allow societies to hold together and endure are known as...
- a. Ideal types
  - b. Prototypes
  - c. Social statics
  - d. all of the above
5. Which one of the following sociologists asserted that the heart of sociology is the study of social action
- a. Herbert Spencer
  - b. Talcott Parsons
  - c. Karl Marx
  - d. none of the above
6. Which one of the following concepts describes a form of social integration that characterizes early societies in which a sense of oneness was derived from the fact that all the members of the society are engaged in essentially similar tasks?
- a. social action
  - b. mechanical solidarity
  - c. equilibrium
  - d. none of the above
7. A situation in which some aspects of the culture change less rapidly than other aspects of culture is known as...
- a. cultural variability
  - b. cultural staleness
  - c. cultural lag
  - d. none of the above

8. The application of evolutionary notions and the concept of the survival of the fittest to the social world is known as...
- a. Ideal type
  - b. *Gemeinschaft*
  - c. dialectical materialism
  - d. none of the above
9. \_\_\_\_\_ agreed with much of Karl Marx ideas but did not accept his idea that economic forces are central to social change
- a. Emile Durkheim
  - b. Max Weber
  - c. Auguste Comte
  - d. Herbert Spencer
10. Which of the following sociologists used the German word '*verstehen*' in reference to *understanding* or *insight* in describing his approach for learning about the subjective meanings we attach to our actions?
- a. Karl Marx
  - b. Harriet Martineau
  - c. C. Wright Mills
  - d. Max Weber

**SECTION B. – Complete the blank spaces with the most appropriate word or Phrase [10 marks]**

11. A nuclear family that consists of oneself and one's spouse and children is called \_\_\_\_\_
12. The enforcing of norms through either internalization or sanctions is called \_\_\_\_\_
13. \_\_\_\_\_ deviance is non-conformity that goes undetected by those in authority.
14. \_\_\_\_\_ is a situation that arises when norms of society are unclear or are no longer applicable.

15. \_\_\_\_\_ are the resources that can be used to produce and distribute goods and services.
16. \_\_\_\_\_ is an authoritarian system in which the hereditary ruler holds absolute power.
17. \_\_\_\_\_ describes the transmission by schools of cultural goals that are not openly acknowledged.
18. \_\_\_\_\_ is anything that is considered to be part of the supernatural.
19. \_\_\_\_\_ are rewards or punishments used to enforce conformity to norms.
20. \_\_\_\_\_ refers to the importance of religion in a person's life.

### SECTION C

Circle the appropriate letter to show whether the statement is True (T) or False (F) [10 marks]

- (21.) T. F. Critics of modern conflict theory note that conflict theory is too narrow as it over emphasizes conflict.
- (22.) T. F. Interactionists assert that all the social arrangements are meant to oppress the weaker members of society.
- (23.) T. F. Herbert Spencer is considered by some scholars as the second founder of sociology.
- (24.) T. F. Functionalists view the education system as the root of problems in modern society.
- (25.) T. F. Karl Marx contends that conflict and strife is the engine of social progress in every society.
- (26.) T. F. A sect is a relatively small religious organization that works with a denomination.



- (27.) T. F. The assignment of students to different types of educational programmes is known as tracking.
- (28.) T. F. Terrorism is violence or threat of violence employed by an individual or a group as a political strategy.
- (29.) T. F. The proletariat are the owners of the means of production in a capitalist society.
- (30.) T. F. The concept of *ideal type* was developed by Robert Merton

#### SECTION D [10 marks]

Match the words, concepts, ideas or names in section A with those in section B.

<u>Section A</u>	<u>Section B</u>	<u>Answers</u>
(31.) Social heritage	A Ordinary	31_____
(32.) Coercion	B Max Weber	32_____
(33.) Values	C Structural-strain	33_____
(34.) Profane	D Anarchy	34_____
(35.) Animism	E Undesirable	35_____
(36.) Superstructure	F Culture	36_____
(37.) Anomie	G Desirable	37_____
(38.) Verstehen	H Spirits	38_____
(39.) Dysfunction	I illegitimate power	39_____
(40.) Robert Merton	J. Karl Marx	40_____

## SECTION E – ESSAY QUESTIONS [60 marks]

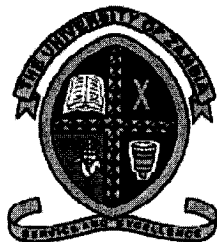
### Instructions

- Answer TWO questions only from this section using the provided answer booklets.
- Question One is compulsory
- Each question carries 30 marks.

1. (a) How does the *labelling theory* differ from the *cultural-transmission theory* and the *structural-strain theory of deviance*?  
(b) With examples show how primary deviance differs from secondary deviance.
2. With examples show how the views of functionalist and conflict theorists differ with regard to education as a social institution.
3. Discuss the characteristics of the three sectors of the economy, i.e., primary sector, secondary sector and tertiary sector. How do preindustrial, industrial and postindustrial economic systems differ in terms of which of these sectors is emphasized.
4. What do sociologists mean by the legitimacy of power? Describe the three forms of legitimate power outlined by Max Weber.
5. Compare and contrast the functionalists, conflict and interactionists perspectives on health as a social institution.

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*All the best*



THE UNIVERSITY OF ZAMBIA  
UNIVERSITY MID-YEAR EXAMINATIONS, JUNE 2016

**EPS 2011: DISABILITY AND SOCIETAL ATTITUDES**

TIME: 3 HOURS

MARKS: 50

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Computer Number: \_\_\_\_\_

***INSTRUCTIONS:***

1. THERE ARE TWO SECTIONS IN THIS PAPER. SECTION A CONTAINS OBJECTIVE QUESTIONS WHILE SECTION B CONTAINS ESSAY QUESTIONS.
2. ANSWER **ALL** QUESTIONS IN **SECTION A**. **ALL ANSWERS FOR SECTION A SHOULD BE WRITTEN IN THIS QUESTION PAPER.**
3. ANSWER ONLY **TWO** QUESTIONS IN **SECTION B**. ANSWERS FOR SECTION B SHOULD BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.
4. ENSURE THAT YOU WRITE YOUR PARTICULARS **CLEARLY** ON THIS QUESTION PAPER AND ON THE ANSWER BOOKLET.
5. DO NOT TURN THIS PAPER UNTIL YOU ARE TOLD TO DO SO.

**SECTION A (20 marks)**

**Circle the letter representing the correct response**

1. Pre-natal stage refers to the period \_\_\_\_\_.
  - a. before birth
  - b. after birth
  - c. during birth
  - d. all of the above
2. The medical model of disability is also known as the \_\_\_\_\_ model.
  - a. individual
  - b. hospital
  - c. holistic
  - d. clinical
3. Human rights are \_\_\_\_\_.
  - a. inherent and inalienable to a human being
  - b. an entitlement for some
  - c. founded on respect and dignity
  - d. interdependent and interrelated
4. Individuals with a disability are more likely to have a social network largely comprised of \_\_\_\_\_ friends.
  - a. male
  - b. female
  - c. older
  - d. peer

**Circle the appropriate word to show whether these statements are True or False**

5. **True False** To facilitate socialisation, families have to consider the child's inabilities.
6. **True False** The first truly human rights document (UDHR) was created in 1948 by the UN, after the end of World War II.
7. **True False** Behavioural therapy is the most common therapy in helping children with disabilities acquire social skills.
8. **True False** Stratification is about inequality.

**Fill in the blank spaces with the most appropriate word(s), phrase(s) or sentence(s)**

9. The 1992 policy document is called \_\_\_\_\_ while the 1996 policy document is called \_\_\_\_\_.
10. A footballer is involved in an accident and loses his legs. In this case he has;
  - i. An impairment due to \_\_\_\_\_.
  - ii. A disability due to \_\_\_\_\_.
  - iii. A handicap because \_\_\_\_\_.
11. \_\_\_\_\_ disorders are a condition of disruptive or inappropriate behaviours that interfere with a pupil's learning, relationships with others, or personal satisfaction to such a degree that intervention is required.

12. State the three components of attitudes;

- i. \_\_\_\_\_.
- ii. \_\_\_\_\_.
- iii. \_\_\_\_\_.

Define the following attitudinal concepts;

13. Stigma \_\_\_\_\_

\_\_\_\_\_.

14. Stereotype \_\_\_\_\_

\_\_\_\_\_.

15. Prejudice \_\_\_\_\_

\_\_\_\_\_.

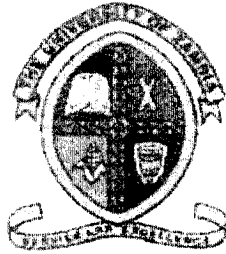
16. Discrimination \_\_\_\_\_

\_\_\_\_\_.

## **SECTION B (30 marks)**

**Answer any two questions from the following; (each question carries 15 marks)**

- 17. i. With relevant examples discuss the four phases that have been traced in the care and treatment of children with disabilities.  
ii. Which phase do you think is applicable to Zambia with regards to the care and treatment of people with disabilities?
- 18. Write brief notes of not more than 10 lines on each of the following;
  - i. Learning disabilities
  - ii. Visual Impairments
  - iii. Hearing Impairments
  - iv. Intellectual Impairments
  - v. Physical and Health impairments
- 19. The Social Model of disability asserts that disability is socially constructed and is a consequence of society's lack of awareness (on purpose or not) to those who may require modifications to live a full and productive life.
  - i. Using Zambia as a point of reference, discuss the social model of disability.
  - ii. With relevant examples from the Zambian perspective discuss the limitations of this model.
- 20. Discuss at least five requirements for successive inclusive practices.
- 21. Discuss why people from lower social classes usually experience higher disability rates. Give relevant examples.
- 22. Discuss the role and importance of a multi-disciplinary approach in facilitating the socialisation of children with disabilities.



THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS-SEPTEMBER 2016

EPS 2012: EDUCATION AND SOCIETY

TIME: 3 HOURS

MARKS: 50%

INSTRUCTIONS

1. There are **two** sections in this paper, sections A and B.
  2. Answer **all** the questions in section A in the question paper.
  3. There are **FOUR** questions in section B; answer **TWO** questions. Answer question **one** and any other question.
- 

Computer No. :-----

**SECTION A (10%).**

**PART 1: Complete the blank spaces with the most appropriate word(s), phrase(s) or sentence(s). (6 marks).**

1. Article 13 of the United Nations of 1966 known as the .....recognises the .....
2. Learning is change in .....
3. Non-formal education refers to any organised learning activity that takes place outside the structure of the .....
4. State the second and fourth stages in which the levels of education flow.  
(ii) .....  
(iv) .....
5. Good communication skills, personal responsibility, ability to get along with others and work with others from different backgrounds is a task of ..... intended to impart interpersonal skills.
6. Historically, .....has been conducted by a teacher who stands in front of a classroom to lecture, assign homework, review homework and then test the learners.
7. Education, according to Maicibi (2005), is an investment because it generates both .....and .....returns.
8. African children were taught both .....and .....in their communities.

9. The 1996 Ministry of Education policy document, *Educating our Future: National Policy on Education* mentions that the Ministry of Education has set for itself goals including, producing a learner capable of, among others, developing an analytical, innovative, creative and constructive mind. Mention four other goals.

i.....  
.....  
ii.....  
.....  
iii.....  
.....  
iv.....  
.....

**PART 2: TRUE or FALSE. (2 marks).**

**Circle the appropriate word to show whether these statements are True or False**

10. **True False** According to Paulo Freire ‘a task for education at the individual level must be to help each individual discover a philosophy in which he himself has significance’?
11. **True False** John Farrant has divided the education system into the informal, formal and non-formal categories.
12. **True False** According to John Dewey, globalisation has the potential to erode traditional values and institutions.
13. **True False** Education belongs to a process known as enculturation whereby selected aspects of cultural heritage are passed on to the growing person.
14. **True False** Even though indigenous education systems varied from one society to another, the goals of these systems were often dissimilar.



**PART 3: (2 marks)**

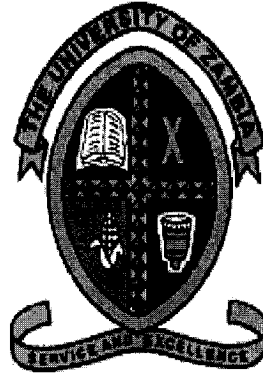
**Match the terms, names etc. in Section A with those in Section B**

<u>Section A</u>	<u>Section B</u>	<u>Answers</u>
15. Anti-culture of silence	A. Pedagogical	15.....
16. Gender roles	B. Nyerere	16.....
17. Communalism	C. Pregnancy	17.....
18. Social institution	D. Contemporary	18.....
19. Sex role	E. Functions	19.....
	F. Banking education	
	G. African value	
	H. Feature of globalisation	
	I. Education	
	J. Interdependence	
	K. Freire	

**SECTION B (40 %)**

1. Julius Nyerere postulated that an education system that hopes to bring about self-reliance must have five key themes to it. Discuss these five themes with appropriate examples from the Zambian education system. **(20 marks).**
2. Using examples from the Zambian setup, discuss Paulo Freire's 'Banking concept of Education'. **(20 marks).**
3. Some regard education as the 'great equaliser' while others dispute this assertion. Discuss five factors that can contribute to the failure of education to be the 'great equaliser.' **(20 marks).**
4. Demonstrate your understanding of Traditional African Education by explaining, with appropriate examples, what the focus was. **(20 marks).**

**END OF EXAMINATION**



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

**UNIVERSITY END OF YEAR EXAMINATION – AUGUST/SEPTEMBER, 2016**

*ELS*  
**EDU 2015: INTRODUCTION TO SOCIAL PSYCHOLOGY**

**TIME: 3 HOURS**

**50 MARKS**

**NAME:** .....

**COMPUTER NO.** .....

**INSTRUCTIONS:**

1. There are **two** sections in this paper, Section A and Section B. Section A contains objective question while Section B contains essay questions.
2. Answer **all** questions in Section A. All answers for Section A should be written in this question paper.
3. Answer **only two** questions in Section B. Answers for Section B should be written in the answer booklet provided.
4. Credit will be given for well thought out answers.
5. Ensure that you write your particulars, **clearly** on this question paper.

**PART A (20 Marks)**

**Circle the most appropriate answer.**

1. Attribution Theory is.....
  - A. The process by which we form opinions about another.
  - B. Speculate about what goes on in the society.
  - C. The process by which we control our siblings.
  - D. The process by which a speaker is viewed as a credible person.
  
2. Cognitive dissonance theory was developed by -----
  - A. Max Weber and Karl Marx.
  - B. Milgram and Johnson.
  - C. Festinger Schacter and Black.
  - D. Weiner and Jacobson.
  
3. The Prison Study was done by:
  - A. Jacobson and Weiner.
  - B. Harvey, Banks and Zimbardo
  - C. Jonathan and Johnson.
  - D. Zimbardo, Jacobson and Weiner.
  
4. Anorexic is an extremely harmful condition because.....
  - A. Food intake decreases to the point of starvation.
  - B. Food intake increases to the point of obesity.
  - C. Food intake gives rise to stunted growth.
  - D. Food intake gives rise to a mental disorder.
  
5. Process theories of persuasion maintains that.....
  - A. Persuasion process is mediated by two separate routes.
  - B. Persuasion process is mediated by three separate routes.
  - C. Persuasion process is mediated by four separate routes.
  - D. Persuasion process is mediated by only one separate route.
  
6. Tabula Rasa is a concept that was developed by.....
  - A. J.B. Watson.
  - B. Skinner and Watson.
  - C. C.H. Cooley.
  - D. Jacobson and Demien.
  
7. Charles H. Cooley was a.....
  - A. Behaviourist.
  - B. Social Psychologist.
  - C. Developmental Psychologist.
  - D. None of the above.

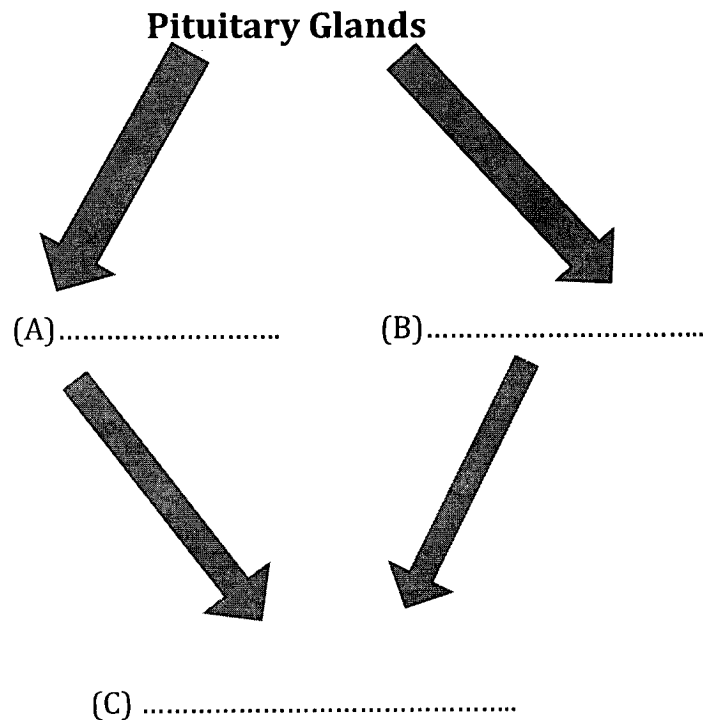
8. In Early childhood a child has .....
  - A. No sense of place or person.
  - B. Reflections of his or her image as a mass.
  - C. Poor ability to adapt to its environment.
  - D. All of the above.
  
9. Physical and psychological changes of an adolescence are fairly complete by.....
  - A. 18 years.
  - B. 19 years.
  - C. 17 years.
  - D. 20 years.
  
10. Reverse socialization is when.....
  - A. The younger generation transfers knowledge to the older generation.
  - B. When socialization is not encouraged.
  - C. When technology is not rapid.
  - D. When the future depends more on people than what they can give.

**Circle the appropriate word to show whether these statements are True or False.  
(20 marks)**

11. T     F    The sleeper effect is when we forget the source of the message before we forget the message itself, however, the message can have a delayed effect on our attitudes. This increases attitudinal change overtime.
  
12. T     F    Example of the Dual process theories of persuasion is the elaborate likelihood model.
  
13. T     F    Founder of the looking glass-self theory is Charles H. Cooley.
  
14. T     F    Bulimia Nervosa people do not go on binges.
15. T     F    The string bean look is common among females in their early 20s.
  
16. T     F    Barnard identified two types of statuses, functional and scalar.
  
17. T     F    Social status does play a critical role in the supply and retention of workers occupations.
  
18. T     F    Global village is where the world is seen as a community in which people are connected by computers and television and all depend on one another.
  
19. T     F    Anticipatory socialization is learning which is done outside the university grounds.
  
20. T     F    Societies do not create deviants.

Complete the blank spaces with the most appropriate word(s) phrase(s) or sentence(s). (22 Marks)

21. Complete the following diagram. (6 marks)



Write brief notes on the following terms in social psychology.

22. Resocialization. (3 Marks)

.....

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23. Labelling Theory. (3 Marks)

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24. Define social psychology. (3 Marks)

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25. Social role. (3 Marks)

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26. Deviance. (3 Marks)

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**Complete the following statements. (8 Marks)**

27. ----- is considered to be the grandfather of labelling theory.

28. -----introduced the concept of secondary deviance.

29. ----- became the successor of the labelling theory.

30. ----- is regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities.

## **SECTION B (30 MARKS)**

**Answer any two (2) questions. Question one is compulsory. All answers should be written in the answer booklet provided. Each question carries 15 marks.**

1. Kingsley Davis studies on isolation included three children. Write a brief history on each child making reference to different aspects of socialization as revealed by Kingsley Davis.
2. In the early 60's Stanley Milgram a social psychologist at Yale University carried out a series of studies on obedience. Explain what transpired in one study where Americans were tested for obedience. With relevant Zambian examples explain what this experiment was all about.
3. Discuss how the self-fulfilling prophecy works using the model of interactional sequence underlying behaviour confirmation.
4. You have been asked to present on the Pygmalion in the Classroom by Robert Rosenthal and Lenore Jacobson.
  - a) As a potential social psychologist discuss the advantages of this study in the Zambian context.
  - b) With relevant examples, discuss what measures should be put in place to improve what Robert and Lenore observed in their study.

The University of Zambia  
School of Education  
2015/16 Academic Year Final Examination  
EPS 2022: Special Educational Needs and Learning Disabilities

Time: Three (3) hours

Instructions:

- (i) There are two sections in this examination paper; A and B,
- (ii) Answer all questions in section A and two (2) from section B,
- (iii) Section A carries 40 marks, while questions in section B carry 30 marks each.

**Section A: Short Response Type Questions (40 Marks)**

There are seven (7) questions in this section. Answer all the questions.

1. Explain the terms "*impairment*," in relation to special education practice.
2. Provide 4 indicators of learners with cerebral palsy.
3. Give 3 reasons why as parents of children with special educational needs, we should work with teachers of such children?
4. In relation to care and maintenance of children with special educational needs, distinguish with examples, a "*disease*," from a "*condition*."
5. State 3 advantages and 3 disadvantages of educating children with disabilities through special education school settings.
6. With examples from special education practice, differentiate a "*disability*," from a "*handicap*."
7. Cite 4 church organizations associated with the establishment of special schools in Zambia, year and place where such schools were established.

**Section B: Essay Questions (30 Marks)**

There are five questions in this section. Attempt any two. Each question carries 30 marks.

8. Outline the care and maintenance of persons with special educational needs across the world before 1800.
9. Discuss benefits and challenges of educating children with special educational need through regular (inclusive) schools?
10. Describe the origin and development of special education in Zambia up to the late 1970s.
11. Your head teacher has asked you to talk to regular teachers during Teachers' Group Meeting on the topic, "*hearing impairment*" aimed at enhancing their understanding of the disability. Prepare talking points to assist you during the presentation.

***End of Examination***



**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL**  
**EDUCATION**  
**EPS 2025: CHILD NEUROPSYCHOLOGY**  
**JUNE 2016 MID YEAR EXAMINATIONS**  
**INTERNAL CANDIDATES**

**INSTRUCTIONS**

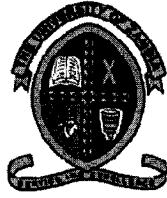
**Duration: 3 hours**

**Marks = 100 %**

- There are six (6) questions in this paper. Answer three (3) **questions** only. Question one (1) is compulsory.
  - The examination contributes **50%** to the overall assessment.
  - Write all your answers on the booklet provided. Do not forget to write your computer number.
- 

1. Describe the factors that affect the development of the nervous system. Examine ways in which some of the factors can be minimized to reduce the occurrence of damage to the CNS. **(20 Marks)**
  2. With clear examples, explain why it is necessary for a teacher to study or to have knowledge of child neuropsychology. **(15 marks)**
  3. Choose one of the following disorders and describe its nature, etiologies, and characteristics and explain how you relate it to disorders of the neuro-system.  
(a) Hyperactivity  
(b) Autism  
(c) Learning Disability **(15 marks)**
  4. The brain behavior can easily be assessed using different instruments. Explain how you use the BASAT, PANGAMUNTU and the NEPSY to understand neuropsychological behavior in children. Why is it advisable to use local instruments when assessing Zambian children as against foreign designed instruments? **(15 marks)**
  5. Examine the composition of the nervous system and identify areas that are susceptible to lesion and the resultant disorders. **(15 marks)**
  6. Design a comprehensible structure of the brain and explain its major divisions and functional specializations. Why is the theory of functional specialization contentious to some neuropsychologists? **(15 marks)**
- 

**WISHING YOU A SUCCESSFUL EXAMINATION!!**



**THE UNIVERSITY OF ZAMBIA**  
**2015/2016 ACADEMIC YEAR MID-YEAR EXAMINATIONS**

**EPS 2031- LEARNING DISABILITIES**  
**5<sup>TH</sup> JUNE, 2016**

**DURATION: THREE (3) HOURS (PLUS 5 MINUTES READING TIME)**

**INSTRUCTIONS**

1. THIS EXAMINATION CONTRIBUTES **50%** TO THE TOTAL COURSE GRADE
2. THERE ARE **THREE** SECTIONS IN THIS PAPER.
3. ANSWER **ALL** QUESTIONS IN SECTIONS **A** AND **B**.
4. ANSWER **TWO** QUESTIONS IN SECTION **C**. QUESTION **TWENTY-SIX (26)** IS COMPULSORY.
5. WRITE **ALL** YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED.
6. THERE ARE **FOUR (4)** PRINTED PAGES OF THIS EXAMINATION PAPER

***DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO!!!***

## **SECTION A**

Write **True** or **False** in your answer booklet to the statements below **(10 Marks)**.

1. Assessment for learning was developed before assessment of learning.
2. The identification of children with Learning Disabilities focuses on the regularities between a child's Intelligence Quotient (IQ) and academic achievement.
3. Sir Henry Head theorised that lack of Cerebral Dominance was a cause of children's language disorders.
4. The Current Phase in the historical development of Specific/Learning Disabilities (LDs) saw LDs become an established discipline.
5. A teratogen is any disease, drug, or other environmental agent that has potential to harm a developing foetus in the womb.
6. Border (1973) identified three forms of developmental reading difficulties.
7. Attention Deficit Hyperactivity Disorders are a clear example of Verbal Learning Disabilities.
8. During the intermediate phase of reading development, children exhibit the behavioural characteristics of reading.
9. The prevalence rates of Learning Disabilities can be easily accessed in all the schools in Zambia.
10. There is no easily agreed and objective definition of Social Emotional and Behavioural Disorders (SEBDs) because the term is essentially a product of the interaction between the child's family and the school and their individual or collective views of normality.
11. Learning to read implies that a child uses the skill of reading to acquire knowledge while reading to learn is when a child is developing the skill of reading.
12. The difference between Traditional Teaching (TT) and Differentiated Instructions (DI) is that DI focuses on teaching one individual child in the classroom while TT advocates for teaching an individual child at his/her own time.
13. Kinesthetic is an aspect of the multisensory teaching strategy that focuses on the sense of feeling when learning.
14. The main principle of the Social Model of Learning disabilities is that society causes disabilities among people with impairments as it has attitudinal as well as organizational barriers that limit persons with impairments from actively and effectively participating in everyday social activities.
15. One of the main characteristics of a child with Attention Deficit Hyperactivity Disorders is that the child has very high levels of attention.
16. According to Learner (1997) 80% of all children with Learning Disabilities have Reading Disabilities.
17. The BASAT is an assessment tool that was originally developed in Zambia to assess reading and writing skills among children in lower grades.
18. High intake of sugar and sugar-based foods has been found to cause Attention Deficits Hyperactivity Disorders (ADHD).
19. Low latent inhibition is when a child with dyscalculia manages to discriminate between necessary and unnecessary stimuli at all times.

20. There are four main components of the curriculum that must be differentiated under Differentiated Instructions.

## **SECTION B**

Answer **all** questions in this section. Write your answers in **NOT** more than **5 lines**. Each question carries **2 marks, (10 Marks)**.

21. Describe two of the most common characteristics of learning disabilities.
22. List four common characteristics of the combined type of ADHD.
23. Explain the notion of phrenology.
24. Distinguish formative from summative assessment.
25. What is the significance of early identification and assessment?

## **SECTION C**

Answer **Two** Questions in this section. Answer **Question 26** which is compulsory and **any** other question **(30 Marks)**.

26. a). Chall (1983) has proposed a model for understanding the developmental perspective of reading and the qualitative changes that occur when children move from “learning to read” to “reading to learn”. In view of the above, critically analyse Chall (1983)’s first three stages of reading development clearly highlighting the observable changes that occur in each stage. **(10 Marks)**  
b). Discuss the four primary deficit areas in children with reading disabilities. **(10 Marks)**
27. The home environment or the genetic/biological make up of the child may be key elements contributing to the learning problem a child may be experiencing in school but usually such variables cannot be modified by teacher. Other factors such as level of difficulty, teaching/learning space, time, language, and interpersonal relationship between the pupil and the teacher can be adjusted. Unless this is considered, the child’s learning becomes unmanageable. Discuss the implication of this statement. **(10 Marks)**
28. Baza Udye is a boy aged 11 years born on 29<sup>th</sup> January, 2005. He has been identified as having severe Social, Emotional and Behavioural Disorders (SEBDs) and he also has difficulties with reading in his Level 1 class. Baza is able to identify the first 10 letters of the alphabet. He is able to appreciate the concept of vowels but cannot associate letters with the sounds they make. Baza is unable to socialize with his peers. He is violent at times especially with girls. His conduct towards teachers, school personnel and adults is aggressive. The parents have reported that Baza is usually quiet when he is spoken to and only responds when he wants to do so. All these factors have seriously affected Baza both at school and at home.

You have been requested, as a specialist teacher, to help Baza Udye with the challenges he is facing both at home and at school. Design an Individualised Education Programme that will take into consideration Baza's SEBDs and Reading difficulties. **(10 Marks)**

29. With specific and relevant examples in each case, analyse the five aspects to consider when examining the characteristics of children with Social Emotional and Behavioural Disorders according to Whelan, 1998. **(10 Marks)**
30. a). The medical model of disability hypothesises that '... a person is disabled due to their individual impairments and therefore requires medical interventions to provide the person with the skills to adapt to society.' Show your understanding of this hypothesis **(5 Marks)**.  
b). Compare and contrast Anorexia Nervosa and Bulimia. **(5 marks)**
31. Discuss the medical and behavioural approaches of managing Attention Deficit Hyperactivity Disorders. Give specific examples in each approach. **(10 Marks)**

***END OF EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**EPS 2032 - CHILD NEUROPSYCHOLOGY**

**2015/16 ACADEMIC YEAR FINAL EXAMINATIONS – 26<sup>th</sup> September, 2016**

**INSTRUCTIONS**

- This examination contributes 50% to the Course.
  - Answer all questions in Sections A, B, C and only **TWO** Questions in section D.
- 

**SECTION A: circle the item of your choice (5 marks, 0.5 for each)**

1. Neurons communicate with each other through an \_\_\_\_\_ process.
  - a. Esynpase
  - b. Electrochemical
  - c. All-or-none
  - d. Electrical impulse
2. \_\_\_\_\_ are chemicals in the endings of nerve cells that send information across the synapse
  - a. Neurons
  - b. Sodium ions
  - c. Endorphins
  - d. Neurotransmitters
3. The lobe that contains the sensory strip is \_\_\_\_\_
  - a. Frontal
  - b. Parietal
  - c. Occipital
  - d. Temporal
4. Which chemicals pass across the synaptic gap and increase the possibility that the next neuron in the chain will fire?
  - a. synaptic peptides
  - b. inhibitory neurotransmitters
  - c. excitatory neurotransmitters
  - d. adrenaline-type excitors
5. Which sentence most closely describes neural transmission?
  - a. A chemical change occurs within the cell, the change causes an electric charge to be produced, and the charge jumps the gap between the nerve cells.
  - b. The electric charge produced chemically inside a group of neurons causes chemical changes in surrounding cells.
  - c. An electric charge is created in the neuron, the charge travels down the cell, and chemicals are released that cross the synapse to the next cell.
  - d. Neural transmission is an electrochemical process both inside and outside the cell.

**SECTION B: Circle whether the statement below is true or false (5 marks, 1 for each)**

6. The inside of the cell is more negative because of the large number of ions inside the cell that are negatively charged at normal *pH*. True or false
7. You can determine the impaired function of the brain by scanning it. true or false
8. Aristotle believed that the heart is the seat of mental process. True or false
9. When brain researchers refer to *brain plasticity*, they are talking about the brain's adaptability to different problems ranging from survival needs to abstract reasoning. True or false
10. Plato proposed the ventricular localisation of all mental functions. True or false

**SECTION C: Write brief explanatory notes on all of the following (20 marks, 2 each)**

11. Neuropsychological evaluation test batteries for children
12. Phenylketonuria (PKU)
13. Polarisation
14. Sodium-potassium pump
15. Approaches in Neuropsychological Evaluation (NE)
16. Voltage gated channels
17. Neuroplasticity
18. Action Potential
19. Assessment domains
20. Sodium channel

**SECTION D: Choose any two of the following essay questions (20 marks, 10 each)**

21. Discuss the eight (8) factors that affect brain development.
22. Describe the five (5) major findings by Rosenzweig and Bennett (1972) on the role of the environment in brain development.
23. Critically examine the key findings of the pilot study by the Mulenga, Ahonen & Aro (2001) on the performance of Zambian children on the NEPSY.
24. Explain how culture, education, age, language, gender and race influences neuropsychological test performance in children.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL**  
**EDUCATION**  
**EPS 2035: PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS**  
**JUNE 2016 MID YEAR EXAMINATIONS**  
**INTERNAL CANDIDATES**

**INSTRUCTIONS**

**Duration: 3 hours**

**Marks = 100 %**

- There are Six (6) questions in this paper. Answer three (3) **questions** only. Question **one (1)** is compulsory. Answer questions **one (1)** and any other **two** questions.
- The examination contributes **50%** to the overall assessment.
- Write all your answers on the booklet provided. Do not forget to write your computer number.

- 
1. You have been posted to Kankonkolo Village in an area where Kaimbwe salt is locally manufactured and the villagers in that community have grappled with the prevalence of different types of cerebral palsy. But the villagers do not know whether the condition affecting their community is actually cerebral palsy. To them, an evil spirit is at the centre stage terrorizing people's lives. As a new community worker and professional, demonstrate your role in this community to make them understand the condition and the available services for such a condition. Make sure you help the community understand the condition fully by its nature, causes, characteristics and educational implications. **(20 Marks)**
  2. Provide brief descriptions of each of the following health impairments  
(a) Cystic Fibrosis  
(b) Diabetes  
(c) Sickle Cell Anemia  
**(15 Marks)**
  3. Children with physical disabilities and health impairments exhibit general characteristics. Identify and explain the general characteristics of learners with physical disabilities and health impairments. **(15 Marks)**
  4. What is hydrocephalus? Explain the impact, problems and educational implications associated with learners diagnosed with hydrocephalus. **(15 Marks)**



5. Kampwelyombwa School has teachers with the zeal to help learners with physical disabilities have maximized access to the general school curriculum. Provide specialist advice of the necessary assistive devices to be used by this category of learners and explain how such devices provide access to the general curriculum.  
**(15 Marks)**
6. Describe Muscular dystrophy as a physical disability and explain the stages through which it degenerates. How can you help learners with muscular dystrophy learn effectively?  
**(15 Marks)**

**END OF THE EXAMINATION- WISHING YOU THE BEST!!**

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# THE UNIVERSITY OF ZAMBIA

FINAL EXAMINATION  
2015/2016 ACADEMIC YEAR

EPS 2042 COMMUNICATION DISORDERS

TIME: THREE HOURS (3 HOURS)

TOTAL MARKS: 50

## INSTRUCTIONS

- i. THIS PAPER HAS THREE SECTIONS, A, B AND C
- ii. ANSWER ALL QUESTIONS FROM SECTION A AND B
- iii. ANSWER TWO QUESTIONS FROM SECTIONS C. ANSWER QUESTION 1 AND ANY OTHER QUESTION OF YOUR CHOICE
- iv. WRITE ALL YOUR ANSWERS IN THE BOOKLET PROVIDED

## **SECTION A: Answer all questions in this section (10 Marks)**

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1. Communication can be significantly clouded by many aspects. Intonation and fluency of speech are some examples. Intonation and fluency fall under which aspect?
  - a. Linguistic Aspect
  - b. Paralinguistic Aspect
  - c. Monolingual Aspect
  - d. Metalinguistic Aspect
2. The velum plays an important part in the process of Communication. Which system of speech production does the velum fall under?
  - a. Resonatory System
  - b. Articulatory System
  - c. Respiratory System
  - d. Phonatory System
3. Etiology of Language disorders refers to.....
  - a. Understanding the prevalence of the disorders in a particular age
  - b. Understanding the causes
  - c. Understanding the onset of language Disorders group
  - d. Understanding the types of language disorders
4. Abuse of vocal folds will result in which type of Speech Impairment
  - a. Secondary Speech Impairment
  - b. Primary Speech Impairment
  - c. Developmental Impairment
  - d. Dysfluent Speech
5. B.F Skinner advanced the theory that language acquisition is characterized by observation and imitation. **True or False**
6. Children may present problems in language use that could be attributed to many factors. A child with disorders at this level will fail to make meaningful sentences which may have correct grammar. **True or False**
7. Language Disorders are said to be heterogeneous because they can be passed on through heredity. **True or False**
8. The fact that there is no specific location of a structure responsible for language acquisition, the theory of innate capacity to learn a language does not stand. **True or False**
9. The more a child interacts with a supportive family the greater the chances of correct development of semantic skills. **True or False**
10. For one to develop language at a normal rate, they should function at or above average cognitive level. **True or False**

## **SECTION B: Answer all questions in this section. (20 Marks)**

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Write brief notes on each of the following concepts

11. Nonlinguistic Aspects of Speech
12. Sociolinguistics
13. Nativist theory of language acquisition
14. Implications of a Cleft lip

15. Free Morphemes
16. Speech Disorder
17. Theory of Covert Repair
18. Extension as a strategy for language therapy
19. Communication disorders at the level of Phonation
20. Language Acquisition Device

**SECTION C: Answer questions 1 and any other question of your choice (20 Marks)**

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1. Communication is a complex and intricate elements of existence for both humans and other species. With specific illustrations, define what is meant by communication and how human communication could be impaired. (12 Marks)
2. Language and speech are highly intertwined. Discuss the extent to which language and speech are connected on one hand and how they differ. (8 Marks)
3. Voice disorders can be affected by physical and non-physical elements. To what extent is this theory acceptable? (8 Marks)
4. When one has problems using language, there are many factors that we should investigate. Demonstrate how poor language skills could be explained by factors which may not be impairment. (8 Marks)
5. Involuntary repetitions of sounds and syllables, prolongations and broken words have been explained using different theories. Compare and contrast the major theories explaining this kind of speech. (8 Marks)

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA,**

## **SCHOOL OF EDUCATION,**

**Department Of Educational Psychology, Sociology And Special Education,**

**Eps3020: Visual Impairments.**

**2015/2016 End Of Academic Year Examinations.**

Time: Three Hours.

Instructions;

There are six questions in this paper. You are expected to answer only three of them.

*Question one is compulsory. Therefore, answer question one which is compulsory and any other two from the rest of the questions.*

Please, use your answer booklet to provide answers to all the questions.

### **Question One (1: 20 Marks).**

(I). using one of the topics given below, prepare a lesson plan for your grade ten class that includes three totally blind learners, two learners with albinism and 31 able bodied learners. In your lesson plan, clearly demonstrate on how you intend to help the different categories of learners grasp the concepts. (7 marks).

- Measurements in Distance: Centimetres and Metres.
- The Different Types of Love.
- The Solar System.
- The Solar Eclipse.
- How to Use a Male Condom.
- The Paintings of the Bushmen in Zambia.
- Idioms

(II). briefly write six reasons why preparing a lesson plan is important for any teacher. (3 marks).

(III). as a teacher for learners with visual impairments, you will be expected to read, write and transcribe braille. Therefore, for this question, ask for a plain braille paper for your braille embossing and Using your hand-frame and stylus, transcribe the passage below into braille. When embossing, ensure that you use the braille grade of your choice. Be reminded that every two braille mistakes will cost you one mark. (10 marks).

## **Taken From: Resilience, The Fruit Of Perseverance: An Anchor Of Later Joy.**

By;

Thomas Mtonga.

“Ooh! Yaba!” I was certainly tired. I had sweated and asked for water several times along the way. We had been walking for three hours, non-stop and the walk was brisk. At the start of the journey, my brother had indicated to me that we were going far. If we were going to take our time along the way, “we may spend a night on the way”. In fact, my brother added, “along the way, there is a long stretch of a thicket called WACHITANGANJI (WHAT WERE YOU DOING): that forest requires that we pass through during the day. In the night, anything is possible.”

I had just qualified to grade eight. Filled with excitement for being at a secondary school, when the closing day came, all of us parted in peace for our various villages. Little did I know that though I had reached my home district: Lundazi, I still had a long way to go. Of course, I later learnt that our village was 37 KMs from the BOMA.

When we started off from the BOMA, I was so confident that I would reach home with my strength. But, I reached home finished and unusable.

### **Question Two (2): 10 Marks).**

Kamungu College of education is a private institution that trains teachers in inclusive education. Having learnt about your advanced skills in handling learners with visual impairments, the college has invited you to go and teach them on Orientation and Mobility.

As a presenter, prepare notes on the importance of orientation and mobility for blind travellers, the significance of a cane to a blind individual and how a blind person can use a cane for his benefit.

### **Question Three (3: 10 Marks).**

According to the United Nations International Covenant on Economic, Social and Cultural Rights General Comment of (1999), Number 13: Paragraph 1: “Education is both a human right in itself and an indispensable means of realizing other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Education has a vital role in empowering women, safeguarding children from exploitative and hazardous labour and

sexual exploitation, ..... Increasingly, education is recognized as one of the best financial investments States can make. But the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, is one of the joys and rewards of human existence.”

The views presented above form the basis for any government to provide education to everyone without discrimination. It is however evident that persons with visual impairments do not access education on equal basis with others. Discuss.

**Question Four (4: 10 Marks).**

Gezire is one of your grade eight blind pupils. From his results and class performance, you have realised that Gezire is a very intelligent girl. However, the short time you have been around the school, you have noticed that Gezire is always complaining. Whatever happens to her, she attributes it to her loss of sight. You have also been told that Gezire comes very late for school yet her parents were well to do. In fact, most of the holidays, the parents to Gezire do not come to pick her. Concerned about these issues you decide to counsel Gezire and her parents on important areas that you think would help the girl and her parents.

- (I). discuss the significance of counselling people with disabilities. (3 marks).
- (II). Suggest the main areas of life that require counselling for individuals with visual impairments. (3 marks).
- (III). In the case of Gezire’s parents, provide sound advice on the need to value every child regardless the disability. (4 marks).

**Question Five (5: 10 Marks).**

Attached to this examination paper is a braille sheet. Please, transcribe the braille script into ink print using your answer booklet.

**Question Six (6: 10 Marks).**

The American Federation of the Blind 2010) presented that when you are dealing with a blind learner, “Identify yourself - don't assume the person will recognise you by your voice”. This is important when you are communicating or interacting with your learners with visual impairments. With this understanding presented above, write an essay outlining the important tips for communicating with blind individuals.

The end.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION**  
**2015/2016 ACADEMIC YEAR FINAL EXAMINATION**  
**EPS 3030 HEARING IMPAIRMENT**

**TIME: THREE (3) HOURS                      FULL TIME AND PARALELL STUDENTS**

**INSTRUCTIONS:**

**ANSWER THREE (3) QUESTIONS IN THIS PAPER. ANSWER QUESTION ONE (1 COMPULSORY) AND ANY OTHER TWO (2) QUESTIONS OF YOUR CHOICE.**

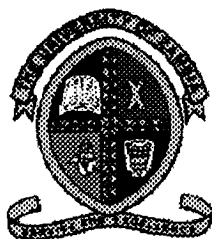
1. Sign language is a gestural language for the deaf people.
  - a. Explain how you would teach any of the six grammatical sign markers in Signed English to the Hearing Impaired learners. (10 marks)
  - b. Describe and analyse the parameters for each of the following signs. Ensure that the handshape, orientation, location and movement are shown for the following words. Answers must be written in the answer booklet (10 Marks)  
(i) Home (ii) Same (iii) Neighbour (iv) Children (v) House
2. It is believed that one of the reasons why learners with Hearing Impairment do not socially and academically succeed in school is that they experience difficulties in coping with the classroom environment. With relevant and practical examples, discuss the extent to which this ascertainment is true. Outline the intervention strategies that would be appropriate as regards the provision of education for the Hearing Impaired at all levels of education. (10 Marks)
3. Aural rehabilitation is an educational and clinical programme implemented primarily by Audiologists. It is designed to help people with hearing losses



achieve their full potential. Outline the several key components and the many specialists involved in aural rehabilitation. (10 marks)

4. Audiology is a branch of science that deals with the study of the ear and hearing mechanism. A person who undertakes this study is an audiologist. The profession is sub-divided into different specialities according to the nature of population served on the setting in which the audiologist is based. What is audiology? Discuss the different specialists according to the nature of population served. (10 Marks)
5. Compare and contrast pure-tone audiometry, speech audiometry and acoustic immittance. What is the purpose of each of these types of hearing testing? (10 Marks)
6. Mapalo is one of your pupils who has just been diagnosed with mild hearing loss. Kindly advise the parents on the types of Hearing aids available and the daily care involved. (10 Marks)

**GOOD LUCK!!!!!!!**



**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY MID-YEAR EXAMINATIONS, FEBRUARY 2014**

**EPS 3031: RESEARCH METHODS IN SPECIAL EDUCATION**

**TIME: 3 HOURS**

**40 MARKS**

***INSTRUCTIONS:***

1. THERE ARE FOUR SECTIONS IN THIS PAPER..
2. ANSWER **ALL** QUESTIONS IN SECTIONS A, B AND C.
3. ANSWER TWO QUESTIONS IN SECTION D. QUESTION 35 IS COMPULSORY.
4. **ALL** ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.

## Section A

**Write the letter that best represents the answer of your choice.**

1. A researcher is interested in finding out if the mental capacity of five year olds is the same as that of 25 year olds. What type of research should he venture into?
  - a. Cross sectional
  - b. Experimental
  - c. Correlational
  - d. Quasi-experimental
2. A researcher carries out a study to establish the marital status of students in EPS 3031. He finds out that 30 are married, 50 are single and 2 are divorced. What kind of diagram is suitable for displaying this data?
  - a. A box plot
  - b. A histogram
  - c. A bar chart
  - d. Polygon
3. Which measure of central tendency is the most sensitive to outliers in a distribution?
  - a. Median
  - b. Mode
  - c. Mean
  - d. All the above
4. In \_\_\_\_\_ sampling, samples are selected because they are accessible to the researcher.
  - a. stratified
  - b. snowball
  - c. quota
  - d. convenience
  - e.
5. The group that the researcher manipulates in an experiment is called \_\_\_\_\_.
  - a. the control group
  - b. treatment group
  - c. independent group
  - d. dependent group
6. The most important step in formulating a questionnaire is \_\_\_\_\_.
  - a. reflecting
  - b. formulating the questions
  - c. piloting
  - d. all of the above

7. A sentence or paragraph which explains what the study intends to accomplish is called \_\_\_\_\_.
- statement of a problem
  - objectives
  - purpose
  - hypothesis
8. A nominal variable that is ordered in a meaningful sequence is called \_\_\_\_\_.
- multiple response variable
  - dummy variable
  - preference variable
  - ordinal variable
9. A researcher is interested in assessing the performance of grade ones in reading. In this case reading is \_\_\_\_\_.
- dependant variable
  - independent variable
  - nominal variable
  - preference variable
10. The consistency of findings in research is referred to as \_\_\_\_\_.
- validity
  - stability
  - reliability
  - feasibility
11. The loss of participants during a study is called \_\_\_\_\_.
- placebo effect
  - post-test effect
  - attrition
  - history
12. The following are threats to internal validity except \_\_\_\_\_.
- placebo effect
  - post-test effect
  - attrition
  - history

13. The belief that anything different makes a difference in research is known as \_\_\_\_\_.  
a. novelty effect  
b. experimenter effect  
c. post-test sensitisation  
d. pre-test sensitisation
14. A \_\_\_\_\_ is a numerical characteristic of a population.  
a. statistic  
b. parameter  
c. element  
d. sample
15. Age is an example of a continuous variable **True/False**.
16. One can have a hypothesis in place of research questions **True/False**.

## Section B

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

17. \_\_\_\_\_ in research means that the topic to be studied must be researchable.
18. Factors that the researcher thinks, explain variation in the outcome variables are \_\_\_\_\_.
19. The boundaries of the project at hand are called \_\_\_\_\_.
20. A researcher wishes to use propositional stratified sampling in choosing the number of graduates to research on. If there are 3000 graduates in the population of 6000, what will be the appropriate sample size to use?
21. Using the following data set calculate the mean, the mode and the median  
2,3,4,5,2,3,4,5,6,3,3,5,5, 4
22. A distribution in which two non-adjacent categories have about the same number of cases and these categories have more cases than any others is called \_\_\_\_\_.
23. What is the square root of variance called?
24. In a class of 100 pupils 75 pupils get 75%. Using your knowledge of interquartile range, draw a box-plot to show the percentile that these children fall in.

### Section C

**Briefly explain each of the following concepts in the context of research in not more than 4 lines each. (if you exceed 4 lines the extra lines will not be marked).**

25. Replicability in research
26. Applied research
27. Cross sectional design
28. Confound variable
29. Dummy variables
30. Ecological validity
31. Hawthorne Effect
32. Anonymity in research
33. External validity
34. Demand characteristics

### Section D

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

**Answer question 35 and any other one question.**

35. Thirty AA batteries were tested to determine how long they would last. The results, to the nearest minute, were recorded as follows:

423, 350, 387, 411, 393, 394, 371, 377, 417, 409, 392, 408, 431, 401, 365, 373, 405, 382, 400, 381, 399, 425, 428, 422, 396, 372, 425, 419, 396, 395

Using the data set above and a class interval of 10 beginning with 350 to 359 construct a frequency table showing the frequency, relative frequency and percentage.

36. Using the following cases 22, 34, 29 40, 27, 22, 37, 35, 28, 17 find the range, variance and standard deviation.
37. The statement of the problem is the issue that leads to the study.
- a. State qualities of an effective statement of the problem,
  - b. Outline steps in writing an effective statement of the problem and
  - c. Discuss the challenges faced in writing an effective statement of the problem.
38. Literature review is the second chapter of a research proposal. Describe its importance and how to undertake it.

**End of Examination.**

The University of Zambia  
School of Education  
2015/16 Academic year Final Examination  
EPS 3050 Teaching Methods in Special Education

Time: Three (3) hours

Instructions

- (i) There are Six (6) questions in this examination paper,
- (ii) Attempt question one (1) and any other two,
- (iii) Question 1 carries 40 Marks, while the remaining questions carry equal marks.

*Compulsory Question*

1. Prepare a lesson plan of 30 or 40 minutes duration to guide your lesson presentation on the topic, subject, grade and disability of your choice. Justify the preparation of the above lesson plan for your class (40 Marks).

*Choice Questions*

2. Regardless of intellectual ability, all children on the Autistic Spectrum Disorders have core learning difficulties which a special education teacher ought to take care of during lesson presentations. Discuss (30 Marks).
3. With reference to the learning of learners with physical impairments in the schools, discuss curriculum differentiation (30 Marks).
4. To what extent do learning aids help learners with visual impairments learn in the classroom? (30 Marks)
5. Analyse the use of question and answer as a method of instruction in the learning of learners with hearing impairments (30 Marks).
6. Your head teacher has requested you to give a lecture to trainee teachers posted to your school on their instructional roles in special education classes as they prepare to start their School Experience on 3<sup>rd</sup> October, 2016. Prepare talking points to guide your presentation (30 Marks).

*End of Examination*

# **THE UNIVERSITY OF ZAMBIA**

## **2015/2016 ACADEMIC YEAR FINAL EXAMINATION**

### **EPS 4311 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATION**

#### **INSTRUCTIONS**

- THIS EXAMINATION CONTRIBUTES 40% TO THE COURSE GRADE.
  - THERE ARE FIVE QUESTIONS IN THIS PAPER. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.
- 

#### **QUESTION 1**

Depending on the type of instrument used to understand disability, one can have all sorts of classification both positive and negative. With appropriate illustrations, discuss possible results you would have from an assessment process. (15 MARKS)

#### **QUESTION 2**

Mr. Chisulo wanted to see how his children performed in each year from 2010 to 2015. All his results seemed to show a deviation from the bell shape. Outline the possible outcomes in distribution that are likely to result from this process (12.5 MARKS)

#### **QUESTION 3**

Failure to perform in an examination or test could be explained by many factors. With appropriate examples, what consideration would you put in making sure you do not wrongly diagnose a child for disability. (12.5 MARKS)

#### **QUESTION 4**

It is one thing to institute an intervention programme and a completely different thing to succeed in developing the required skills. Discuss the tenets of a good intervention programme (12.5 MARKS)

#### **QUESTION 5**

After conducting an assessment, it is a straight forward thing to figure out how a child does. Critically analyse the pitfalls in taking this position to investigate the presence or absence of skills (12.5 MARKS)

**END OF EXAMINATION**



# **THE UNIVERSITY OF ZAMBIA**

## **2015/2016 ACADEMIC YEAR FINAL EXAMINATION**

### **EPS 4311 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATION**

#### **INSTRUCTIONS**

- THERE ARE THREE SECTIONS IN THIS PAPER.
    - ANSWER ALL QUESTION IN SECTION A
    - ANSWER ALL QUESTION IN SECTION B
    - ANSWER TWO (2) QUESTIONS FROM SECTION C
- 

#### **SECTION A: ANSWER ALL QUESTION IN THIS SECTION**

*Indicate whether each of these statements in True or False.*

1. Split-half measure of validity coefficient should ideally give a value closer to 1.0.
2. The results for intervention will always be better for a child than for an adult.
3. The difference between the highest score and the lowest score in a distribution is an example of a Measure of Central Tendency.
4. When an instrument is difficult to administer, the results are likely to yield false positive results.
5. Mpande is a 5 year old child. She is unable to speak like her older sister Gwen. She therefore has a speech impairment. This conclusion is an example of a conclusion based on a norm-referenced basis.
6. The Standard Deviation (SD) of a distribution will indicate how clustered the scores are from each other.
7. In a skewed distribution, only the mode splits the distribution in half.
8. Time can play a role in success or failure in determining the reliability of an instrument.
9. A homogenous norm group will result in a high variance in scores.
10. In a distribution with an even number of scores, the median may be a score that is not part of the distribution.

#### **SECTION B: ATTEMPT ALL QUESTION IN THIS SECTION**

*Write BRIEF NOTES on each of the following concepts.*

1. During an investigation to see the validity of a reading test, the correlation with a more established instrument showed a negative but strong correlation. What does this mean?
2. Content validity of an instrument
3. Budgetary implications on planning for a positively skewed distribution

4. Time as a factor in intervention
5. Difference between percentage score and percentile ranks

### SECTION C: ANSWER TWO QUESTIONS IN THIS SECTION

*There are five questions in this section. Answer question ONE (1) and any other question of your choice.*

#### QUESTION 1

Mr. Chisulo wanted to compare the performance of two groups of children in his class. He administered the same test to the children and got the following scores. (20 Marks)

Group A		Group B	
Student Number	Score	Student Number	Score
1	23	1	21
2	15	2	16
3	20	3	21
4	21	4	15
5	5	5	16
6	16	6	23
7	22	7	18
8	15	8	14
9	17	9	16
10	22	10	16
<b>Variance</b>	<b>Group A = 29</b>		<b>Group B = 9</b>

Answer the following questions

- i. Calculate the mean for each of the groups?
- ii. Indicate the mode of the two groups.
- iii. Why would one require caution in using the mean to understand the distribution the scores in Group A.
- iv. When you compare the two means and the variances what would you say about the two groups?

## **QUESTION 2**

Identifying children with Special Needs requires a mix between formal and informal strategies. Compare and contrast the use of formal and informal assessment procedures highlighting the advantages and disadvantages of each procedure. (10 MARKS)

## **QUESTION 3**

Failure to perform in an examination or test could be explained by many factors imbedded in the assessment instrument. Explain the factors of an instrument that can compromise its consistency in determining the presence or absence of disability. (10 MARKS)

## **QUESTION 4**

It is one thing to institute an intervention programme and a completely different thing to succeed in achieving the intervention goals. Discuss the tenets of a good intervention programme. (10 MARKS)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL**  
**EDUCATION**  
**2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS**  
**EPS 4332 (WORKING WITH PARENTS OF CHILDREN WITH DISABILITIES)**

**INSTRUCTIONS:**

**Duration: 3 hours**

**Marks = 100 %**

There are two sections in this paper. Section '**A**' is short answers (**20 marks**) and section '**B**' is essays (**20 marks**). Answer all Questions in this paper. This examination contributes **40%** to your overall assessment.

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**SECTION 'A'**

**INSTRUCTIONS:** This section requires a **ONE** word answer, phrase or a short description of a given concept. Do not write long explanations on this section. Write all your answers in the booklet provided.

-----

1. State **two** of the four positive outcomes associated with health family functioning. (**1 mark**)
2. The -----is based on a family's beliefs, values and coping behaviors and is also influenced by ..... (**1 mark**)
3. Two of the existential conflicts that families of children with disabilities may face are..... (**2 marks**)
4. Identify **two** qualities of a professional who has abilities to communicate results of diagnosis of a disability to a parent. (**1 mark**)
5. According to .....1987, most consultations by parents to professionals are poorly done. (**1 mark**)
6. From the Systems Framework, outline **two** factors that describe who families interact with and how the interaction takes place. (**2 marks**)
7. Distinguish the terms impairment, disability and handicap. (**2 marks**)
8. In **not more than five** sentences, explain the law of consumptive demands against productive capability in relation to disability management in a family. (**2 marks**)
9. In **not more than three** sentences, examine the possible danger of over relying on the transplant model of parent- professional relationship. (**2 marks**)
10. In **not more than five** sentences, examine the reciprocal influence on behavior between the family and the child with disability. (**2 marks**)

11. Nelly is a very beautiful girl but she is autistic. In this context, autism is Nelly's .....because .....(1 Mark)
12. The following acronyms represent names of organizations with vested interest in disability issues resident in Zambia. Give the meanings of the acronyms and at least one main objective of the organization.
- |          |          |
|----------|----------|
| (a) SSI  | (1 mark) |
| (b) ZAPD | (1 mark) |
| (c) DBIZ | (1 Mark) |

### **SECTION ' B'**

**There are two Essay questions in this section. Answer both in the booklet provided.**

13. Marko, a professional working with parents of children with disabilities in Kankolonkolo Village had an expert and advocacy responsibility of going around villages and Government Departments advising them to improve their environments if children with disabilities were to benefit from an inclusive society. He criticized government policies and services so far available in the communities saying they ran short of the minimal requirements for a better Exo-system and Macro system in which a child with disabilities should grow but this was not taken kindly by some people saying it was mere political campaign against them. Marko received criticisms that threatened his audacity to perform his professional tasks. You, as a professional in this situation, while describing your expert and advocacy responsibility, provide a meaningful and succinct critic of the Zambian Exo and Macro-systems in providing services for families with children that have disabilities. What are the implications of the ecological systems model of family functioning for practice? **[10 Marks]**
14. Discuss the archetypal functions of a family. What are implications of disability on the performance of such functions? **[10 marks]**

**END OF THE EXAMINATION!!**

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

**EPS 9045: (BRAILLE EDUCATION)**

**MID-YEAR EXAMINATIONS, JUNE 2016**

**TIME: 3 HOURS**

**INSTRUCTIONS:**

- This paper comprises 40% of your total course work. You are therefore expected to answer all questions with diligence.
  - There are two sections in this paper. Answer all questions according to the instructions given in each section.
- 

**SECTION (I): (20 MARKS)**

**There are four essay questions in this section. You are expected to answer any two of the four questions.**

1. Describe and discuss Assistive technology for the visually impaired. (10 marks).
2. Explain any five principles that influence independent living for individuals with visual impairments. (10 marks).
3. With examples, discuss Causes of negative attitudes towards people with visual impairments in society. (10 marks).
4. With illustrations, analyse the effects of attitudinal barriers towards individuals with visual impairments. (10 marks).

**SECTION (II) (20 MARKS).**

**There are two questions in this section. Answer both of them.**

5. Transcribe the following short passage into braille.

Passage;

“ discrimination ” means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field, and includes all forms of discrimination, such as denial of reasonable accommodation, and the term “discrimination on the basis of disability” shall be construed accordingly;

6. You have been given a braille paper. Please, transcribe the passage in braille to ink-print. The passage in braille has a total of 120 words. Every three mistakes in transcription will cost you one mark. (10 marks).

*The end*

**The University of Zambia**

**School of Education.**

**Department of Educational Psychology Sociology and Special  
Education.**

**Fourth Year EPS 9065 Examination**

**Instructions to Candidates**

- There are six questions in this paper.
- Answer only three questions.
- Question 1 is a compulsory question for all students.
- For the other two questions, answer any two questions of your choice.

**Questions**

1. With clear examples, explain the six basic sentence types used in sign language.



2. Your colleague strongly believes and argues that sign language is not a language but just a manual representation of the spoken languages such as English. How would you counter his argument to convince him that sign language is a real and natural language just like any other language?
3. What is Manually Coded English (MCE)? Discuss the controversy surrounding the use of MCE in Deaf education and with justification state your position on the matter.
4. With practical examples, outline the 14 markers that are used in signed English
5. With examples, describe the different types of verbs and show how they are used in Sign Language.
6. A) What is the difference between deaf and Deaf?  
  
B) Why is Deaf culture so important to the Deaf people?  
  
C) Outline the main aspects or elements of Deaf culture?

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY END OF YEAR EXAMINATIONS**  
**AUGUST / SEPTEMBER 2016**

**LSE 2100:** *THE TEACHING OF GRAMMAR IN SCHOOLS*      **MARKS: 100**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

1. There are two sections in this paper, A and B
  2. Section A has **ONE Question** which is compulsory and Section B has **SIX Questions**
  3. Answer **the** Question in Section A and any **FOUR** from Section B
  4. Section A carries **28 marks** and Section B **72 marks**
  5. Each question in Section B carries **18 Marks**
- 

**SECTION A**

1. a Write two sentences on each of the following
  - (i) Adjectives modifying nouns
  - (ii) Adverbs modifying verbs
  - (iii) Adverbs modifying adjectives
  - (iv) Adverbs modifying adverbs

8 Marks
- b. Write two sentences on each of the following:
  - (i) Simple sentences
  - (ii) Compound sentences
  - (iii) Complex sentences
  - (iv) Compound-complex sentences

8 Marks
- c. Name four types of auxiliaries and with examples explain how they are formed.

8 Marks
- d. Explain the following concepts:
  - (i) Lesson plan
  - (ii) Scheme of work
  - (iii) Records of work
  - (iv) Syllabus

**TOTAL: 28 MARKS**

## **SECTION B**

### **QUESTION TWO**

What are Parts of Speech? With clear examples and illustrations, identify and explain six parts of speech in Language teaching.

### **QUESTION 3**

Define the following terminologies:

- a. Phrases
- b. Clauses
- c. Sentence

In each of the above and with clear examples and illustrations elaborate how they can all be used in a classroom situation.

### **QUESTION 4**

(i) Define the following concepts:

- a. Morphology
- b. Syntax
- c. Phoneme
- d. Syllable
- e. Topic sentence

(ii) There are four main kinds of word formation: *prefixes, suffixes, conversion* and *compounds*. **Discuss.**

### **QUESTION 5**

What are cued dialogues and scripted dialogues?

Design one cued dialogue and one scripted dialogue suitable for a Grade eight class.

Explain in detail how each can enhance communicative competence among pupils during a structural lesson.

### **QUESTION 6**

Outline the relationship between predicates and arguments in the teaching of grammar. With different examples explain both their grammatical and thematic roles in sentence construction.

### QUESTION 7

Mention and explain six characteristics of good teaching materials in grammar.  
Identify five types of teaching and learning materials in the teaching of grammar.  
With clear illustrations outline the activities that take place in each.

**TOTAL: 72 Marks**

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY END OF YEAR EXAMINATIONS**  
**AUGUST / SEPTEMBER 2016**

**LSE 3010: CIVIC EDUCATION TEACHING METHODS**

**MARKS: 100**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

- Answer question **One** and any other **Two** questions of your choice.
  - Question **One** carries **40 marks**. The other questions carry **30 marks each**.
- 

1. Prepare an ideal lesson plan on the topic: THE IMPORTANCE OF OPPOSITION PARTIES IN POLITICAL AND ECONOMIC DEVELOPMENT IN ZAMBIA.
2. Explain why pupils in senior secondary schools should be taught note – making skills. Outline challenges you are likely to face and how you can go around them.
3. Discuss why the Debate Method is good in teaching controversial issues in Civic Education.
4. Outline the advantages of using pictures in social science subjects. What caution do you have to take into consideration when choosing the pictures as your teaching aids?
5. Explain the importance and functions of the following educational documents:
  - (a) Syllabus
  - (b) Schemes of work
  - (c) Records of work.

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

2015/16 ACADEMIC YEAR

### FINAL EXAMINATION

LSE 3020: GENERAL PRINCIPLES OF TEACHING AND ASSESSMENT

TIME: THREE HOURS

#### INSTRUCTIONS

1. Write your computer number on all the answer scripts.
2. DO NOT WRITE YOUR NAME on any answer script.
3. Question one in section A is compulsory.
4. Answer one question from each of the sections B and C.
5. You are required to read all the questions carefully before selecting the ones you intend to answer.
6. There are two (2) printed pages in this examination.

=====

#### SECTION A

##### Question One (Compulsory)

Scaffolding in teaching and learning is described by Killen (2015) as a process of providing a learner with enough help to complete a task and then gradually decreasing the help as the learner becomes able to work independently.

- i. Using two (2) examples from your teaching subject, explain how you would use scaffolding in teaching. **(4 marks)**
- ii. Using content from your subject area of specialisation, prepare a table of specification for a 30-item test for a senior secondary school class. **(12 marks)**
- iii. How does a table of specification help a teacher to ensure that a test is valid and reliable? **(4 marks)**

#### SECTION B

**Instruction:** Answer only one question from this section.

##### Question Two

Prepare a detailed lesson plan for teaching a senior secondary school topic in your subject area of specialisation. **(20 marks)**

### Question Three

As one of the very few graduate teachers in the district, you have been requested by the District Education Board Secretary (DEBS)'s office to orient a group of untrained volunteer teachers for community schools in the area on the rudiments of teaching and learning. The topic allocated to you for presentation is: 'Failing to plan is planning to fail.'

Explain at least ten (10) distinct points you would raise in your presentation. **(20 marks)**

### SECTION C

**Instruction:** Answer only one question from this section

### Question Four

- i.
  - a. Using curriculum studies as the subject matter of your assessment construct three (3) multiple choice questions. **(3 marks)**
  - b. Provide four options for each question that you have set in i (a) as possible answers. **4 marks)**
  - c. Indicate the key for each question from the options that you have provided in i (b) and explain why each of the other three are effective distractors. **(6 marks)**
- ii. Examinations in primary and secondary schools are a necessary evil. Analyse this assertion. **(7 marks)**

### Question Five

You are a head of department (HoD) in a secondary school in the subject area of your specialisation. The school has received three (3) student teachers on school experience from the University of Zambia. As the HoD you are required to give them an orientation on the processing of end of term tests.

- i. Explain to the student teachers the process of developing a test paper. **(8 marks)**
- ii. With relevant examples explain to them three (3) advantages and three (3) limitations of essay type of questions. **(6 marks)**
- iii. Construct two poorly done essay questions and explain why each of those two questions is not well set. **(6 marks)**

\*\*\*\*\*

**END OF THE EXAMINATION**

\*\*\*\*\*

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY END OF YEAR EXAMINATIONS**  
**AUGUST / SEPTEMBER 2016**

**LSE 3030: ENGLISH TEACHING METHODS**

**MARKS: 100**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

1. There are two sections in this paper, A and B
  2. Section A has ONE question which is compulsory and Section B has FIVE questions
  3. Answer the question in Section A and any TWO from Section B
  4. Section A carries 40 marks and Section B 60 marks
- 

**SECTION A (Compulsory)**

**QUESTION 1:**

Write brief notes on any five of the following **(40 Marks)**

- a. Deductive vs Inductive approach to language teaching
- b. Learner role vs Teacher role in CLT
- c. Structuralism vs functionalism
- d. Discourse Competence vs Strategic Competence
- e. Visual situation vs Linguistic situation
- f. Any four types of questions in language and the merits of each
- g. Intensive reading vs extensive reading

**QUESTION 2:**

Discuss the trends that have emerged in the development of second language teaching in The twentieth century. How have these trends helped build eclecticism in Language teaching.



### QUESTION 3

Using the following objective : **during and at the end of the lesson, PSBAT express contrast using however, although and Nevertheless both orally and in writing correctly**, write a lesson plan in which methodologically, you will use principled complex eclecticism. At the end of the lesson plan, write a paragraph or two to explain what will constitute your principled complex eclecticism.

### QUESTION 4

Suppose you have been invited to give a talk to teachers of English on the title “The Senior Secondary School English language syllabus”. Following what was discussed in LSE 3030 lectures; write a critique to the syllabus which you would present to the audience.

### QUESTION 5

“Both transformational Generative Grammar and Functional Grammar are criticised for their weaknesses. Instead, Wilcox’s social grammar is said to be ideal grammar for secondary school learners”. Discuss

### QUESTION 6

Read the following passage on **The River Between** by **Ngugi Wa Thiongo** and answer the question that follow:

*When Waiyaki left the hut, his mind was made up. He must see Nyambura. And that day he went to Makuyu and strolled about; hovered around Joshua’s household, hoping to meet her. There was something in Muthoni that somehow called forth all his sympathy and admiration. Was he himself capable of such a rebellion? But he reflected that it was only proper to obey one’s father. Perhaps Muthoni had been wrong to disobey. He did not see Nyambura that day.*

*The following morning he found her drawing water from Honia River. He did not know her very well; but he was struck by the resemblance of the two girls. Even her eyes had that restless but clear look noticeable in Muthoni. Waiyaki did not waste words with her. After greetings, he told her about Muthoni and the condition in which she was. Nyambura was shocked and wept with bitterness. This was embarrassing for Waiyaki and he quickly excused himself, after warning her not to tell Muthoni that it was he who*

*had been to call Nyambura. Nyambura did not wait but immediately left her waterpot and went to see Muthoni.*

*And after that first visit, she came more often. She avoided the vigilance of her father and would come and see Muthoni for as long as possible, chatting about a number of irrelevant things. Sometimes tears suddenly gushed from her eyes and she could not hold them back.*

*'Why did you do it? Why did you-?' she would ask, her love for her sister mingling with bitterness. Muthoni would try to smile and say, 'I wanted to be a woman. One day Nyambura, you will know.'*

*'You too will have to make a choice one day.'*

*'Oh Muthoni. Why did you-? And she would not proceed.*

*As days went by, Muthoni became worse. Waiyaki, who was a frequent visitor, grew more troubled. Muthoni was wasting away so fast. Now only her eyes seemed to have any life. Something had to be done. He was now convinced that the herbs which the aunt gave to Muthoni would not cure her. He consulted Nyambura and she agreed with him. The two then approached the aunt and Waiyaki gathered enough courage to say:*

*'Muthoni should go to the hospital.'*

*'Where? The aunt asked rather hopefully.*

*'Siriana Mission hospital.'*

With clear illustrations from the novel, explain how personal convictions of Muthoni, Nyambura and Waiyaki overrode family and societal views and expectations.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

END OF YEAR EXAMINATION

SEPTEMBER, 2015/2016

**LSE 3040: Advanced Teaching and Learning Techniques in Environmental Education**

**Time:            Three (3)**

**Instructions:    Answer three (3) questions in this examination, one of which should be question 1. Credit will be given for use of relevant examples and illustrations.**

---

1. You have been contracted by Zambia Environmental Management Agency (ZEMA) to educate kankoyo residents on the dangers of air pollution. Create a three weeks scheme of work showing the type of content you would cover. **(20 Marks)**
2. You have been contracted by the Department of Fisheries to educate fishermen of Munkanta Village on the dangers of overfishing. Design a 40 minutes lesson plan, showing the content you could cover. **(15 Marks)**
3. Discuss how an educator can use action competence to educate people on climate warming. **(15 Marks)**
4. Discuss *behaviourism theory* and its implication for the teacher of environmental education. **(15 Marks)**
5. Write short explanatory notes on each of the following:
  - a. Importance of lesson plan **(5 Marks)**
  - b. Importance of scheme of work **(5 Marks)**
  - c. Educational Ideologies **(5 Marks)**

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

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2015/16 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. As a teacher of geography you have been assigned to teach a grade 11 class on the topic 'Tourism in Zambia'.
    - i) Devise five behavioural objectives on the topic as follows:
      - a) 2 high – level cognitive objectives
      - b) 1 psychomotor objective
      - c) 1 affective objective
      - d) 1 low – level cognitive objective. (5 marks)
    - ii) Using the above objective prepare a 40 minute lesson plan for your class.(15 marks)
  2. Discuss the importance and guidelines of preparing a scheme of work. (15 marks)
  3. Explain the importance of teaching geography.(15 marks)
  4. Imagine your school has just received untrained teachers and your Deputy Head has assigned you to address them on the importance of teaching and learning resources. What five (05) salient points would you include in your presentation?(15 marks)
  5. Compare and contrast imaginative learners and analytic learners.(15 marks)
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2016 ACADEMIC YEAR EXAMINATIONS**

**LSE 3069: FUNDAMENTAL TOPICS IN SECONDARY SCHOOL GEOGRAPHY**

**Instructions:**

1. Answer ALL questions in this paper.
2. Write ALL answers for sections A and B on the separate answer grid provided.
3. Write answers for section C in the main answer booklet provided.
4. Attach the answer grid to the main answer booklet.

**Time: 3 Hours**

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**Section A: Map work and Basic Techniques**

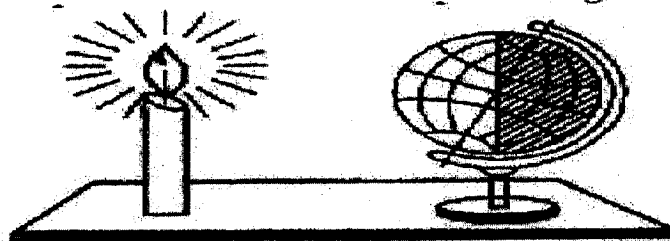
**Questions 1 to 10 are based on the 1:25 000 map extract of Medine (Mauritius)**

1. What is the six figure grid reference of the Trigonometrical station east of St. Antoine?  
A. 890960  
B. 892963  
C. 960890  
D. 962891
2. What is the bearing of St. Martin in grid square 9096 from the water tank in grid square 8692?  
A. 45 degrees  
B. 135 degrees  
C. 225 degrees  
D. 315 degrees
3. The direction of the plantation in grid square 8995 from Belle Ile in grid square 8693 is ...  
A. North east  
B. North west  
C. South east  
D. South west
4. How best would the relief in grid square 9192 and 9193 be described?  
A. Flat but stony  
B. Highland with stony peaks  
C. Rolling throughout  
D. Sloping north-eastwards
5. What is the longest section of La Ferme reservoir?  
A. 500 m  
B. 1000 m  
C. 1200 m  
D. 1500 m

6. Which industry is found on the western side of Medine town?
    - A. Limestone factory
    - B. Lumbering
    - C. Sugar factory
    - D. Tea factory
  7. What is the major physical feature in grid square 9093?
    - A. Coral
    - B. Marsh
    - C. Plain
    - D. Reservoir
  8. According to map evidence, which services are being provided in the town of Medine?
    - A. Education, Religion, Security
    - B. Health, Banking, Security
    - C. Religion, Insurance, Banking
    - D. Security, Banking, Insurance
  9. What is the reason for the location of the Medine settlement south of the map?
    - A. Flat land
    - B. Good drainage
    - C. Industries
    - D. Religious centres
  10. What is the main economic activity for the town of Medine according to map evidence?
    - A. Lumbering
    - B. Mining
    - C. Fishing
    - D. Tourism
- 

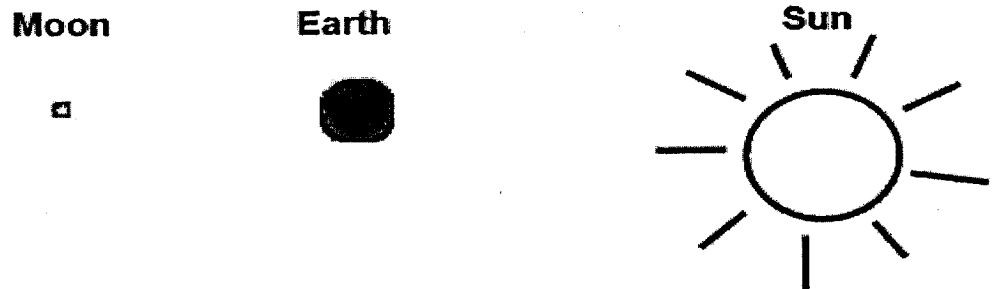
### **SECTION B: PRINCIPLES OF PHYSICAL GEOGRAPHY**

11. Study the figure below and answer the questions that follow. What does the figure below represent?



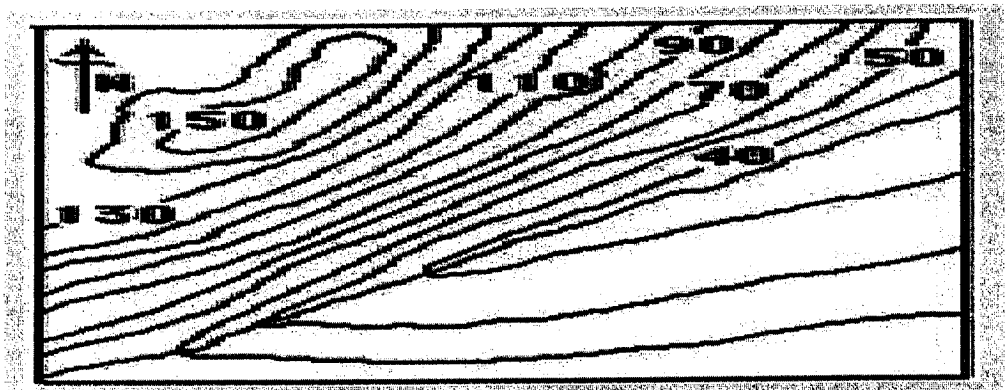
- A. The change of seasons
- B. The occurrence of the day and night
- C. The fluctuation of the day and night
- D. Earth-Solar inclination

12. When it is 12:00hrs in London (zero degrees longitude); it is 6.48 pm in Kuala Lumpur in Malaysia. What is the longitude of Kuala Lumpur?
- A. 102 degrees west
  - B. 100 degrees west
  - C. 102 degrees east
  - D. 115 degrees west
13. Study the diagram below and answer the question that follows.



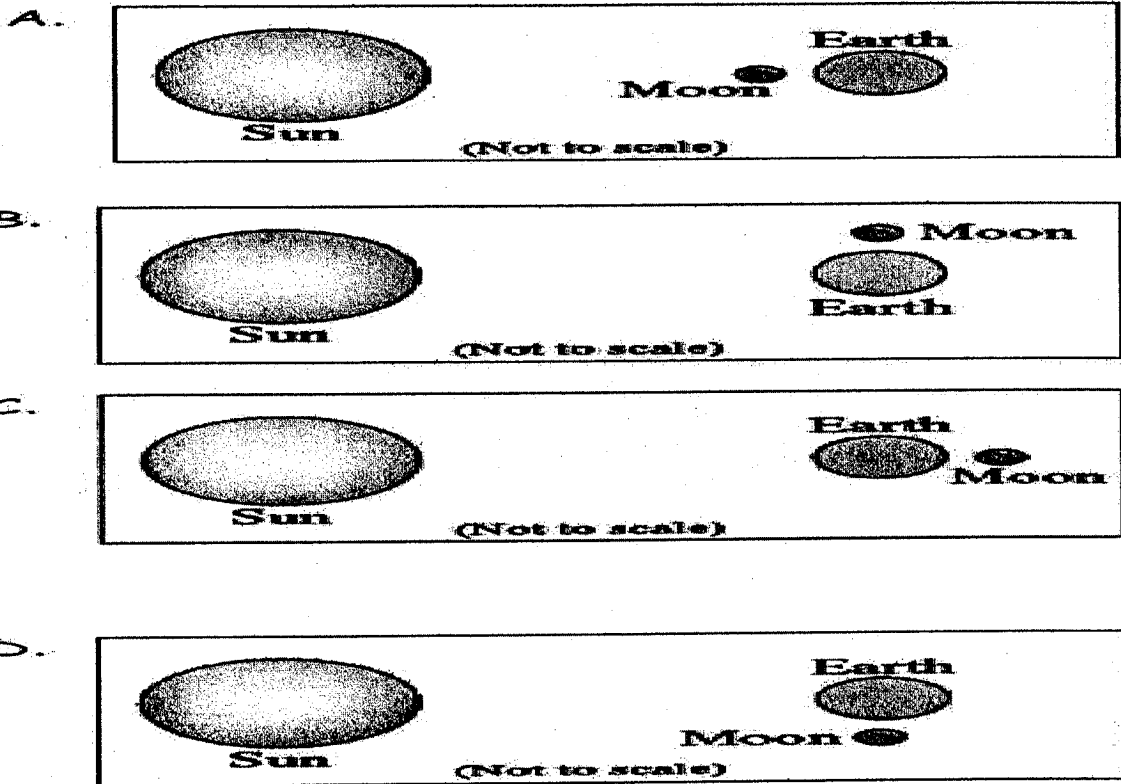
What phase of the moon would you see on this night?

- A. first quarter moon
  - B. last moon
  - C. new moon
  - D. full moon
14. Which physical feature is represented by the contours in the diagram below?

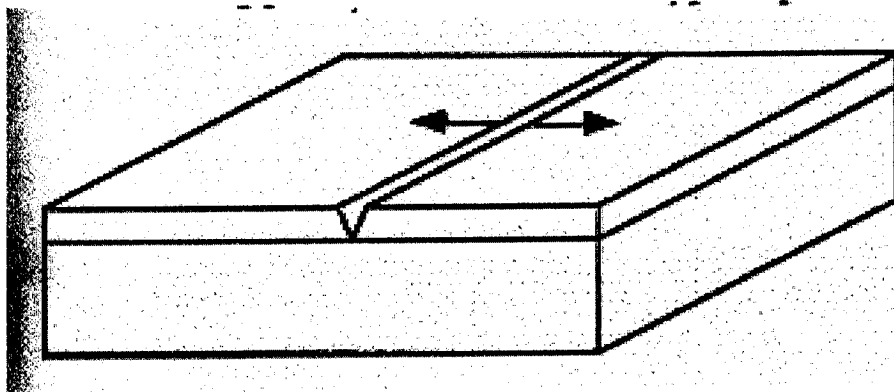


- A. Escarpment
- B. Dissected plateau
- C. Conical hill
- D. Watershed

15. Which of the following diagrams best shows the relative positions of Earth, the Moon, and the Sun during a lunar eclipse?



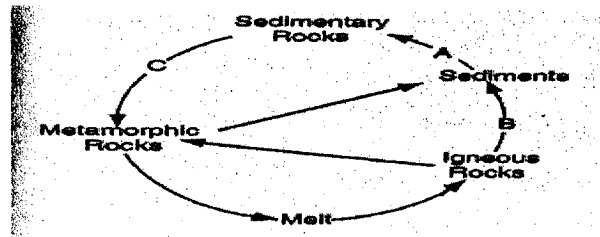
16. Which plate boundary is illustrated in the figure below?



- A. transform fault
- B. divergent
- C. convergent-subduction
- D. convergent - continent/continent collision



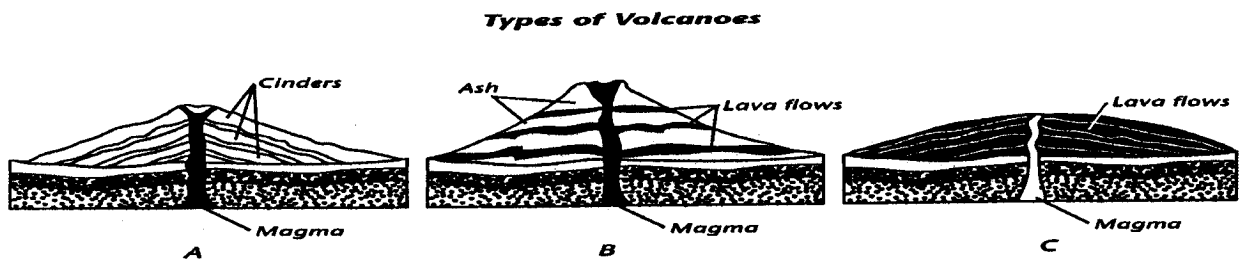
17. Study the figure below and answer the question that follows:



With reference to the figure above, path B is ...

- A. uplift, weathering and erosion, deposition
- B. deposition, heat and pressure, weathering
- C. melting, crystallization, heat and pressure
- D. deposition, lithification and crystallization

18. Study the diagram below carefully.



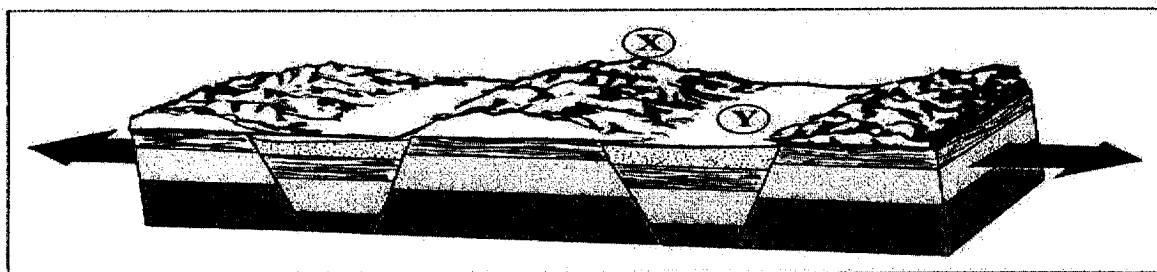
What type of volcano is illustrated in diagram A, B and C above?

	A	B	C
A	Cinder cone	Shield	composite
B	Cinder cone	Composite	Shield
C	Composite	Shield	Cinder cone
D	Shield	Composite	Cinder cone

19. All other factors being equal, the chance of mass wasting is most increased by the ...

- A. amount of material involved.
- B. lack of friction on the slope.
- C. angle of the slope.
- D. kind of event which initiates the mass wasting.

20. Study the diagram of a landform below carefully.



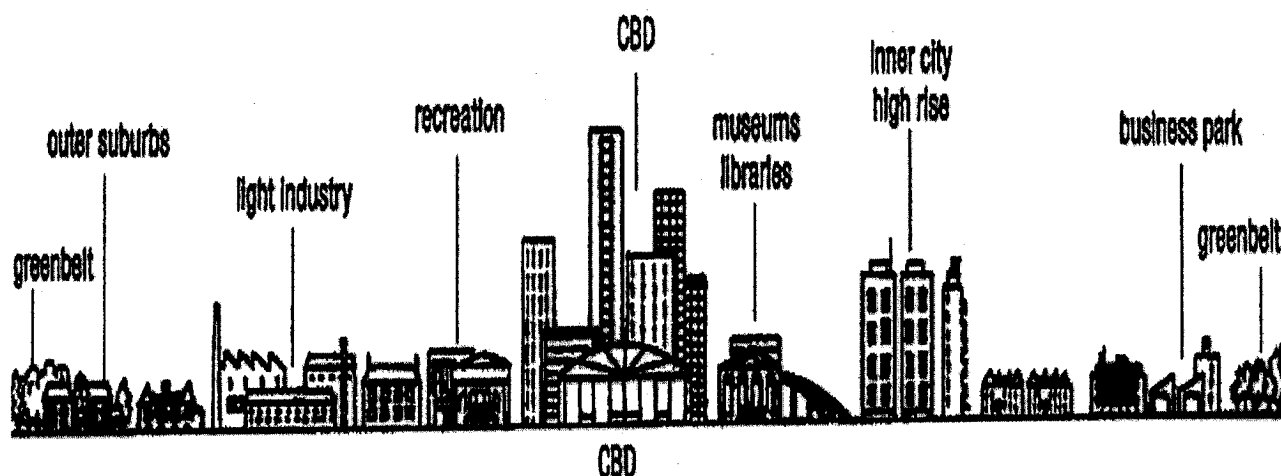
Identify features X and Y in the diagram above.

- A. horsts and grabens
- B. sills and batholiths
- C. anticlines and synclines
- D. block and fold mountains

### SECTION C: SETTLEMENTS AND POPULATION STUDIES

#### QUESTION ONE

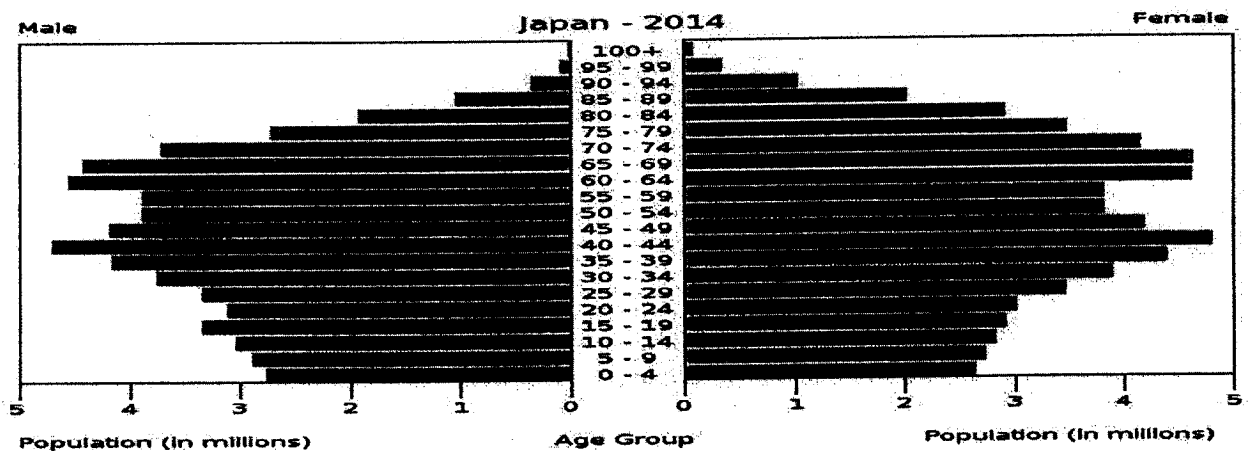
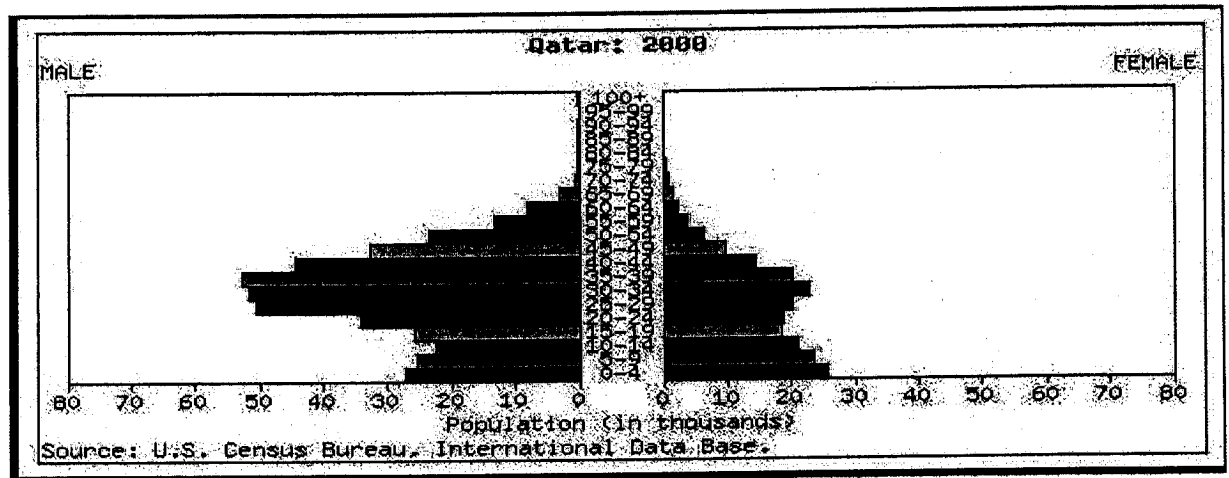
Refer to the figure below, a city in South Africa, and answer the questions that follow.



- (a) In the above city, land value differs from the inner city to the outskirts. What is meant by *Land Value*? (2 marks)
- (b) Name the zone on the above figure that has the highest land value. Give reasons for your answer. (4 marks)
- (c) Explain the functions of the above city. (4 marks)

## QUESTION TWO

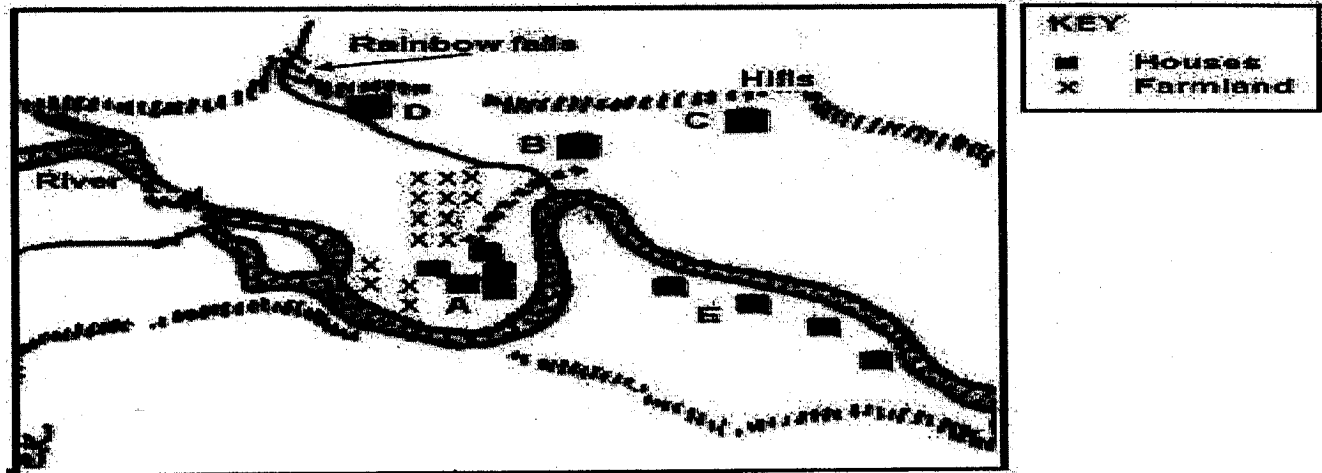
Study the figure below which shows the population pyramids for Qatar (2000) and for Japan in (2014) and answer questions that follow



- (a) Explain the meaning of the term *population pyramid*. (2 marks)
- (b) With reference to the population pyramids above, explain the differences between the population structure for Qatar and Japan. (4 marks)
- (c) Describe the shape of a population pyramid that shows evidence of in-migration. (4 marks)

### QUESTION THREE

The sketch map below is showing different types of settlements. Study the sketch map carefully and answer the questions that follow.



- (a) Explain why the shapes of settlement A and E developed. (1/2 X 4 marks)
- (b) Differentiate between the site and the situation of settlement A and E (4 marks)
- (c) The settlements D and C are half way up a south facing slope in the northern hemisphere. Explain the micro-climatic benefits of this situation. (4 marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY END OF YEAR EXAMINATIONS**  
**AUGUST / SEPTEMBER 2016**

**LSE 3070: HISTORY TEACHING METHODS**

**MARKS: 50**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

- Answer any three (3) of the questions given in this paper.
  - All questions carry equal marks.
- 

1. Positivists and interpretationists hold different views regarding the nature of history. Explain what these view points are and then discuss the validity or otherwise of each view point.
2. Identify a history topic and formulate one question at each level of Bloom's cognitive domain.
3. What are concepts? Explain how these are acquired by people and utilised in education.
4. Although difficult to define, history is a subject of great value to society. Discuss with traceable examples, the useful functions that the subject plays in people's lives.
5. Identify the problems that are encountered by history teachers in assessing pupils' essay work and suggest viable solutions.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2015/ 2016 END OF ACADEMIC YEAR EXAMINATIONS

**LSE 4020: Advanced Civic Education Teaching Methods**

**INSTRUCTIONS:**

- **THERE ARE FIVE (5) QUESTIONS IN THIS PAPER**
  - **ANSWER QUESTION ONE AND ANY OTHER TWO (2) QUESTIONS**
  - **DURATION: THREE (3) HOURS**
1. Critically discuss the following quote from a Teacher of Civic Education after presenting a lesson. Decide at which level of reflection the teacher is: 'My lesson went well. Maybe I could have had a discussion to involve the learners more, but I am happy with the lesson. My Learners enjoyed it. If I were to do it again, I would do it much earlier and go into deeper discussion about the topic' **(40 Marks)**
  2. Discuss Key issues that Paulo Freire emphasizes about teaching and learning **(30 Marks)**
  3. Discuss the subject of teacher and of the Learner from the perspective of John Dewey **(30 Marks)**
  4. The teaching of Civic Education in schools has come to be viewed as providing a unifying force that enables learners from different beliefs and backgrounds to live together. Discuss. **(30 Marks)**
  5. Discuss with clear examples the importance of ICT as a technology-enhanced approach to the teaching of Civic Education in schools **(30 Marks)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**END OF THE YEAR EXAMINATION**  
**SEPTEMBER, 2015/2016**

**LSE 4040:   Advanced Teaching and Learning Techniques in Environmental Education**

**Time:           Three (3)**

**Instructions:   Answer three (3) questions in this examination, one of which should be question 1. Credit will be given for use of relevant examples and illustrations.**

---

1. Pick a school subject of your choice, select four topics from it and suggest ways in which Environmental Education may be taught in relevant manner. **(20 Marks)**
2. Describe how teachers can assess the impact of their teaching. **(15 Marks)**
3. Discuss three factors that influence curriculum content. **(15 Marks)**
4. Discuss how educators' views on knowledge production could influence his / her teaching of environmental issues. **(15 Marks)**
5. Write brief notes each of the following:
  - a. Active learning **(5 Marks)**
  - b. Models of Environment Education Curriculum Development. **(5 Marks)**
  - c. Situated learning **(5 Marks)**

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

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2015/16 ACADEMIC YEAR FINAL EXAMINATION**

**LSE 4060: SELECTED TOPICS 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. Research is an important aspect of academics and human life. "In much of society, research means to investigate something you do not know or understand" Neil Armstrong.
    - a) Briefly explain the importance of Research,
    - b) Discuss the Benefits of learning through fieldwork. (20 marks)
  2. Discuss the factors that a researcher needs to consider before deciding on data collecting instruments to use. (15 marks)
  3. Explain the characteristics of a good Sample population. (15 marks)
  4. Discuss 4 manifestations and causes of indiscipline among pupils in schools. (15 marks)
  5. Discuss 4 contemporary issues included in the *Zambian Geography Syllabus* stating the causes for inclusion and the expected outcomes from learners. (15 marks)
- 

**END OF EXAMINATION**





**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**  
**2015/2016 END OF YEAR FINAL EXAMINATION**

**LTC 1000 THE ORIGINS AND DEVELOPMENT OF LITERACY**

**DURATION: THREE HOURS**

**TOTAL MARKS: 50**

**INSTRUCTIONS**

- (i) There are three sections in this paper **A**, **B** and **C**. Sections **A** and **B** are **compulsory** and you are expected to **answer all the questions** in them. Answer one essay question from Section C.
- (ii) Do not write your names on the answer booklet(s). Just write your correct computer number on each page in the answer booklet.
- (iii) Use one main booklet to answer all the questions unless you exhaust the pages then you can get an additional one.

**SECTION A: COMPULSORY (10 Marks)**

Answer all the questions in this section.

1. .... is a type of literacy that describes the behaviors seen in young children when they use books and other written materials to imitate reading and writing activities even before they get to school.
2. What term is used to describe an idealized representation of reality that help us explain some natural phenomena.....
3. In one sentence or two, explain why the government introduced the Primary Literacy Programme (PLP) in 2013.....
4. What did Paulo Freire mean when he discussed the concept of *False generosity and paternalism*.....
5. What is functional literacy?.....

**SECTION B: COMPULSORY (20 Marks)**

6. Write brief notes on each of the following:

- (a) Explain the scope of literacy
- (b) How literacy emerged as a field of study
- (c) Conventional literacy
- (d) Why literacy has several definitions in today's world

**SECTION C: OPTIONAL (20 Marks)**

Answer one essay question from this section.

- 7. Discuss how literacy can be a tool for social change and socio-economic development in a society. **(20 Marks)**
- 8. With clear examples, explain how Freire's concept of critical consciousness is related to literacy. **(20 Marks)**
- 9. Write brief notes on each of the following theories of literacy development: **(20 Marks)**
  - (a) Maturation theory
  - (b) Stages model of reading
  - (c) Family literacy theory
  - (d) Piaget's stages of cognitive development



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
END OF YEAR FINAL EXAMINATIONS  
LTC 1100 ACADEMIC WRITING AND STUDY SKILLS**

**DURATION: THREE HOURS**

**TOTAL MARKS: 100**

**INSTRUCTIONS**

- (i) There are four sections in this paper, A, B, C, and D. Sections A, B and C are compulsory and you are expected to *answer all the questions* in them. Answer one question from Section D.
- (ii) All answers must be written in one answer booklet provided to you in the examination room.
- (iii) Make sure you label and number the questions you are answering in the answer booklet correctly.
- (iv) Do not turn this page until you are told to do so.

**SECTION A: MULTIPLE CHOICE (20 Marks)**

In your answer booklet, write section A with numbers 1 to 10 and then select the correct option for each of the questions in this section.

1. Which of the following best explains why students in colleges and universities use different referencing styles when writing academic essays?
  - (a) To acknowledge that different academic writing styles uses formal language in their essays.
  - (b) To meet the demands of the world of academia.
  - (c) To acknowledge the information from other scholars properly.
  - (d) To address the specific needs of different disciplines.
2. On 10<sup>th</sup> January 2016, chief government spokesperson Chishimba Kambwili attacked the tonga people of Southern Province that “Tongas would even vote against Jesus Christ if he stood against the UPND Leader Hakainde Hichilema in an election”. James Bwalya a veteran Tonga bull of Dundumwezi, when he heard this tried to justify an argument to his friends saying “Yes, I can vote for HH because a well-known figure has said it”. What mistake or fallacy in reasoning did James Bwalya commit by following what Chishimba Kambwili said blindly?
  - (a) Appeal to Authority fallacy
  - (b) Over generalization fallacy
  - (c) Accusation fallacy
  - (d) Appeal to extremes fallacy
3. When writing a bibliography or reference list using the APA referencing style, which of the following comes next to the title of an article in a journal?
  - (a) Title of the journal
  - (b) Title of the book
  - (c) Volume number and issue
  - (d) City where published and the publisher

4. Which one of the following linking words best suits the blank space in this sentence that follow. *You must be here by 18 hours, ..... we will not go with you for a movie.*
- (a) Otherwise
  - (b) All else
  - (c) As a result
  - (d) If not
5. James composed a poem and wrote a novel. A poem and novel text book are examples of?
- (a) Primary Source of data
  - (b) Secondary source of data
  - (c) Tertiary source of data
  - (d) Primary and secondary source of data
6. What term is used to describe a list of materials such as books and journal articles included at the end of an academic essay or article but have not been cited inside the paper.
- (a) Citations
  - (b) Sources
  - (c) References
  - (d) Bibliography
7. Which of the following study skills uses coined sayings to help recall information?
- (a) Cue study skill
  - (b) Memorization study skill
  - (c) Data condensation study skill
  - (d) Mnemonic study skill
8. Which reading strategy would you use when checking for headings, subheadings and pictures in a book to see what it is all about?
- (a) Extensive reading
  - (b) Skimming
  - (c) Intensive reading
  - (d) Scanning
9. Which one of the following is not an example of a personal language in academic writing?
- (a) In this essay I am going to discuss causes of soil erosion
  - (b) The observation about women who wear short skirts is extremely right
  - (c) We support the idea that women should be loved
  - (d) My essay has resolutely shown the truth.
10. Which one of the following sentences is the correct order of adjectives:
- (a) James bought a blue old ugly car
  - (b) James bought an ugly old blue Car
  - (c) James bought an old ugly blue car
  - (d) James bought an ugly car that is old and ugly.

## **SECTION B: SHORT ANSWERS - COMPULSORY (20 MARKS)**

Answer all the questions in this section.

11. Rewrite the following details of a book as a reference or bibliographic entry using the APA referencing style:  
The Rules to Break. London. 2013. Pearson Education Limited. Richard Templar. **(4 Marks)**.
12. Rewrite the following details of a journal article as a reference or bibliographic entry using the APA referencing style:  
Title of Journal is *Better Nutrition*. Title of the journal article is 'Heal your heart with food: Eight foods that prevent a second heart attack'. Article is on pages 38-42. Article written by John Boyed Brill. Journal is volume number 73 *part* (2). Journal published in 2011. **(4 Marks)**.
13. With examples, describe four ways of making an in-text citation for a publication (book) done by one author, using the APA referencing style. **(4 Marks)**.
14. State four reasons why in-text citation is important in academic writing. **(4 Marks)**.
15. With examples, explain the concepts of citation and plagiarism in academic writing. **(4 Marks)**.

## **SECTION C: COMPULSORY (30 Marks)**

Answer all the questions in this section.

### **Question 16 (30 Marks)**

Write brief notes on each of the following:

- (a) Annotated Bibliography **(5 Marks)**
- (b) Academic Literacy **(5 Marks)**
- (c) Use of Parts of speech in academic writing **(5 Marks)**
- (d) Five examples of linking words that you know **(5 Marks)**
- (e) Five Study skills with examples **(5 Marks)**
- (f) Five examples of avoidable forms of language in academic writing **(5 Marks)**

## **SECTION D: OPTIONAL (30 Marks)**

Answer one essay question from this section.

### **Question 17 (30 Marks)**

With citation examples both in-text and as a bibliographic entry at the end of an academic essay, explain how referencing styles differ from one another in academic writing.

### **Question 18 (30 Marks)**

With clear examples, explain how referencing, ellipsis and substitution are used in academic writing.

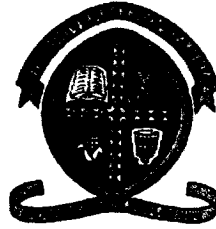
### **Question 19 (30 Marks)**

Describe the procedure for writing a good academic essay and state how paragraphing in an essay is organized.

### **Question 20 (30 Marks)**

With examples, discuss how Anaphoric and Cataphoric reference of cohesion in academic writing works.

**THE END**



**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF PSYCHOLOGY**  
**PSG 1110-INTRODUCTION TO PSYCHOLOGY**  
**FULL-TIME/PARALLEL END OF YEAR FINAL EXAMINATION**  
**(2015/2016 ACADEMIC YEAR)**

**TIME: 09:00**

**VENUES: LT 1 / 2 | NSLT**

**INSTRUCTIONS: SECTIONS A, B & C SHOULD BE ANSWERED ON THE QUESTION PAPER. SECTIONS D, E & F SHOULD BE ANSWERED IN THE PROVIDED EXAMINATION ANSWER BOOKLETS. ATTEMPT ALL SECTIONS IN THIS EXAMINATION.**

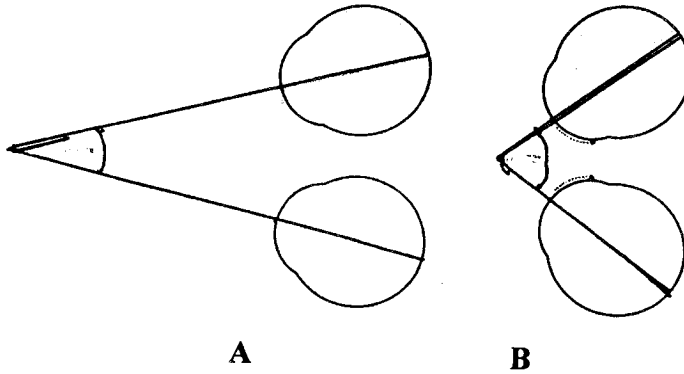
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**SECTION A: MULTIPLE CHOICE**

*Attempt all questions in this section by circling the correct answer*

1. \_\_\_\_\_ is the tendency to see surfaces that are at a distance as finer or smoother than those that are nearer.
  - a) Linear perspective
  - b) Shadowing
  - c) Texture gradient
  - d) Superposition

2. Which of the following is true about the way our two eyes converge when we look at an object?



- a) A is the convergence for a far object while B is the convergence for a near object  
 b) A is the convergence for a near object while B is the convergence for a far object  
 c) A is the convergence for a big object while B is the convergence for a small object  
 d) A is the convergence for a small object while B is the convergence for a big object
3. The protective coating on the surface of the eye through which light passes is known as the \_\_\_\_\_  
 a) Pupil      b) Lens      c) Iris      d) Cornea
4. The illusion that takes place when a ball in a small boy's hand appears big is the illusion of \_\_\_\_\_  
 a) Figure-ground      b) Size      c) Zollner      d) Movement
5. The tendency to complete figures, words or objects is known as \_\_\_\_\_ principle  
 a) Continuity      b) Closure      c) Proximity      d) Similarity
6. 'Women have maternal instincts' is an example of \_\_\_\_\_ Theory of motivation:  
 a) Biological theory      b) Drive- reduction theory  
 c) Instinct theory      d) Hierarchy of needs theory
7. Which of the following is NOT one of the components of emotional reaction?  
 a) objective feeling      b) cognitive reaction  
 c) physiological reaction      d) behavior
8. Which of the following statements does not imply the characteristics of motivation?  
 a) Is developed from complex needs  
 b) Is developed from physiological needs  
 c) Experience an internally aroused condition  
 d) Is a goal directed behaviour

9. The part of the brain involved in the cognitive aspect of emotion is the
  - a) hypothalamus
  - b) limbic system
  - c) cerebral cortex
  - d) amygdala
10. After a police car with flashing lights goes by him and pulls over another driver for speeding, Jane's heartbeat soon slows down, his blood pressure decreases, and he stops sweating so much. These physical reactions are most directly regulated by his
  - a) sympathetic nervous system.
  - b) parasympathetic nervous system.
  - c) somatic nervous system.
  - d) central nervous system.
11. Which of the following is a best example of physiological reaction?
  - a) sweating more than usual when you are nervous
  - b) feeling excited when opening a present
  - c) driving through the stop signal without thinking
  - d) making plans for your next vacation
12. Typically, a person who is anorexic will respond to losing weight by:
  - a) becoming less anxious and more confident
  - b) continuing to feel fat and dieting even more
  - a) feeling too thin and deliberately overeating
  - b) becoming ill and vomiting excessively
13. \_\_\_\_\_ Is a leading researcher on Need for Achievement
  - a) Maslow
  - b) McClelland
  - c) Lange
  - d) Skinner
14. During emotional state, \_\_\_\_\_ hormone mobilizes glucose, causes heart to beat faster
  - a) Epinephrine
  - b) Nor epinephrine
  - c) nor adrenaline
  - d) none of the above
15. Polygraph uses the \_\_\_\_\_ to determine if an individual is lying
  - a) EEG
  - b) GSR
  - c) BP
  - d) All of the above
16. According to Piaget the onset of Object Permanence is in the
  - a) Sensori-motor stage
  - b) Preoperational stage
  - c) Concrete Operational stage
  - d) Formal Operations Stage
17. Intelligence Testing was Pioneered by
  - a) Jean Piaget
  - b) Sigmund Freud
  - c) David Wechsler
  - d) Alfred Binet
18. Cognitive Development studies were pioneered by
  - a) Jean Piaget
  - b) Sigmund Freud
  - c) David Wechsler
  - d) Alfred Binet



19. The Binet-Simon scale of intelligence expressed a child's score in terms of
- Intelligence Quotient
  - Mental Age
  - Chronological Age
  - IQ age
20. The experimental study of the origins of knowledge according to Piaget is known as
- Piagetian Epistemology
  - Biologic Epistemology
  - Genetic Epistemology
  - Experimental Epistemology
21. The measure of dispersion that shows the lowest and highest observed value is the
- Mean
  - Mode
  - Range
  - Min-max
22. Histogram is best computed when the data is
- Nominal
  - Ordinal
  - Ratio/interval
  - Non normal
23. A pie chart is a representation of proportions of categorical variables. The data is best represented as
- Frequencies
  - Percentages
  - Percentages or frequencies
  - All of the above
24. Frequency distribution tables that summaries very large set of data are called
- Complex frequency tables
  - Simple frequency tables
  - Group frequency tables
  - None of the above
25. When you data is ratio or interval scale, the best measure of central tendency to use is the
- Mean
  - Standard Deviation
  - Mode
  - Median
26. The difference between a histogram and bar graph is that
- Histogram is based on historical data while bar graphs non historical data
  - Histogram is computed using nominal data and bar graph using ordinal data
  - The bars of a histogram are joined together showing continuation while bars of a bar graph are separated showing independence of representation
  - All of the above
27. When a researcher has one variable to analyze this type of analysis falls under
- Multivariate analysis
  - Univariate analysis
  - Bivariate analysis
  - Measures of central tendency
28. Which of the following theories places the greatest emphasis on the effects of early childhood experiences on personality?
- Psychodynamic
  - Behavioural
  - Social cognitive
  - None of the above

29. This defence mechanism, unlike others, usually results in some benefit to society.  
 a) Fixation                      b) Isolation                      c) Regression                      d) Sublimation
30. Defence mechanisms protect the ego against  
 a) feelings of shame                      b) anxiety  
 c) public disgrace                      d) none of the above
31. According to Skinner, one way in which people can develop maladjusted personality is through  
 a) congenital deficiencies.  
 b) excessive reinforcement of behaviour.  
 c) failure to cope with excessive social control.  
 d) reinforcement of anti-social behaviour.
32. Abnormal psychology is the scientific study whose objective is to describe, explain, predict and control behaviors that are considered  
 a) Strange, unusual or bizarre                      b) abnormal  
 c) strange and unique                      d) normal
33. Which perspective defines abnormality as a clinically significant behavioural or psychological syndrome or pattern that occurs in an individual and that is associated with present distress or with a significantly increased risk of suffering death, pain, disability, or an important loss of freedom”  
 a) Conceptual                      b) DSM-IV-TR                      c) practical                      d) integrated
34. Psychological responses in human beings are based ENTIRELY upon  
 a) Genes                      b) Heredity                      c) Nervous system                      d) None of these
35. Which part of the brain is specialised in the planning, control and execution of movement?  
 a) The somatosensory area                      b) The occipital lobe  
 c) The parietal lobe                      d) The hypothalamus
36. Which one of the following statements is NOT TRUE about the cell body of a neuron.  
 a) It contains the nucleus  
 b) The functioning and survival of the neuron depends on it  
 c) Its properties are very different from those of other cells in the human body.  
 d) When the cell body dies the neuron also dies.
37. Which of the following chemical substances makes it difficult for messages to pass through the synapse?  
 a) Excitatory neurotransmitters                      b) Inhibitory neurotransmitters  
 c) Hormones                      d) None of the above
38. The group of brain structures that influence emotion, motivation and memory and consequently the individual's survival is known as the \_\_\_\_\_.

- a) Cerebral cortex
  - b) Reticular activating system
  - c) Limbic system
  - d) Endocrine system
39. This is because the human mind does not read every letter by itself, but the word as a whole. Ammanig. This statement is an example given by \_\_\_\_\_ Psychologists.
- a. Gestalt
  - b) Social Learning
  - c) Eclectic
  - d) Both A and B
40. In psychological Research, Animals are taken as
- a. Alternative participants
  - b. Convenient participants
  - c. Less important participants
  - d. Both A and B
41. Lifespan development is studied under the \_\_\_\_\_ Psychology.
- a. Comparative
  - b) Developmental
  - c) Biological
  - d) Social
42. \_\_\_\_\_ Psychology is the branch of Psychology that involves the application of statistical analysis to psychological research and the development of novel statistical approaches for measuring and explaining human behavior.
- a. Qualitative
  - b) Quantitative
  - c) Psychometrical
  - d) A and B
43. If positive reinforcement is not given within a short time following the response, learning will proceed slowly. This phenomenon is called
- a) Delay of reinforcement
  - b) Extinction
  - c) Conditioned response
  - d) Consistency
44. Reinforcers that are innately reinforcing, such as food, water, and warmth are called
- a) Primary reinforcers
  - b) Secondary reinforcers
  - c) Extinguished reinforcers
  - d) Superstitious reinforcers
45. Behaviour that is reinforced because it causes a negative event to stop is called
- a) Shaping
  - b) Punishment
  - c) Escape conditioning
  - d) Avoidance conditioning
46. Which of the following is correct?
- a) Classical conditioning usually involves reflexive behavior, while operant conditioning usually involves more complicated, spontaneous behavior.
  - b) Classical conditioning usually involves more complicated, spontaneous behavior, while operant conditioning involves reflexive behavior.
  - c) In classical conditioning, the reinforcement is contingent on the behavior of the learner.
  - d) In operant conditioning the UCS and CS occur independently of the learner's behavior.

47. The variable which the researcher manipulates is known as the \_\_\_\_\_.
- a) Dependent variable                      b) Independent variable  
c) Confounding variable                      d) Extraneous variable
48. To observe changes overtime, one must carry out \_\_\_\_\_.
- a) Longitudinal study                      b) Cross-sectional study  
c) Descriptive study                      d) Experimental study
49. Which of the following is not true about ethics in research with animal participants.
- a) A veterinarian must be present  
b) A police officer must be present  
c) Students working with animals must be well trained  
d) Animal experts must be present
50. A group of people or animals recruited from a wider group to participate in a research is known as \_\_\_\_\_.
- a) Population      b) Sample      c) Cohort      d) Category

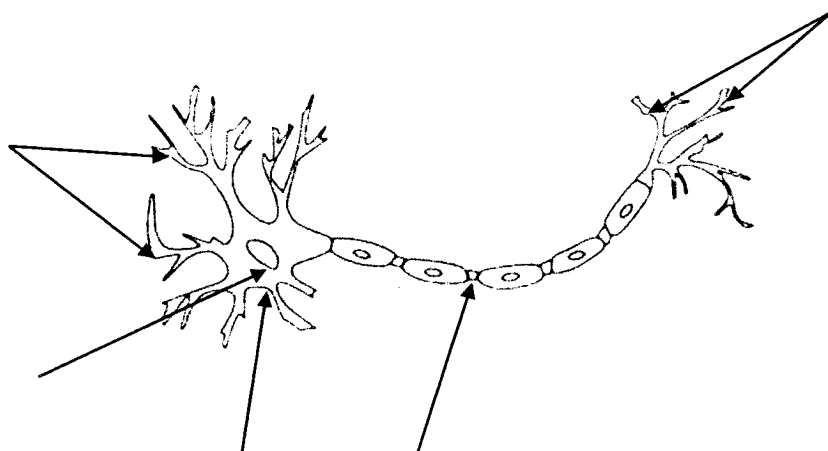
## SECTION B: FILL IN THE BLANKS

**Attempt all questions in this section**

1. The bluish appearance we see of distance objects like buildings is due to a monocular cue known as \_\_\_\_\_.
2. \_\_\_\_\_ are behavioural patterns that are: unlearned, uniform in expression, and universal in species.
3. According to the drive-reduction theory of motivation, \_\_\_\_\_ is a state of deprivation
4. Five levels of needs according to Maslow's theory are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
5. Smiling is \_\_\_\_\_ component of emotion

6. In \_\_\_\_\_, a type of eating disorder, weight loss is accomplished by severe dieting and exercising.
7. \_\_\_\_\_ First defined need to achieve.
8. Piaget's position is that the Four stages of intellectual development are \_\_\_\_\_ Universal
9. \_\_\_\_\_ defined intelligence as 'the capacity to understand the world and the resourcefulness to cope with its challenges'
10. Triarchic Theory of intelligence posits that \_\_\_\_\_ Intelligence reflects behaviours that were part of natural selection
11. The General Factor in Charles Spearman's two-Factor theory of intelligence is symbolized by the letter \_\_\_\_\_.
12. Freud called the mouth, anus, and genitals \_\_\_\_\_.
13. Unlike learning theorists who emphasize responses to environmental factors in personality development, social cognitive theorists emphasize the influence of a person's \_\_\_\_\_ in determining personality.
14. Psychologists define personality as an individual's unique and relatively stable patterns of \_\_\_\_\_, thoughts, and emotions.
15. Neurotransmitters are stored in tiny oval structures known as \_\_\_\_\_
16. If a person's cerebellum was damaged in an accident, you would expect the person to have a problem with \_\_\_\_\_ and \_\_\_\_\_.

17. Label the parts of the neuron in the diagram below.



18. The tendency to remove misconception that deception may have created, or any misconceptions that may have arisen in Research is known as \_\_\_\_\_.
19. \_\_\_\_\_ gives the participants in an experimental study an equal chance of being assigned to either group.
20. We report a correlation between two variables using \_\_\_\_\_.

### SECTION C: TRUE/FALSE

*Answer either TRUE or FALSE to the following questions. Attempt all*

#	QUESTION	TRUE	FALSE
1	Intrinsic motivation desire to perform a task for external rewards or to avoid punishment		
2	Instinct theory is a biological explanation of motivation		
3	By wearing branded shoes, James is satisfying a need for belongingness		
4	When an employee moves into a brand new modern office, it is likely		

	to satisfy his/her esteem need		
5	Lateral hypothalamus stimulates eating		
6	Bulimia is characterized by under weight		
7	Individuals who are anorexic are more responsive to therapy than bulimic individuals		
8	Those with low need for achievement have fear for failure		
9	Arousal state in emotion is regulated by Ascending Reticular Activating System of the brain stem		
10	Parasympathetic nervous system is active when an individual is experiencing strong emotion		
11	Children focusing on a single perceptually striking aspect of an event or a problem instead of focusing on multiple aspects is known as Centration of thought.		
12	Children in the Concrete Operational Stage can think in abstract and hypothetical terms		
13	It has been established in Psychology that Genetic factors shape intelligence more than Environmental factors.		
14	Experiential Intelligence is the ability to deal effectively with novel situations and to solve problems that one has encountered before.		
15	Goleman's (1998) Multiple Intelligences Theory has the advantage of being based on Neuropsychological reality.		
16	Bandura's reciprocal determinism assumes that behaviour is the product of two variables: heredity and environment.		
17	Bandura believes that personality is mostly the product of heredity.		
18	Compared to Skinner, Bandura places more emphasis on observational learning.		
19	Reaction formation is the most basic of the defence mechanisms because it underlies all other defence mechanisms.		
20	Learning theories of personality developed from the earlier work of behaviourist's such as Skinner.		
21	Ideal mental health stresses the importance of attaining some positive goal or ideal such as self-actualization, competence and autonomy		
22	Mentally disturbed people can always be recognized by their consistently deviant abnormal behavior.		

23	Abnormal Psychology studies the deviation of behavior from what is deemed as normal.		
24	Human factor Psychology is concerned with the health and wellness of human beings as they relate to others.		
25	In the Humanistic theory, Maslow states that all human beings strive to perfection.		
26	When conducting research with children, a researcher can proceed to conduct research once s/he obtains an informed consent from them.		
27	Another term for shaping is "the method of successive approximations."		
28	Escape conditioning and avoidance conditioning are two types of negative reinforcement.		
29	Confounding variables are controlled for in all research methods		
30	Making the experiment blind can help avoid bias		

## SECTION D: SHORT ESSAYS

*Write short notes on any **TWO (2)** of the following short essays*

1. Using examples, explain the levels of needs in Maslow's theory. Why is the theory called a hierarchical theory.
2. Discuss Lewis Terman's addition to Binet-Simon Intelligence Scale at Stanford University
3. Briefly explain the similarities and differences between Skinner and Bandura's views on personality development.
4. Outline the functions of the three main structures in the hindbrain.

## SECTION E: COMPULSORY QUESTIONS

*Attempt all questions in this section*

1. Dr. Mwaba obtained the following scores from a short memory experiment conducted among 20 first year students: 6, 10, 10, 15, 15, 3, 6, 6, 6, 8, 3, 6, 8, 12, 13, 6, 10, 5, 9, 7. Based on these scores



- i. Formulate a frequency distribution table of scores, clearly showing columns for score (x) & frequency (f).
  - ii. Computer the mean, median, mode.
  - iii. Compute the variance
  - iv. Compute standard deviation
2. The table below shows students' scores in a psychology test and the amount of alcohol in terms of bottles they consume per week. Calculate the relationship between the two variables using Pearson Correlation coefficient method and interpret your findings

$$r_{xy} = \frac{N \sum XY - (\sum X \sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Students	Performance in Psychological test/10	Alcohol consumed (bottles)
Mwamba	1	10
Madalitso	5	6
Misozi	7	4
Mutinta	2	9
Mukweti	9	2
Mukelebai	3	8
Mutondo	10	1
Malita	8	3
Mwanzo	6	5
Mainza	4	7

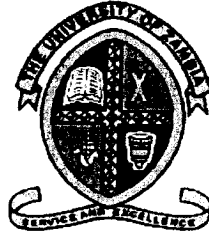
## SECTION F: LONG ESSAY

*Attempt any ONE (1) of the following long essays*

1. Itemize Piaget's Four stages of Intellectual development highlighting the main developmental characteristics in each of the four stages
2. Describe Freud's psychosexual stages of development through which personality is formed.

3. Discuss the similarities and differences between neurotransmitters and hormones.

.....**END OF EXAMINATION**.....



**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF PSYCHOLOGY**  
**FORENSIC PSYCHOLOGY (PSG 9414) FULL-TIME FINAL**  
**EXAMINATION (2015/2016 ACADEMIC YEAR)**

**INSTRUCTIONS:**

- i. **TIME: Three (3) Hours**
- ii. **This examination has Five (5) Sections**
- iii. **Carefully read the instructions under each section**
- iv. **ANSWERS FOR SECTIONS A, B & C MUST BE WRITTEN ON THE QUESTION PAPER**

**SECTION A: MULTIPLE CHOICE**

*Attempt all questions in this section by circling the best answer in each of the following questions*

1. \_\_\_\_\_ is the inability to attend to something fairly significant that happens right in front of you.
  - a) Attentional deficit
  - b) Inattentive blindness
  - c) Change blindness
  - d) Situational blindness
2. What did you notice about the coat, can you describe it for me? This is an example of a
  - a) Leading question
  - b) Open question
  - c) Focused question
  - d) Option-posing question

3. Which of the following is a punishment following a conviction of a criminal offence and includes conditions such as the non-use of alcohol?
  - a) Probation
  - b) Parole
  - c) Community service
  - d) Bail
4. Which of the following is **not** a common temptation of an expert witness
  - a) Being partisan
  - b) Thinking outcome solely depends on their testimony
  - c) Giving eye witness testimony
  - d) Not advising clients (patients) on the limits of confidentiality
5. Which of the following is not an estimator variable?
  - a) Questioning style
  - b) Distance from crime scene
  - c) Time crime took place
  - d) Providing correct date crime happened
6. The condition in which a person is able to recognise objects but not being able to recognise faces is known as \_\_\_\_\_.
  - a) Prosopagnosia
  - b) Polyarthritis
  - c) Paroxysmal
  - d) Polycystic
7. Why might unconscious transference cause a witness to make a misidentification?
  - a) Unconscious transference is where a victim suffers a head injury that causes them to forget what happened in a crime.
  - b) Unconscious transference can cause a witness to identify someone simply because they had seen them before, even if it was not committing the crime.
  - c) Unconscious transference involves a witness noticing the non-verbal cues of the police officer, and using these to determine who the suspect might be.
  - d) Unconscious transference is where the witness empathises with the suspect, and so feels unable to identify them.
8. What effect can indicating to the witness that the perpetrator is in the line-up likely to have?
  - a) They are more likely to say that the perpetrator is not present in the line-up.
  - b) They are more likely to identify the perpetrator, but no more likely to make a misidentification.
  - c) They are more likely to choose someone in the line-up, which increases the chances of them making a misidentification.
  - d) They are more likely to say that they 'don't know'.

9. A leading assumption that people rely on a set of 'rules of thumb' is known as
- Profiling
  - Heuristics and biases
  - System procedure
  - Situational factors
10. Which of the following is true about the 'Rule of 15'?
- Minimum illumination is 15 lux
  - Maximum distance is 15 meters
  - Both a and b
  - None of the above
11. Which of the following applies to psychologists who apply their expertise in the legal context?
- Dual relationship
  - Stare decisis
  - Projection
  - None of these
12. The following factors, except one, help to decide whether there is a duty of care. Identify the exception
- Foresight
  - Proximity
  - Intimacy
  - Whether the imposition of care would be fair
13. Trespass to land is
- A breach of a legal contract
  - An example of a strict liability offence
  - An example of a private nuisance
  - None of the above
14. Which of the following would courts of law consider when deciding whether behaviour is unreasonable enough to amount to private nuisance
- Proximity of the nuisance
  - Unreasonableness
  - Nature of court hearing the case
  - All the above
15. The legal concept of stare decisis means
- Common law is the basis of fair trial
  - Do not unsettle earlier court decisions, stick by them.
  - 'Distinguish' earlier court decisions
  - Psychological dimension must always be taken into account by courts of law.

16. Hugo Munsterberg was one of a number of \_\_\_\_\_ psychologists who were active in applying their knowledge to the courts during the period from 1900 to 1920
- a) Social
  - b) Experimental
  - c) Developmental
  - d) Investigative
17. According to criminological research,
- a) Dispositional factors have greater influence than situational factor on human behaviour
  - b) Situational factors have greater influence than dispositional factors in determining human behaviour
  - c) Situational and dispositional factors are comparable influence on human behaviour
  - d) All the above
18. In regard to the aetiology of crime, parental and family risk factors are illustrative of
- a) Biological basis of crime
  - b) Developmental basis of crime
  - c) Social basis of crime
  - d) None of these
19. The classic view of crime and delinquency holds that
- a) The origins of criminal behaviour are difficult to determine
  - b) Most criminal behaviour are as a result of biological influence
  - c) The decision to violate the law is largely a result of free will.
  - d) All the above.
20. A prominent criminologist by the name of \_\_\_\_\_ argued that human behaviour was fundamentally driven by a choice between the amount of pleasure gained over the amount of pain or punishment experienced.
- a) Robert Merton
  - b) Caesar Lombroso
  - c) Hugo Munsterberg
  - d) Caesar Beccaria

## **SECTION B: FILL IN THE BLANKS**

***Attempt all questions in this section by filling in the blank spaces.***

1. A coping strategy used by prisoners which involves the regulation of emotion and can involve thinking about the stressful situation in a different way is known as \_\_\_\_\_.

2. Mention one offender rehabilitation treatment programme used in prison
- \_\_\_\_\_
3. Parole can be defined as \_\_\_\_\_
- \_\_\_\_\_
4. What do we call a scene that indicates planning and premeditation on the part of the offender? \_\_\_\_\_
5. Mention two main types of profiling
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
6. Give one reason why forensic psychologists are concerned about the use of polygraph tests.
- \_\_\_\_\_
- \_\_\_\_\_
7. Criminal competence can be defined as \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
8. Criminal responsibility can be defined as \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
9. Malingering can be defined as \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

10. Mention two types of things that a person might try to malingering
- i) \_\_\_\_\_
  - ii) \_\_\_\_\_
11. Two tests courts use when implying terms into a legal contract are:
- i) \_\_\_\_\_
  - ii) \_\_\_\_\_
12. The basis of \_\_\_\_\_ as a principle of law is that the defendant owes the plaintiff a duty of care.
13. At law, an \_\_\_\_\_ refers to a naturally occurring event out of the control of people, such as a flash of lightning or a flood. As such it operates as a defence in appropriate cases.
14. The difference between the torts of \_\_\_\_\_ and \_\_\_\_\_ is that one is associated with relatively permanent documentary evidence while the other mostly involves unwritten statements.
15. The Latin maxim \_\_\_\_\_ means that the basis of the common law is that there must be a 'guilty' mind for an accused person to be convicted of a crime.
16. The element required for the defendant to be guilty of assault is \_\_\_\_\_.
17. In Zambia, a charge of drunken driving is tried in a \_\_\_\_\_ court, and that of marital infidelity is heard in \_\_\_\_\_ court
18. Hugo Munsterberg may be considered the founder of forensic psychology because of his research on such contemporary topics as \_\_\_\_\_ and \_\_\_\_\_ which still feature prominently in forensic course today.



19. The defence of \_\_\_\_\_ applies where a political cadre attends a meeting of another political party, while dressed in his own party's political regalia and is subsequently attacked by cadres of the party holding the meeting.
20. \_\_\_\_\_ Law means the law based on judicial precedents. It is a judges' made law which mostly applies to the British Empire and its former territories.

### SECTION C: TRUE or FALSE

*Attempt all questions in this section by putting a mark ( ✓ ) in either the true or false column*

#	QUESTION	TRUE	FALSE
1	Assault occasioning actual bodily harm is an obvious example of a 'guilty act'.		
2	Legal precedent is where the defendant chooses to take a psychoactive substance that he knows will cause intoxication prior to committing a crime.		
3	The element required for the defendant to be guilty of a battery is provocation		
4	The difference between insane and non-insane automatism depends on what caused the automatism. If it is caused by a disease or an internal factor, then it will be categorised as non-insane, but if it is caused by an external factors, then it is categorised as insane automatism.		
5	Definitions of forensic psychology can be categorised into those which broaden its application in the legal system on the one hand, and those which restrict its application to clinical and professional applications of psychology to the legal system on the other.		

6	In the application of psychological knowledge to the legal system, the history of the relationship and conflicting values between the scientific and legal approaches is relevant.		
7	The roles of forensic psychologists in the legal system are diverse.		
8	The roles of forensic psychologists in the legal system are limited, but very specific, rather than diverse.		
9	Admittedly, psychological information is legally not perfectly consistent, but research shows it improves the quality of decision making in the legal stem.		
10	To date no clear standard exists to determine the admissibility of psychologists as expert witnesses in criminal courts.		

## SECTION D: SHORT ESSAYS

*Write short notes on any **THREE (3)** of the following short essays*

1. Differentiate between bail and bond, giving at least three conditions involved in each.
2. Briefly discuss suggestibility and mention a case in the history of forensic psychology that tried to explain how this happens.
3. Briefly discuss coerced-complaint false confessions (c-cfc).
4. What is meant by the following :
  - a) Insanity
  - b) Transferred malice
  - c) Ratio decidendi
  - d) Binding precedent
5. Explain the rules of intervening acts and their effects on the causation of crime.
6. Distinguish between criminal responsibility evaluation and that of competency to stand trial

## SECTION E: LONG ESSAY

*Attempt any TWO (2) of the following long essays*

1. Differentiate between adversarial and inquisitorial justice systems by explaining in detail the difference in:
  - i) Mode of court proceedings
  - ii) the way evidence is presented
  - iii) the judicial role
  - iv) judicial interest
2. Discuss the **four** approaches used in distinguishing truth tellers from liars on the basis of **demeanour**
3. Explain what you understand about the crime of murder, and bring out the following elements: definition, diminished responsibility as a defence in murder cases, the issue of timing where provocation is relevant and elements necessary to prove manslaughter.
4. Discuss malingering as a psycho legal concept.

.....**END OF EXAMINATION**.....

**SCHOOL OF EDUCATION**

**INSTITUTE OF DISTANCE EDUCATION**

**2015/2016 EXAMINATIONS-SEPTEMBER**

**RED 2020: PRIMARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS**

**Duration:** Three hours

**Marks:** 100

**Instructions:** There are six questions in this paper. You should only attempt three. All questions carry equal marks. Write clearly and precisely.

1. (a) Compare and contrast Faith Formation and Religious Education.  
(b) How does Faith formation facilitate the teaching of Religious Education?
2. Outline the 2013 curriculum structure at primary school level and justify the changes.
3. (a) Explain the importance of planning to the teacher of Religious Education.  
(b) Identify the three stages of planning to the teacher of Religious Education and explain the importance.
4. Identify the section of Religious Education lesson plan and discuss its relevance to existential approach.
5. Imagine you are District Education Standard Officer (DESO) and you are preparing to go and monitor seasoned and student teachers at primary school level in your district. Give an illustration of an observation instrument reflecting the four general criteria of assessing teacher's performance.
6. What is indoctrination? Discuss its consequences to primary school children by giving relevant examples from Zambian context of being a 'Christian Nation.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF RELIGIOUS STUDIES**

**2015 ACADEMIC YEAR - FINAL EXAMINATIONS**

**RED 3030:      SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHING  
METHODS**

**TIME: THREE HOURS**

**MARKS: 100**

**Instructions:**

- Answer **any three (3)** questions.
  - All questions carry equal marks.
- 

1. Discuss the four main reasons used to defend the place of Religious Education (RE) in the curriculum?
2. Analyse the relationship between RE and Faith Formation (FF).
3. With examples from Zambian RE, discuss the Confessional and Neo-Confessional approaches to teaching RE.
4. To avoid producing 'educated illiterates,' a teacher needs to focus on both the Cognitive and Affective domains of the Taxonomy of Educational Objectives. Discuss.
5. (i) How would you improve the lecture method for effective teaching and learning?  
(ii) Discuss 'Panel discussion' as a technique in RE teaching.
6. (i) Explain the effective use of the chalkboard.  
(ii) Suggest how you would effectively use Audio-Visual Aids in teaching senior secondary school RE.

=====End of Examination=====

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2015 FINAL EXAMINATIONS**

**RED 4035: Advanced Religious Education Teaching Methods**

**TIME: THREE HOURS**

**MARKS; 100**

**INSTRUCTIONS:** i) There are eight questions in this paper. Answer THREE questions only.

ii) All questions carry equal marks.

1. (i) Explain the nature of philosophy of Religious Education (RE).  
(ii) Discuss the fundamental problems of RE in modern education.
2. (i) Explain why the teaching of religion in schools should include other religions, apart from the dominant one like Christianity.  
(ii) Give and explain three reasons why religion should be taught even in public schools.
3. (i) Explain how the Empiricist view of knowledge differs from *the* Idealists and Rationalists.  
(ii) In your view, between mind (reason) and matter (senses), which one is more important as a source of knowledge and why?
4. Discuss the strengths and weaknesses of religious absolutism and religious equality as approaches used to teach RE in modern Zambia.
5. Explain the three main areas of content in RE, according to Garth Read and others (1992).
6. (i) Show the meaning of Religious Education and moral education.  
(ii) Do you agree with the view that school RE has failed to make pupils religious and morally upright? Give reasons for your position.

7. Discuss the epistemological stances underlying the teaching of religion in schools.
8. (i) Explain the difference between education and indoctrination.  
(ii) Which of the three criteria of indoctrination (intention, method or content) is a stronger criterion, and why?

**END OF EXAMINATION**

UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2015 ACADEMIC YEAR  
FINAL EXAMINATION  
RES 1010: INTRODUCTION TO WORLD RELIGIONS

TIME: THREE HOURS

**Instructions:**

- ✓ All questions carry equal marks.
  - ✓ Answer question one (1) and any other two.
  - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
- 

1. Write short notes on the following:
  - a) Projectionist Hypothesis
  - b) Angra and Spenta Mainyu
  - c) Trimurti
2. With clear examples, discuss Jesus as a Jew, Religious and Social Reformer, Miracle Worker, and Faith Healer.
3. Discuss the 13 basic tenets of the Jewish faith as compiled by a middle ages philosopher Maimonides.
4.
  - a) Discuss the teachings of Lao Tzu and Kung fu Tzu on the nature of human beings and governance.
  - b) With reference to Lao Tzu and Kung fu Tzu, discuss with specific examples the nature of government operational in Zambia.
5.
  - a) Explain clearly how a Muslim can live their faith.
  - b) Conceptualise the Imamate and Caliphate doctrines.
6. With reference to the Hindu concept of "*truth is one, paths are many*", explain how a religious studies scholar can solve animosity among churches in Zambia.

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



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF RELIGIOUS STUDIES**  
**RES 2010: INDIGENOUS RELIGIONS IN SOUTHERN AFRICA**  
**INSTRUCTIONS** **100 Marks**

- ANSWER ANY THREE (3) QUESTIONS
  - ALL QUESTIONS CARRY EQUAL MARKS
  - MARKS WILL BE AWARDED ON THE BASIS OF CLARITY, DEPTH, COHERENCE, SYNTHESIS, GOOD ENGLISH AND ILLUSTRATIONS. AIM AT SYNTHESISING ALL THAT YOU HAVE LEARNT ABOUT THE QUESTION YOU ARE ANSWERING.
- 

**Question 1.** The tendency of some philosophers, theologians and students of comparative religion is still to regard ATR as not a religion, especially that it has no scriptures thus robbing it of its universal character. Analyse the foregoing statement and show in what sense ATR is indeed a world religion.

**Question 2.** Describe the work of Tom Nyirenda in the light of anti-witchcraft movements and account for the rise of this movement.

**Question 3.** Write the national anthem of Zambia in full and highlight the values, which the song seeks to promote.

**Question 4.** Develop a short but detailed religious history of any Zambian ethnic group of your choice using Mbiti (1991)'s descriptive framework of salient features of a religion.

**Question 5.** Audrey Richards argued that: "Chisungu of the Bemba articulates 'marriage morality.' Through Chisungu, a Bemba girl is magically transformed into a woman, instructed in the socially approved attitudes towards her domestic roles as wife, mother, and housewife, and is magically protected with her bridegroom." Analyse this statement in the light of what you learnt about the roles of the Bemba woman as well as rite of passage.

**Question 6.** Compare and contrast modern day prophets in Zambia with those who sought to 'eradicate' witchcraft from 1930s to 1960s in Northern Rhodesia (Be factual and use valid examples).

**Question 7.** You have been invited to give a talk to first year students in the department of Religious Studies on the Expressions of African Traditional Religion in Zambia.' Write a paper which you would present highlighting 'where ATR' is found in the Zambian context.

**Question 8.** 'Witchcraft and sorcery is one and the same thing.' Debate.

**Question 9.** a). Highlight the major beliefs that are revealed in the practice of divination in African traditional religious thinking. b). Analyse the differences between "Witchdoctor" and "Diviner".

**Question 9.** Write a coherent essay about the African God, showing clearly: i) How he has come to be known, ii) What He does, iii) His nature, iv) Human images attributed to him, and vi) People's relationship with Him.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2016 ACADEMIC YEAR FINAL EXAMINATIONS

RES 3010: RELIGIOUS CONVERSION AND ITS IMPACT ON AFRICA

TIME : THREE HOURS

Instructions:

- ✓ All questions carry equal marks.
  - ✓ Answer only three (3) questions. Answer QUESTION ONE (1 -Compulsory) and any other two (2) questions of your choice.
  - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
- 

1. Discuss the following heresies:
  - a) Monophysitism
  - b) Donatism
  - c) Nestorianism
  - d) Gnosticism
2. Is it tenable to argue that the advent of Islam and Christianity on the African continent constituted 'a cosmological revolution'? Discuss.
3. Using Beidelman, account for more conversions at Rusangu than Chikuni.
4. A) Explain what Van Binsbergen means by the articulation process.  
B) How does the Lumpa church fit in Van Binsbergen's argument?
5. Discuss the career of Samuel Adjai Crowther and the challenges he encountered in his mission.
6. Why did Christianity in Liberia and Sierra Leone grow at a slow pace?
7. Account for the decline of the church in Manikongo kingdom.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

*DEPARTMENT OF RELIGIOUS STUDIES*

2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS

RES 3020: SCRIPTURES OF WORLD RELIGIONS

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS:

- All questions carry equal marks.
  - Answer **question one (1)** and **any other two (2)** questions.
  - Marks will be awarded to your work on the basis of coherence, depth, clarity, synthesis and legibility of handwriting.
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1. a) What is scripture?  
b) Discuss the value/importance of scriptures to religious practice.
2. a) Trace the origin and development of the concept of scripture.  
b) Why is scripture said to be a complex religious phenomenon?
3. a) Differentiate between the confessional approach and the scientific approach to the study and interpretation of sacred scriptures.  
b) Explain how the following scientific techniques can be utilised to enable accurate interpretation of scripture under the scientific approach:
  - i) the Four Rules of interpretation
  - ii) the Human Sciences
  - iii) the complex context of composition of sacred texts
  - iv) Phenomenology
4. a) Distinguish African scriptures from scriptures of other world religions.  
b) Why should scriptures of African Traditional Religion (s) ATRs be perceived as scriptures in their own right?

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF RELIGIOUS STUDIES**

**2015 ACADEMIC YEAR - FINAL EXAMINATIONS**

**RED 3030: SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS**

**TIME: THREE HOURS**

**MARKS: 100**

**Instructions:**

- Answer **any three (3)** questions.
  - All questions carry equal marks.
- 

1. Discuss the four main reasons used to defend the place of Religious Education (RE) in the curriculum?
2. Analyse the relationship between RE and Faith Formation (FF).
3. With examples from Zambian RE, discuss the Confessional and Neo-Confessional approaches to teaching RE.
4. To avoid producing 'educated illiterates,' a teacher needs to focus on both the Cognitive and Affective domains of the Taxonomy of Educational Objectives. Discuss.
5. (i) How would you improve the lecture method for effective teaching and learning?  
(ii) Discuss 'Panel discussion' as a technique in RE teaching.
6. (i) Explain the effective use of the chalkboard.  
(ii) Suggest how you would effectively use Audio-Visual Aids in teaching senior secondary school RE.

=====End of Examination=====



**THE UNIVERSITY OF ZAMBIA**  
**2015/2016 END OF YEAR FINAL EXAMINATIONS**

**ZCC 1000 INTRODUCTION TO CULTURAL STUDIES AND CEREMONIES**

**DURATION: THREE HOURS**

**INSTRUCTIONS**

- (i) There are two sections in this paper, **A** and **B**. Section A is **compulsory** and you are expected to **answer all the questions** in it. Answer TWO essay questions from Section B.
- (ii) All answers must be written on a separate answer booklet provided to you in the examination room.
- (iii) Do not write your names on the answer booklets. Just write your correct computer number on each page in the answer booklet.

**SECTION A: COMPULSORY (20 Marks)**

Answer all the questions in this section.

**Question One (20 Marks)**

Write brief notes on each of the following:

- (a) Scope of Cultural studies
- (b) Why cultures vary from one region to another
- (c) How culture universals are aspects of cultural studies
- (d) Theory with examples from cultural studies

**SECTION B: OPTIONAL (30 Marks)**

Answer two questions from this section.

**Question Two (15 Marks)**

With examples, discuss whether technology and innovations are a threat to cultures of the world or not.

**Question three (15 Marks)**

With examples from your experience and environment, discuss the concept of social interaction and communication among cultural groups of your choice.

**Question four (15 Marks)**

Explain the concept of Culture and Identity and state how these are applicable in the Zambian context. Provide appropriate examples from your environment to justify your arguments.

**THE END**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

ZCC2000: INTRODUCTION TO ZAMBIAN CULTURES & CEREMONIES

AUGUST/SEPTEMBER 2016 EXAMINATIONS

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Instructions

Duration: 3 HOURS

ANSWER QUESTION 1 in Section A AND ANY TWO (2) QUESTIONS from Section B

Question 1 should be answered in a separate Answer booklet. The remaining questions should be written in separate Answer booklet(s)

**Read each Question carefully before you start answering it**

**SECTION A.**

**Question 1.** Compulsory (40 Marks)

Explain the origins of the Mutomolo ceremony of the Mambwe people of Mbala.

**SECTION B. ANSWER ANY TWO QUESTIONS FROM THIS SECTION**

**Question 2.** The authority of Paramount chief Kalonga Gawa Undi of the Chewa people of Katete is recognized in three countries neighbouring Zambia. Explain one major responsibility performed by this paramount chief in the three countries which you should also name. [30 Marks]

**Question 3.** Write short Notes (at least half a page) on all the following: [6 Marks each]

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- (a) The myth of a half closed knife among the Soli people of Chongwe
- (b) Origins of the Banda and Phiri clans of the Chewa people
- (c) The first Chief Monze of the Tonga people was thought to be a wise man and leader. List and explain any three things (3) chief Monze was believed to be capable of doing.
- (d) Significance of the mukanda ceremony of the Luvale people
- (e) Eligibility to succeed Mwata Kazembe of the Lunda of Luapula

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**Question 4.** List the taboos that must be observed by people who attend the Lwiindi Gonde ceremony of the Tonga people of Southern Province. [30 Marks]

**Question 5.** One Soli chief was disciplined by the colonial administration of Northern Rhodesia. (Zambia).

Name the offence he committed, the penalty he paid and name also the three sub-chiefdoms he created and gave to his nephews [30 Marks]

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**THE UNIVERSITY OF ZAMBIA**

**DEPARTMENT OF RELIGIOUS STUDIES**

**2015/2016 ACADEMIC YEAR EXAMINATION**

**ZCC 2110-DEVELOPMENT THROUGH ZAMBIA CULTURES AND CETREMONIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- a) Answer question One (1) and any other Two (2) from the given Nine (9) questions.**
- b) You are required to read through all questions carefully before selecting which ones to attempt.**
- c) Each question carries 20 marks.**

- .....
1. On the basis of your experiences, observations and findings, during the educational tour you had, write on the following: History and organisation of the chiefdom, description of the ceremony and its significance to the people, and suggest the strategies which the organisers can put in place to make the ceremony more viable to Zambia's Socio-economic development.
  2. Discuss the evolution of cultural activities in Zambia from Independence to date.
  3. On the basis of your experiences as an educator, discuss how education and culture affect each other in the learning process citing practical examples.
  4. Critically assess how the Zambian Government can use emerging technology to bring about cultural change.
  5. Identify and analyse the viewpoints of the interaction between culture and personality.
  6. With reference to a specific ethnic grouping, critically discuss the various ways in which its culture is similar to Dutch culture?
  7. Critically examine how Zambia can use its indigenous cultural resources to achieve socio-economic development.
  8. Define the concept of traditional authority for culture and justify the essence of traditional leadership in post-modern Zambia.
  9. Identify at least four drivers of innovation and discuss the implications of innovation and cultural change on Zambia's socio-economic development.

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2015/2016 EXAMINATIONS SEPTEMBER**

**Course:** ZCC3000

**Marks:** 100

**Duration:** Three hours

**Instructions:** There are five questions in this paper. You should only attempt three. All questions carry equal marks. Write clearly and precisely.

1. Using Zambian endogenous education as your reference point, show how the current Zambian education system lacks in the values of the philosophies of Ecologism and Holisticism.
2. With relevant examples, differentiate between the philosophies of Perennialism and Preparationism in Zambian endogenous education.
3. Is it tenable to argue that assessment of learners in Zambian endogenous education has no rigid divisions of knowledge and evaluation methods which are largely based on the symbolic and the economic value of certificates?
4. One of the criticisms of Zambian endogenous education has been that it is confined to an ethnic grouping within a given geographical environment and cannot be replicated by other ethnic groups and clans. Demonstrate how this criticism is in reality one of the strengths of Zambian endogenous education.
5. Colonial writers like Scott (1899) and Hanna (1965) concluded that dance in African cultures is less an “art” than a “craft” as it is without order and design for it to be of any use for aesthetic entertainment, learning or recreational purposes. Using what you have learnt in ZCC 3000, show the falsity of this statement by illustrating that dance is in fact an important learning technique that is social and artistic in nature in Zambian endogenous education.

**END OF EXAMINATION**