

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
SECOND SEMESTER EXAMINATION 2009

1. CVE 122 INTRODUCTION TO CGOVERNANCE
2. CVE 212 INTRODUCTION TO PEACE AND CONFLICT STUDIES
3. CVE 221 POPULATION AND ENVIRONMENTAL ISSUES
4. CVE 222 CITIZATIONSHIP EDUCATION (FULL-TIME & DISTANCE)
5. CVE 312 GENDER AND DEVELOPMENT
6. CVE 322 ADVANCED CONSTITUTION AND HUMAN RIGHTS STUDIES
7. EAP 112 ROLE OF EDUCATION IN DEVELOPMENT
8. EAP 112 ROLE OF EDUCATION IN DEVELOPMENT (DISTANCE)
9. EAP 462 TEACHING CHILDREN WITH INTELLECTUAL DISABILITIES
10. EAP 935 ISSUES IN HIGHER EDUCATION
11. EED 112 INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL
EDUCATION
12. EPS 131 SOCIOLOGY OF EDUCATION (DISTANCE)
13. EPS 212/112 EDUCATIONAL PSYCHOLOGY EXAMINATION
14. EPS 231 SOCIOLOGY OF EDUCATION (DISTANCE)
15. EPS 251 TEACHING CHILDREN WITH DEVELOPMENTAL DISORDERS
(DISTANCE)
16. EPS 332 LEARNING PROCESSERS: A SOCIOLOGY PERSPECTIVE
17. EPS 342 WORKING WITH FAMILIES OF CHILDREN DISABILITIES
18. EPS 352 CLASSROOM ORGANISATION IN SPECIAL EDUCATION
19. EPS 372 TEACHING CHILDREN WITH HEARING IMPARMENT
20. EPS 472 COUNSELLING IN CHILDREN DISABILITY (PRACTICAL)
21. LSE 111 NATURE OF CHILDREN'S LEARNING (DISTANCE)
22. ISE 152 BODY SYSTEMS AND BALL GAMES
23. ISE 152 BODY SYSTEMS, PHYSICAL EDUCATION AND SPORT
24. ISE 202 MUSIC TEACHING METHODS 2

25. ISE 222 HOME ECONOMICS TEACHING METHODS
26. ISE 232 ART IN PRIMARY SCHOOL 2
27. ISE 242 ART TEACHING METHODS 2
28. ISE 252 PHYSICAL EDUCATION TEACHING METHODS
29. ISE 262 PHYSICAL EDUCATION TEACHING METHODS 2
30. ISE 292 MUSIC OF AFRICA
31. ISE 352 BIOMECHANICS OF PHYSICAL EDUCATION
32. ISE 392 MUSIC OF THE EAST
33. LSE 212 SOCIAL STUDIES TEACHING METHODS 2
34. LSE 232 ENGLISH TEACHING METHODS (DEFERRED)
35. LSE 232 ENGLISH TEACHING METHODS
36. LSE 272 PRIMARY AFRICAN LANGUAGES TEACHING METHODS
37. LSE 292 RELIGIOUS EDUCATION PRIMARY TEACHING METHODS 2
38. LSE 302 CIVIC EDUCATION TEACHING METHODS 1
39. LSE 312 GEOGRAPHY TEACHING METHODS
40. LSE 332 ENGLISH TEACHING METHODS (DEFERRED)
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42. LSE 342 PEDAGOGICAL GRAMMER
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45. MSE 342/352/362 BIOLOGY/PHYSICS/CHEMISTRY TEACHING METHODS 2
46. MSE 932 MATHEMATICS EDUCATION 4
47. MSE 942 BIOLOGY TEACHING METHODS 4
48. MSE 952 PHYSICS TEACHING METHODS 4
49. RS 102 INTRODUCTION TO WORLD RELIGIONS
50. RS 202 INDIGENOUS RELIGIONS IN CENTRAL AFRICA 2
51. RS 335 INTRODUCTION TO WORLD SCRIPTURES
52. RS 935 RELIGION AND POLITICS
53. RS 952 SOCIOLOGY OF RELIGION

The University of Zambia

School of Education

Department of Language and Social sciences Education

Civic Education Examinations April/May 2010

CVE 112: Introduction to Governance (Distance and Full-Time Programme)

TIME: Three Hours.

INSTRUCTIONS: You are required to answer three questions. Answer question number1 and any other two questions from the given questions.

1. The terms government and governance are synonymous. Discuss.
2. Explore good governance and bad governance and highlight the various factors that affect governance.
3. What is civil society? In what ways do you think civil society plays important roles in governance?
4. What are Nongovernmental Organisations(NGOs)? Identify and explain the positive and negative aspects of NGOs.
5. Is governance a measurable attribute? Using the CPIA and Governance Matters frameworks demonstrate how you would measure governance of a country.
6. What are political parties? Do you think that political parties have any roles in promoting good governance.

END OF EXAMINATION

126
Feb
Free

The University of Zambia

School of Education

Dept of LSSE

CVE 212- Introduction to Peace and Conflict Studies- Full time students

Second Semester Final Examinations 2009

Instructions: Answer **any three** questions and **all** questions in this paper carry equal marks.

Duration: 3 Hours

1. 'Peace building entails that the work for peace is not a one-time event but a laborious process towards attaining the goal of peace and reconciliation' In the light of this statement, review how peace building can contribute to socio-economic development of a country.
2. Illustrate how positions, interests, needs and fears can affect conflict analysis.
3. Critically examine the strengths and weaknesses of conflict prevention.
4. Using Dugan's Nested Paradigm of conflict foci explain an effort to answer the question of how a conflict resolution practitioner approaches a given situation differently from a peace researcher.
5. Discuss the role of civic education in peace building and conflict resolution.
6. With clear examples, examine how transformation oriented approaches are different from peace building and mediation.
7. Discuss why it is important to have joint analysis; interdependency and making systemic linkages in peace building effort.
8. In your own view assess whether the onion/doughnut method is the best form of analysing conflicts. Why or why not?

End of Examination

THE UNIVERSITY OF ZAMBIA
FINAL EXAMINATIONS MAY 2010
DISTANCE EDUCATION STUDENTS
CVE 221: POPULATION AND ENVIRONMENTAL ISSUES

TIME: THREE (3) HOURS

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

1. As a Minister of Environment and Tourism, highlight, the major points you would include in your presentation on why a third world country like Zambia should be exempted from contributing to a fund to be established on climate change.
2. Zambia's population is generally youthful, with examples; show how youthful populations like Zambia's can impede economic development.
3. Identify Zambia's major environmental problems and explain how the current rapid population growth has exacerbated these problems.
4. With clear examples, explain the statement that, environmental issues are contextual, contested, complex and changing.
5. Identify the indirect drivers of the ecosystem change and show how each of them affects the ecosystem.

END OF EXAMINATION

The University of Zambia

School of Education

Department of Language and Social sciences Education

Civic Education Examinations April/May 2010

CVE 222: Citizenship Education (Distance and Full-Time Programme)

TIME: Three Hours.

INSTRUCTIONS: Answer **three** questions from the following:

1. With reference to its various forms, explain, in detail, the term citizenship.
2. What is citizenship education? In your view is citizenship education different from civic education?
3. Identify and explain the four domains of citizenship education.
4. In most Developing countries citizenship education has been given low priority in the education system thereby creating a **civic deficit**. Explain the term civic deficit and using the discovery-inquiry, critical-reflective and local-community approaches show how citizenship education can be effectively taught.
5. What is dual citizenship? In your view are there any advantage and disadvantages of dual citizenship education.
6. With clear examples, explain the concept of supranational citizenship.

END OF EXAMINATION

The University of Zambia

School of Education

Department of Language and Social sciences Education

Civic Education Examinations April/May 2010

CVE 322: Advanced Constitution and Human Rights Studies

TIME: Three Hours.

INSTRUCTIONS: Answer **three** questions from the following:

1. What is constitutionalism? Do you agree with the assertion that democracy hinges on the existence of a constitutional state ?
2. Compare and contrast constitutionalism in Zambia with that of Nigeria.
3. Identify the salient features of American(USA)constitutionalism and compare them with those of Britain.
4. What are International Governmental Organisations? Explain the role of the United Nations(UN) and the International Criminal Court(ICC) in global governance.
5. With clear examples explain why constitutionalism in Zambia is considered to have failed to promote democratic governance.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
END OF SEMESTER EXAMINATIONS - 03 MAY 2010
EAP111 – THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA

TIME: THREE (3) HOURS

INSTRUCTIONS

- a) Answer any three (3) from the nine (9) questions given below.
 - b) All questions carry equal marks.
 - c) Read all the questions before selecting the three (3) questions you wish to attempt.
 - d) There is one (1) printed page in this examination.
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1. Discuss some negative consequences that arose from the UNIP government's decision, after independence, to monopolize provision of education in line with the Socialist ideology at the time.
2. Discuss the factors that militate against the participation and retention of girls in the education system. What interventions have been put in place to address gender imbalance in education.
3. Account for the failure of the implementation of the 1976/77 Education Reforms.
4. The Mission of the Ministry of Education is to enable and provide an education system that will meet the needs of Zambia and its people. Discuss how the Ministry of Education (2003) **Strategic Plan 2003-2007** attempted to achieve this.
5. Ministry of Finance and National Planning (2005) **The Fifth National Development Plan** Chapter on Education places emphasis on improvement of quality while still regarding increase in access as a priority. Discuss the areas that the policies and reforms focus on in the delivery of education.
6. There were huge differences between the Jomtien and Dakar conferences, not merely because of the ten years of dramatic and turbulent changes in the world that lay between them, but also because of the spirit surrounding each of them. Discuss this statement in the light of its implications to education.
7. Contrast Non formal education in terms of purpose, timing, context, delivery, system and control, with formal educational Programmes.
8. Discuss the context of the slow development of educational provision between 1890 and 1924.
9. Give an analysis of the developmental stages of the 1976 – 1977 educational reforms and their importance.

END OF EXAMINATIONS



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

2010 -ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EAP112 : The Role of Education in Development.
(MORNING AND PARALLEL STUDENTS)

Time : Allowed to write the examination : **THREE (3) HOURS.**

Total Marks : **60**

INSTRUCTIONS :

- a) Answer **any three (3)** questions from the **nine(9)** questions given below.
 - b) All questions carry equal marks, i.e.20 marks each.
 - 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) How has the government of the republic of Zambia tried to alleviate poverty through the education system?
- 2) Gender equality in education has multiple dimensions. Outline and discuss the four (4) dimensions of gender equality and the interventions put forward.
- 3) With illustrations, critically examine the role of education in production, and point out how education in production may contribute in eradicating the higher levels of unemployment in third world countries.
- 4) Critically discuss the historical developments that are alleged to have hampered equality in education provision in Zambia, and show to what extent has the government of the day tried to minimise these inequalities?
- 5) Discuss with relevant examples the elements of the socialist and capitalist, ideologies in the financing of education in Zambia.
- 6) Identify and discuss the positive and negative roles of foreign aid to education in Zambia.

- 7) Discuss the concept of Quality Assurance in higher education with analytical focus on the benchmarks of quality education and the tools of quality assurance.
- 8) How can education bring about national development in the 21st century?
Answer this question by looking at :
- (a) The link between Formal Education and Development.
 - (b) Need for balance
 - (c) Education and the Future
- 9) Analyse and discuss how the population dynamics has affected the relationship between: (a) population and education (b) population and economic development.

THE END!



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FINAL EXAMINATION FOR 2009/2010 ACADEMIC YEAR, SECOND SEMESTER
FOR DISTANCE STUDENTS.

EAP 112- THE ROLE OF EDUCATION IN DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer only three (3) questions from the given nine questions.
 - b. All questions carry equal marks i.e. 20 marks
 - c. You are required to read through all questions carefully before selecting which ones to attempt.
 - d. Write legibly and do not cut words at the end of each line.
 - e. There are two (2) printed pages in this examination
-

1. Integral Sustainable Human Development encompasses several dimensions. Critically discuss this statement, with relevant examples from Zambian situation.
2. What are the main causes of poverty in Zambia? Discuss how Education can contribute to the reduction of poverty in Zambia.
3. What are the major challenges the education sector in Zambia is facing that may hinder attainment of Global Education For All Goals by 2015? Analyse the measures put in place to achieve the Goals.
4. Public education can contribute to bring about democracy. Discuss this statement in relation to the role of education in promoting democracy.

5. Examine and discuss the characteristics that define a modernized society. Is it true that a School can be used to cultivate modern values?
6. Examine the educational implications of rapid population growth in Zambia and how the Ministry of Education has responded to these issues.
7. Illiteracy and HIV/AIDS have become major constraints to the provision of quality education. Using examples from Zambia, Critically discuss this statement.
8. It has been argued that investments in the girl-child's education yields some returns of all development investments. Discuss the reasons advanced in support of this assertion.
9. Education is a powerful tool to bring about National Development, Comment on this assertion with specific reference to some of the issues discussed in this course.

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EPS 231: SOCIOLOGY OF EDUCATION
SECOND SEMESTER EXAMINATIONS - APRIL, 2010
DISTANCE CANDIDATES

TIME: 3 HOURS.

MARKS: 50

INSTRUCTIONS: There are five essay questions in this paper.

1. Question **One** is **compulsory** and carries 20 marks
 2. Answer any other **two** questions from the five questions. The rest of the questions carry 15 marks each.
 3. Write your computer number clearly.
 4. Credit will be awarded for well thought out presentation of ideas and arguments.
- Q1.** Account for the difference in the status of teachers during the pre-independence period and the post-independence era in Zambia. Suggest how the status of teachers in Zambia can be restored.
- Q2.** With the help of examples, discuss the following concepts (a) Manifest functions of education. (b) Latent functions of education. (c) Dysfunctional tendencies of the education system.
- Q3.** What conditions should teaching in Zambia fulfill in order for it to be considered as a fully fledged profession?
- Q4.** Inequalities of wealth and power are reflected in the education system. Critically discuss the concept of educational inequalities and show the consequences that social classes have on the education of a Zambian child.
- Q5.** Discuss the strength and weaknesses of the New Sociology of Education theory.
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THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION
END OF SECOND SEMESTER EPS 212/112
EDUCATIONAL PSYCHOLOGY EXAMINATION,
April, 2010.

Instructions

1. This paper comprises three sections; **A**, **B** and **C**. You are required to answer all the questions in sections **A** and **B**. From section **C**, you are required to answer any three questions out of the six provided.
 2. All questions must be answered in the answer booklets provided and should be clearly labeled.
 3. Extra marks shall be awarded for orderly presentation of work.
 4. Ensure that you write your correct computer number on each of the answer booklets.
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SECTION A (10 Marks)

Answer all the questions in this section.

1. From a genetic point of view, parents of normal skin colour cannot produce an albino.
True or False
2. Which one of the following is not an attribute of the concrete operational stage of development?
 - a. Ability to reverse processes
 - b. Ability to socialize /
 - c. Ability to hypothesize

- d. Ability to engage in symbolic play
3. According to the strong form of the linguistic-relativity hypothesis, *check*
- a. language only predisposes people to think in a particular way.
 - b. language determines thought
 - c. cognition determines language acquisition
 - d. culture determines thought
4. The removal of a reinforcer to weaken a behaviour is _____
- a. negative reinforcement
 - b. positive punishment
 - c. negative punishment
 - d. positive reinforcement
5. Which one of the following is the most fragile memory?
- a. Episodic memory
 - b. Sensory memory
 - c. Short-term memory
 - d. Procedural memory
6. _____ is the word that Freud uses to refer to the sex instinct.
- a. Thanatos
 - b. Libido
 - c. Eros
 - d. Erogenous Zone
7. According to Erik Erickson, personality development is a process that occurs throughout a person's life.
- a. True or False
8. One of the following is not an attribute of self concept. Which one is it?
- a. It is developmental
 - b. It is immutable
 - c. It is multi-faceted
 - d. It is organized
9. The _____ is the third system in Bronfenbrenner's ecological systems theory of development.

Family

- a. ~~microsystem~~ —
- b. ~~exosystem~~ —
- c. ~~macrosystem~~ —
- d. ~~mesosystem~~

Community

10. An extrinsically motivated person is characterized by _____

- a. ☒ anxiety
- b. ☐ the need to attain mastery x
- c. ☐ desire to meet own standards x
- d. ☐ self-regulation x

11. _____ identified some limitations to learning.

- a. Abraham Maslow *not*
- b. Arthur Combs
- c. Carl Rogers
- d. John Watson ✓

12. Anastasi views intelligence as _____

- a. a composite of several functions
- b. a single unitary ability
- c. factor 'g'
- d. environmentally determined

13. _____ is a way of interpreting test scores in relation to a standard.

- a. Norm-referencing
- b. Formative evaluation
- c. Criterion-referencing
- d. Summative evaluation

14. A test is said to be valid when _____

- a. it measures what it is supposed to
- b. results are consistent over time
- c. there is reliability in the results
- d. there is consistency over equivalent test

15. Which one of the following is not a measure of central tendency?

- a. Mean

- b. Median
 - c. Range
 - d. Mode
16. It is possible to obtain a correlation coefficient that is slightly more than one.
True or False
17. What chances do parents with heterozygous dominant genes have to produce a child with homozygous dominant genes?
- a. 0%
 - b. 50%
 - c. 25%
 - d. 75%
18. According to Vygotsky, cognitive development is _____
- a. genetically determined
 - b. culturally determined
 - c. isolated from culture
 - d. universal in all culture
19. The _____ is a research design in which individuals of different ages are studied and compared at the same time.
- a. longitudinal design
 - b. correlational design
 - c. cross-sectional design
 - d. experimental design
20. Dr Zacks Nyambe, a psychologist designs an experiment to find out whether sociability is influenced by heat. What is the dependent variable in the experiment.
- a. Heat
 - b. Dr Nyambe
 - c. Sociability
 - d. Research participants

SECTION B (10 Marks)

Write brief notes on each of the following concepts:

1. Egocentrism ✓
2. Chunking ✓
3. Projection ✓
4. Mental age ✓
5. Self actualization ✓
6. Test reliability
7. Correlation coefficient
8. Punishment ✓
9. Holophrastic speech ✓
10. Factor 'g' ✓

SECTION B (30 Marks)

Answer **any three questions** from the six provided below.

1. According to humanistic learning theorists, learners have an in-built mechanism to move toward self-actualization. Explain how a teacher can use the humanistic principles to enable learners reach their full potential.
2. Retention of information in memory is dependent on the storage process. Discuss how a teacher can facilitate students' ability to retain information.
3. The statement, "a child is born a speaker in a world of speakers", seems to summarize well the language development process. Discuss.
4. (a). Define standard deviation and explain its relevance to the teacher.
(b). Calculate the standard deviation for the following scores:
79, 88, 47, 64, 54, 24, 35, 49.
Use the formula:

$$\sigma = \sqrt{\frac{\sum(x - \bar{x})^2}{N}}$$

where

σ = the standard deviation

x = each value in the population

\bar{x} = the mean of the values

N = the number of values (the population)

5. John hardly ever sits still in class; he engages in such disruptive behaviours as poking his classmates with a ruler, fidgeting, flying paper planes. As a trained educational psychologist, explain how you can go about transforming John's behaviour.
6. Assuming that some people are more intelligent than others, discuss the role played by heredity and environment in such differences?

END OF EXAMINATION

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

SECOND SEMISTER FINAL EXAMINATIONS ~ APRIL, 2010

EPS 251~ TEACHING CHILDREN WITH DEVELOPMENTAL DISORDERS.

TIME: THREE HOURS.

INSTRUCTIONS:

**THIS EXAMINATION CONTRIBUTES 50% TO THE COURSE GRADE.
THERE ARE SIX QUESTIONS IN THIS EXAMINATION PAPER,
ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.**

1. Developmental disorders presents a range of cognitive, motor and sensory deficits which might affect academic performance.
 - a) Critically analyse the developmental patterns of children with developmental disorders outlining the main characteristics.
 - b) Identify the possible causes of developmental disorders **(25 Marks)**
2. Kanner (1943) defined autistic children as children who exhibit serious failure to develop relationships with other people before 30 months of age, problems in development of normal language, and ritualistic and obsessional behaviours. Discuss the deficit areas in autistic children in the language and social domain and explain how this can affect the child's potential to learn **(12.5 Marks)**.
3. Critically analyse the effects of Epilepsy on the social and academic functioning of the child **(12.5 Marks)**.
4. You have a 13 year old child with Down's Syndrome in your class. Discuss the intervention strategies which you might apply when teaching this child **(12.5 Marks)**.
5. Outline the similarities and differences between Spina Bifida and Hydrocephalus. Explain the treatment and management strategies that can be utilized when dealing with these conditions **(12.5 Marks)**.
6. Discuss the causal factors of Cerebral palsy from the perspective of William John Little and Sigmund Freud **(12.5 Marks)**.

END OF EXAMINATION

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

**FINAL B.ED SPECIAL EDUCATION 2ND SEMESTER
EXAMINATION (2010)**

**EPS 342: (WORKING WITH FAMILIES OF CHILDREN
WITH DISABILITIES).**

TIME: 3 HOURS.

COMPUTER NUMBER _____

INSTRUCTIONS:

There are six (6) questions in this paper. You are expected to answer only three (3) questions. Question one (1) is compulsory. Therefore, answer question one (1) and any other two.

Question One (1): (30 marks).

Write brief notes on all of the following:

- i) The effect of a child's disability on a mother in the Zambian context. (6 marks).
- ii) any three existential conflicts. (6 marks).
- iii) the benefits of teachers working with parents in groups. (6 marks).
- iv) the Transactional model. (6 marks).
- v) the impact of the macro-system under the ecological model on a family with a child with a disability. (6 marks).

Question two (2)-----10 Marks

The Chilandula Basic School for the deaf administration has identified you as one of the important resource personnel at their School Teacher-Parent Association organized meeting. They asked you to speak to these teachers and parents on the family systems theory model and its conceptual framework.

Present a paper on the topic above, citing relevant examples.

Question three (3)-----10 marks.

Lievrouw, (2006: p.1) wrote, "Communication is the process of sharing ideas, information, and messages with others in a particular time and place. Communication includes writing and talking, as well as nonverbal communication."

Considering the paragraph above, write a presentation to your head teacher in which you seek to implore the school administration to embrace teacher- parent communication. In

your discussion, demonstrate the importance of teacher- parent communication and explain how this communication can be done with parents.

Question four (4)-----10 marks.

Explain the different professional-parent approaches. Recommend the best approach that could be used by professionals.

Question five (5)----10 marks.

Discuss the importance of workshops for parents of children with disabilities and explain their organization and format.

Question six (6)-----10 marks.

There are many conflicts between professionals and parents as a result of misunderstanding each other's roles. Tabulate recommendations which professionals should follow and those that parents should follow.

THE END

The University of Zambia
School of Education
2009 Academic Year Second Semester
Final Examination

EPS 352: Classroom Organization and Management in Special Education

Time: Three (3) hours

Instructions

- (i) There are six (6) questions in this examination paper,
 - (ii) Attempt three (3) questions. Answer question one (1) and any other two (2) questions,
 - (iii) This examination contributes, 40% to the total course mark.
-
1. Prepare a scheme of work in Activities for Daily Living (ADL) on the topic “shopping” for a grade 5 class of pupils with hearing impairments. The scheme of work should cover a period of 15 working days, starting Monday 19th April, 2010. What do you see as the potential challenges in the delivery of such a scheme of work in class of hearing impaired pupils in your school? (16 Marks)
 2. Providing very clear examples discuss Jacob Kounin’s Ripple Effect approach in the management of pupils’ behaviours in the classroom and show its relevance in the management of disruptive behaviours among pupils with special educational needs in classrooms (12 marks).
 3. Using your field work experiences in EPS 352, prepare a checklist which teachers can use to accurately establish the impact of their classroom organizational and management approaches on the learning of pupils with special educational needs (12 marks).
 4. Critically discuss the leadership roles of a special education teacher in a class of pupils with intellectual disabilities and show how such roles impact on the learning of pupils in the classroom (12 marks).
 5. With reference to organization, function and membership to a class of physically impaired pupils, show the merits and demerits of using rules and procedures in the management of a special education class (12 Marks).

6. Provide Education Buildings Officers in your district with guidelines on what needs to be considered when designing the physical classroom learning environment for pupils with visual impairments in their schools (12 Marks).

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2009/10 ACADEMIC YEAR: SECOND SEMESTER
FINAL EXAMINATION
EPS 472: COUNSELLING IN CHILD DISABILITY – PRACTICAL
Time: Three (3) hours

Instructions:

- This examination contributes 40% to the course grade.
- The question paper has five questions. Question one is compulsory. Answer question one and any other two.

1. At the age of 10 years, Mwanida used to accompany his two brothers to herd cattle. He is 16 years now and in grade 12. One day as they were herding cattle, they decided to climb in a fruit tree. While they were picking some fruits and playing one of his brothers fell down and hit his hand on a stone which was near the tree. Mwanida saw blood gushing from his brother's hand. They tried to help him but the hand was broken and later amputated. Mwanida felt a great loss for his brother. His sleep was usually disturbed. He could see blood in a dream gushing out.

While in school Mwanida had a friend by the name of Chakubantu. The two used to play together. One fateful day as they were playing, he collided with his friend Chakubantu. His friend had his lip deeply cut and blood gashed out. As Mwanida was helping to stop the blood gushing out from Chakubantu, he remembered what happened to his brother and fainted. Her school mates resuscitated him to consciousness. This misfortune of fainting persisted even during lessons in class. Mwanida used to enjoy science so much that he used to actively participate in class work. One day the teacher was teaching on floating and sinking. The teacher demonstrated the lesson by using a razor blade. In the process of the demonstration the teacher cut himself with the razor blade and blood came out. Upon seeing the blood of the teacher coming out Mwanida fainted. The teacher exclaimed, 'what has become of Mwanida, did he not faint the other day also? I am sending him to the school counsellor right away.

The case is brought to you and Mwanida comes for counselling.

- i) Explain the procedure you would follow in counselling Mwanida. Justify the procedure you have chosen to follow.
- ii) Which theory would best suit the case of Mwanida? Justify your response. Identify the counselling problem of Mwanida and relating it to the theory in counselling, explain its causes.

- iii) Describe the techniques that you would use in the process of counselling Mwanida. Justify the usage of such techniques.
- 2. Children entering a new school at grade 8 need to be helped to have a smooth transition from their former school into new life experiences in the new school.
 - i) Draw up five guidance activities that would help a child to have smooth transition from a former school into new life experiences in a new school in grade 8.
 - (ii) Examine the benefits of school guidance services and using examples explain how they may benefit pupils, parents, school administrators and employers.
- 3. A counsellor that adapts the Gestalt theory of counselling believes that much of Everyday life is involved in resolving conflicts posed by competing polarities.
 - (i) Identify five (5) polarities and explain why an understanding of such polarities is important to a counsellor using Gestalt Therapy?
 - (ii) As a client enters a counselling room, beliefs of what human beings are, linger in the mind of a counsellor. As regards to nature of human beings what beliefs would linger in the mind of a counsellor who is fond of the Gestalt Counselling Theory?
- 4. Sidi is a 15 years old girl and she is deaf. She is in grade 11. She is an average performer in class but feels she can do better. She tries to concentrate both in class and private studies but finds her mind wondering a lot. Sometimes she gets very frustrated in class when her teacher shouts at her. Instead of improving she becomes worse and this time has failed Mathematics. She is now scared to go home after school as she fears to be shouted at by her parents.

Counselling dialogue:

(Sidi enters the office with a gloomy looking face)

Counsellor: (Smiling) Good morning Sidi. Please sit down on the chair here.

Sidi: (smiling back) Thank you madam

Counsellor: (leaning forward) Sidi, you look unhappy today.

Sidi: (head bent down, then up) Yes, madam. I am very unhappy because my Mathematics teacher shouted at me during her lesson.

Counsellor: And this makes you feel frustrated?

Sidi: (frowning) Yes, madam. I feel that she was very unfair to me because I know I am not a foolish girl.

Counsellor: I am wondering whether you felt that she meant to call you a fool.

Sidi: Today is the second time she shouted at me because I failed to answer her questions correctly.

Counsellor: (nodding) Mmm.

Sidi: (looks down, then up) I have been trying very hard to improve my performance yet both my parents and the teacher seem not to appreciate my efforts. Last term I moved from number fifteen to twelve yet they said that I was not good enough.

Counsellor: (pats her shoulders but she screams). That was great achievement. You must have worked hard.

Sidi: (shivering with fear) Yes, madam and I am planning to do better this term.

Counsellor: Why are you shivering? But from your words, you seem to be determined to succeed and you also seem to have a plan of how you will do this.

Answer the following questions:

- i) From the above excerpt, identify instances of empathy, genuineness, and unconditional positive regard.
- ii) Analyse how various skills of active listening, attentive listening and non-verbal listening have been used by the counsellor. Justify their usage in this situation.
- iii) Examine the action of the counsellor by patting on the shoulder of the client and the response of the client in relation to ethical and unethical practices in counselling.

5 HIV and AIDS clients need pre and post-testing counselling.

- i) Outline the major issues discussed in post-test counselling and justify their importance to the client.
- ii) Describe two types of tests used in HIV testing. Using examples, explain how invalid, positive or negative result can be identified in each of these types of tests?
- iii) Suggest strategies of partner notification that a client who has just been found HIV positive can use when informing the partner of his/her HIV positive status.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

2009/2010 ACADEMIC YEAR FINAL EXAMINATIONS

COURSE 171-INTRODUCTION TO FOOD AND NUTRITION

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has three sections A, B and C. Section A carries 20 marks and section B 30 marks and section C 50 marks
2. Credit will be awarded to legible, good and orderly presentation of your work.

SECTION A

ANSWER ALL THE QUESTIONS IN THIS SECTION. EACH QUESTION CARRIES 1 MARK

1. In nutrition assessment, you see signs in the skin and hair that indicate nutrient deficiency. These means that biochemical changes
 - a) are not going to occur
 - b) Have already occurred
 - c) Will occur in a few days
 - d) Will occur in weeks or even months
2. The bond which forms between Na^+ and Cl^- is referred to as a-----
 - a) Covalent bond
 - b) Ester bond
 - c) Peptide bond
 - d) Ionic bond
3. When we want to quickly estimate the energy protein, carbohydrate and fat content of a food or a meal we use
 - a) Food guide
 - b) Exchange system
 - c) Food pyramid
 - d) Dietary planning tool
4. The ratio formed by dividing a foods' contribution to nutrient needs by its contribution to kcalorie needs is referred to as
 - a) Index of nutritional quality
 - b) Body mass index
 - c) Nutrient density
 - d) Nutrient needs

5. Glycolyx is found in the
 - a) The stomach
 - b) Small intestine
 - c) Large intestine
 - d) Colon
6. The chemical digestion of protein in humans begins in the
 - a) Mouth
 - b) Oesophagus
 - c) Stomach
 - d) Small intestine
7. Compounds that share the same chemical formula but have different chemical structures are called
 - a) Cis isomers
 - b) Isomers
 - c) Trans isomers
 - d) Neutrons
8. Fats cause a larger lasting feeling of satiety after eating because
 - a) Fat is more slowly digested
 - b) Fat contains more calories
 - c) Fat is more concentrated
 - d) Fat is ha more flavor
9. A non-nutritive sweetener used in food manufacturing is
 - a) Honey
 - b) Sorbitol
 - c) Molasses
 - d) Saccharin
10. Condensation of two glucose molecules yields
 - a) Sucrose and water
 - b) Lactose and water
 - c) Maltose and water
 - d) Maltose and carbon dioxide
11. A branched polysaccharide is
 - a) Amylase
 - b) Amylopectin
 - c) Glycogen
 - d) A and b
 - e) C and b
12. Most vitamin A is stored in the liver and requires-----to be transported.
 - a) Rhodopsin
 - b) Retinol-binding protein
 - c) Chylomicrons
 - d) Carotenoids

13. ----- is a severe deficiency of vitamin E.
- Macrocytic aneamia
 - Microcyctic aneamia
 - Hemolytic aneamia
 - Hyperchromic aneamia
14. Which of the following minerals work as cofactors enabling enzymes to functions?
- Magnesium and manganese
 - Calcium and phosphorus
 - Sodium and potassium
 - Iron and manganese
15. Calcium is primarily absorbed in the -----
- Stomach
 - Duodenum
 - Ileum
 - Large intestine
16. Mucus contains a protein that degrades bacteria and this protein is called.
- Rhodospin
 - Lysozyme
 - Opsin
 - Keratin
17. The vitamin D hormone that enhances phosphorus absorption is
- Calcitriol
 - Chole calciferol
 - Lumesterol
 - Ergosterol
18. A trace mineral responsible for the maintenance of normal glucose uptake into cells is
- Manganese
 - Chromium
 - Selenium
 - Copper
19. ----- is a harmful substance found in cigarette smoke which irritates the respiratory tract.
- Tar
 - Carbon dioxide
 - Caffeine
 - Nicotine
20. The process by which unsaturated fatty acids are made saturated where the double bonds are turned into single bonds and trans fatty acids are produced is called—
- Hydrogenation
 - Emulsification
 - Esterification
 - gluconeogenesis

SECTION B

ANSWER ALL QUESTIONS IN THIS SECTION EACH QUESTION ITEM CARRIES 2 MARKS

- a) free radical
- b) gluconeogenesis
- c) molecule
- d) energy balance
- e) ionic compounds
- f) saturated fats
- g) antioxidant
- h) electrons
- i) blind experiments
- j) facilitative absorption
- k) anthropometric
- l) oxidation
- m) hydrolysis
- n) biochemical measurements
- o) covalent bonding

SECTION C

ANSWER TWO (2) QUESTIONS ONLY. EACH QUESTION CARRIES 25 MARKS.

1. Discuss the classification of carbohydrates and their functions in the body.
2. A tool is anything used to carry out an occupation. Identify and discuss four (4) tools that can be used to study nutrition.
3. Digestion is the process by which larger molecules of food are broken down into smaller molecules to be absorbed by the body, describe the digestion of fats. Outline the functions of fats in the body.
4. Write on the sources, functions and the symptoms of deficiency of vitamin A.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009/2010 SECOND SEMESTER FINAL EXAMINATIONS

COURSE: ISE 152 BODY SYSTEMS AND BALL GAMES

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Answer any four (4) questions from this paper. Question **Seven (7)** is **compulsory**.
 2. All questions carry equal marks; note that marks will also be awarded for clarity, precision and exemplification of ideas.
-

1. The **digestive system** may be said to be the 'main system' of all body systems. Explain why this is so and what benefit it is to sport.
2. Suffering from **obesity** is as bad as suffering from **anorexia nervosa** and **bulimia nervosa**. Define and explain the similarities and differences of the three mentioned above.
3. The body has been designed in such a way that it should be able to repair it self. Unfortunately sometimes it fails because the body system responsible for that duty is not functioning properly. Discuss some of the reasons that bring up such a problem in the body.
4. "The **circulatory system** is one of the systems that are heavily dependent on other body systems to function soundly. It draws substantially on the other systems to even produce blood which is its key product." Discuss this statement in detail.
5. **Special Olympics** have become an important aspect of our sporting world. As a physical educator, what sport/s would you recommend for someone who has weaker lower limbs? Give reasons for your choices.
6. The **respiratory system** receives and gives out air to the environment. How does a contaminated environment affect a sportsperson and what could be done to improve both the person's respiratory capacity and the environment.
7. The human body systems work as a team. Discuss how it would benefit a sportsperson if **all systems** were very well taken care of.

END OF EXAM & GOOD LUCK!



University of Zambia
School of Education

Department of Primary Education
End of 2nd Semester Exam 2009/2010 Academic Year.

Subject: ISE 152 – **Body Systems: Physical Education and Sport**

Instructions:

- a. Answer any four (4) questions from this paper.
- b. **Question number Six (6) is compulsory.**
- c. Please be neat and use clear writing.

=====

1. The Skeletal system of the body has over 200 bones.
 - A) List 5 functions of the Skeletal system.
 - B) State the different kinds of joints that are found in the body (use diagrams to aid your description).
2. The muscles of the muscular system help produce movement by pulling bones in different directions, depending on the joint. Muscles work singularly or in groups on joints to produce movement. Please state the following:
 - A) What types of muscles make up this system and clearly indicate an example for each type.
 - B) Name 2 muscle contractions and give a brief description of both.
3. The circulatory system is the transport system by which blood is carried to all parts of the body.
 - A) Mention the main parts of this system and 5 of its main functions.
 - B) Give a detailed outline of both the pulmonary and systemic circulation and how they function during physical activity (e.g. in the Physical Education class)
4. The Respiratory System is the system that delivers oxygen contained in the atmosphere, to the blood and, returns the body's waste products to the atmosphere.
 - A) Briefly outline what happens during the mechanism of gas exchange in the lungs.
 - B) What importance does Physical Activity have to this system?
5. Explain the digestion of at least 3 nutrients, used by the body during Physical Activity.
 - A) What relation is there between the digestive system and the circulatory system?
6. All the body's systems are interrelated. This interrelation is made possible by one system.
 - A) Name this system and outline clearly how it is related to 3 major body systems (give a practical example of how they work during an 800 meter Swim)
 - B) What is the effect of Physical Activity on the following systems :
 - i) Muscular ii) Circulatory iii) Digestive

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009/10 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 202: MUSIC TEACHING METHODS II

TIME: THREE HOURS

100 Marks

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

There are seven questions in this paper. **ANSWER ONLY FIVE QUESTIONS.**
Each question is worth 20 marks.

QUESTIONS

1. Discuss the tenets of the paraxial philosophy of music education.
2. Contrast the Aesthetic philosophy of music education with the Zambian indigenous philosophies of musical arts education.
3. Discuss the role of the following entities in Zambian musical arts education:
 - (a) Solo performing;
 - (b) Choir;
 - (c) Dance ensemble.
4. What is music cognition?
5. Why teach musical arts in Zambian Primary Schools? Discuss!
6. Discuss the perception of musical arts education in Zambian communities.
7. "Implicit ways of learning are inherent in indigenous musical arts practices of Africa". Substantiate this statement.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

COURSE: ISE 222 –HOME ECONOMICS TEACHING METHODS 2

TIME: THREE (3) HOURS

INSTRUCTIONS

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

QUESTION 1

- a) Define assessment.
- b) What are the different forms of assessment?
- c) Discuss the different strategies that are used in assessment.

QUESTION 2

Your Head of department has asked you to prepare a mid-term test on topic egg cookery. Prepare test items to include;

- a) Five (5) objectives for the test
- b) Five (5) fill-in the blanks.
- c) Five (5) essay question
- d) Write five (50 advantages of essay question.

QUESTION 3

- a) There are five(5) systematic thinking process, which are these thinking process/
- b) Explain how convergence and divergence thinking is done.

QUESTION 4

Briefly explain what is meant by resources in schools and homes.

QUESTION 5

Prepare a lesson plan for grade five in the topic classification of dirty and cleaning materials

QUESTION 6

What is critical thinking according to Chaffee (1990) and Garrison (1992)? What are the five explaining questions used in different situations in critical thinking.

QUESTION 7

Why should you teach through group work? Explain five (5) disadvantages of group work and explain five types of groupings.

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009/10 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 292: MUSIC OF AFRICA

TIME: THREE HOURS

100 Marks

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

There are eight questions in this paper. **ANSWER ONLY FIVE QUESTIONS.**
Each question is worth 20 marks.

QUESTIONS

1. Discuss music cognition in the context of African music.
2. Describe one music culture from West and Southern Africa.
3. Describe how rhythm, melody, texture, tone colour and form are generally applied in African indigenous musics.
4. Compare and contrast music cultures of Central and West Africa. Your discussions should refer to specific music examples.
5. Discuss the musical cultures of West and South Africa and their influence on the other African Musical cultures.
6. Describe musical structures in indigenous musics of Africa.
7. Discuss generalisations about the African music drawing on the music of the Ba Aka, Ewe and Shona.
8. Zambian music can be generally described under the following three categories. Discuss and give an example of music from each category:
 - (a) Traditional music;
 - (b) Popular music;
 - (c) Church music.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS
APRIL/MAY 2010

LSE 212
SOCIAL STUDIES TEACHING METHODS II

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions in this examination. Answer two (2) questions from section A, one of which should be number one and one (1) other from section B in separate answer books.

SECTION A

1. Design a lesson plan on any topic of your choice in Social Studies.
2. Why do we use pictures in the teaching of Social Studies? What should you take into consideration when choosing pictures as the main teaching aids of your lesson?
3. What is debate? Why is it an important method of teaching to prepare young ones for future living?

SECTION B

4. Why are maps useful in the teaching and learning of Social Studies?
5. What is eclectic teaching? Why is it necessary?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2009/10 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 392: MUSIC OF THE EAST

TIME: THREE HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

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

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

QUESTIONS

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

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
2010 SECOND SEMESTER EXAMINATIONS

LSE232: ENGLISH TEACHING METHODS

MARKS: 100

TIME: THREE HOURS

INSTRUCTIONS

1. There are two Sections in this Paper, Sections A and B.
2. Answer Three Questions in all, Question One (1) from Section A and two (2) from Section B.
3. All questions carry equal marks.
4. Good command of English language will be rewarded.

SECTION A

1. Write briefly (not more than one page on each) on any **five** of the following concepts or terms in English Language Teaching.
 - a. Received pronunciation
 - b. Stress and Intonation patterns
 - c. Covert and overt grammar
 - d. Extensive Reading
 - e. The Primary Reading Programme (PRP)
 - f. Differences between Spoken and Written language
 - g. Process of writing
 - h. Intensive Reading

SECTION B

Answer any two (2) questions from this Section.

2. Construct a complete lesson plan showing teacher/learner activities and materials to teach a Speech Work lesson to a Grade 7 class based on the following topic:
By the end of the lesson, PSBAT discriminate between [l] and [r] sounds in words such as [load] and [road].
3. A Composition lesson should be a teaching lesson and not a testing one. Explain the procedure(not a lesson plan) you would use to teach a double (80 minutes) guided composition lesson using pictures (or picture composition) to a Grade 9 class **based on the following objective:**
By the end of the lesson PSBAT to tell the story and write a paragraph using the picture strips attached to this paper.
The procedure should outline the steps, teacher/pupil activities and materials to be used.

4. Read the following passage carefully and then construct a complete lesson plan for a double period (80 minutes) of Reading Comprehension for a Grade 9 class. You have to construct three Multiple Choice questions and two Free Response questions on the passage on which you will base your lesson plan. You should supply the expected answers to the questions.

PASSAGE

In order to make time for what matters, you need to know what those things are. This will be easier if you have a clear grasp of your values, your goals, and the specific activities that support these. First, then, clarify your values. You might try to write down every value that comes to your mind, such as family, friendship, hard work, education, accomplishment, good looks, money, happiness, marriage, kindness, physical health, spiritual health. Then, ask yourself, "Which of these values are most important to me?"

After that, consider all the goals that you would like to achieve in life. What is the difference between values and goals? For the purpose of this discussion, we can say that values are ongoing, whereas goals can, at some point, be achieved and marked off as completed. What goals might you set for yourself? Do you want to spend more time with your family? Find employment that is more suitable? Improve your skills in a favorable hobby? Take vacation? Read a book? Write a book?

Next, decide which of these goals are most important to you. Make sure that they are compatible with your values. If, for instance, you set a goal of becoming extremely rich, you are likely setting yourself up for conflict. Now for the goals you selected, consider a number of activities that would contribute to reaching each goal. For example, if one of your goals is to lose a certain amount of weight, exercise is an activity that can help you do that.

If your goals harmonize with your values and you carry out the activities that contribute to achieving you goals, your life will take a unified direction. You will find yourself spending more time on what matters to you. Of course, that does not mean you should be callous to the needs and desires of others. It does not mean that you will be better able to identify and turn down opportunities that have nothing to do with what is truly worthwhile.

Admittedly, there will be challenges. Some tasks may be relatively unimportant but are necessary nevertheless. These may threaten to fill your day, leaving little or no time for what is most important to you. Emergencies may arise. And changes in your life situation may throw your schedule out of balance. But by taking practical steps to spend more time on the things that matter, you will have more control over how you spend your time and live your life.

Having identified the activities with which you want to fill your days and hours, the challenge is to move from optimistic theory to actual practice. The following suggestions may help you to do that.

Keep a day to-do list: Number items according to the order in which you will handle them. Indicate items that are worth spending more time on. Check off each item when it is completed. Carry over unfinished tasks to tomorrow's list

Write an action plan: This is a plan consisting of all the steps involved in a project, and put these in their proper sequence.

Set goals over which you have a large degree of control: You have more control over increasing your skill at a certain job than over becoming president of your company.

Keep a time log: To find out where your time is going, keep a time log for one or two weeks. Is much time lost on unimportant activities? Do most of your interruptions come from the same one or two individuals? Are you most likely to be interrupted during a certain part of the day or week? Eliminate time-wasting activities that have crept in.

Acknowledge that you will not have time for everything: Favour activities that yield the most important results. What about other tasks that are urgent or that simply have to be done? If you cannot eliminate or delegate them, see if you can spend less time on them. Some unimportant tasks can wait for months if necessary, or they may not need to be done at all. Allocate as much time as possible to those activities that are related to what you feel is truly worthwhile in light of your goals.

Allow time for the unexpected: If you feel that you can arrive at a place within about 15 minutes, promise to be there within 25 minutes. If you believe an appointment will take an hour, allow an hour and 20 minutes. Leave a portion of your day unscheduled.

Don't be a perfectionist: Know when it is time to stop and move on to the next important activity.

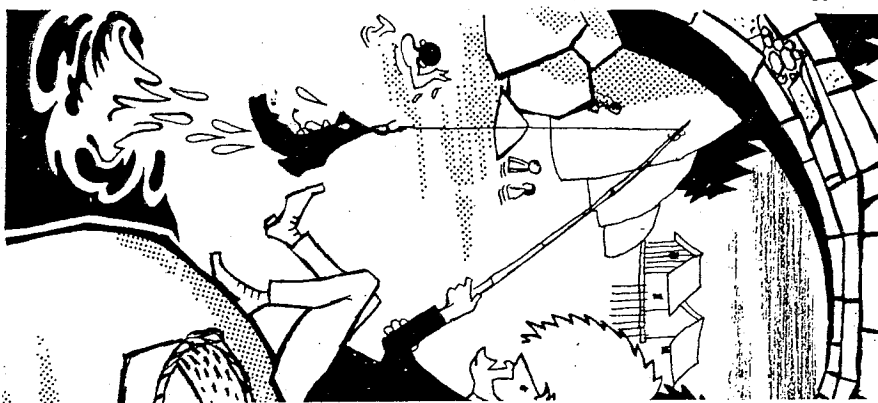
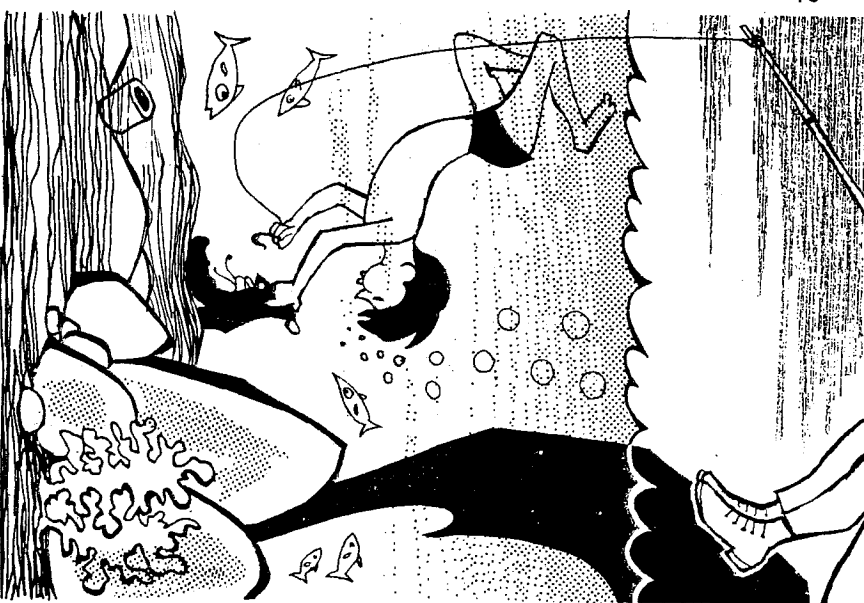
(Source: Awake magazine of April, 2010: 4-8)

5. The Literacy lesson under the New Breakthrough to Literacy (NBTL) has three major steps, namely, Starting Together, Teaching Corner (One Group), and Sharing Together. Explain what goes on in each one of the three lesson steps:
 - a. Starting Together
 - b. Teaching Corner Lesson
 - c. Sharing Together
6. Based on the following Language Function, design a pair (for each) of :
 - a. **Role play** cards
 - b. **Cue Cards**

Language Function: **Apologising**

Your cards should be complete with identities and instructions to the pupils as if they were being used in a Language as Communication lesson.

END OF EXAMINATION





THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

SECOND SEMESTER EXAMINATIONS – MAY, 2010

LSE 272: PRIMARY AFRICAN LANGUAGES TEACHING METHODS

TIME: THREE (3) HOURS

MARKS: 100

- INSTRUCTIONS:**
- 1.** This paper has two sections, **A** and **B**. Answer **Two** questions from each section.
 - 2.** Each question carries **25 marks**. Add a gloss (i.e., meaning in English) to any text or examples given in an African language.
-

SECTION A

- 1.** Write briefly on each of the following concepts in Language Teaching (not more than one and a half pages on each). Give examples where possible.
 - (a) teaching grammar deductively. **[5]**
 - (b) positive and negative reinforcement. **[5]**
 - (c) child language theory. **[5]**
 - (d) pseudo communication. **[5]**
 - (e) the functional view of language. **[5]**
- 2.** Discuss briefly how courses such as the Zambia New Breakthrough to Literacy (ZNBTL), Pathway to English, Step In To English (SITE) and the Read On Course (ROC) in the Primary Reading Programme complement each other. **[25]**

3. Discuss the various roles of the teacher in a Communicative Language Teaching (CLT) classroom. [25]
4. (a) Why is it important to prepare a lesson plan? [10]
- (b) Explain the relationship between the post-lesson evaluation stage in a lesson plan and the teacher's comments heading in the record of work. [15]

SECTION B

5. After observing a thirty-minute language structure lesson in which the teacher is teaching Grade 4 pupils **uncountable nouns**, you are able to conclude that she used the situational method from the introduction up to the conclusion of the lesson. Describe the activities in this lesson which can make people agree with you that the teacher used the situational method. [25]
6. Describe the reading comprehension lesson procedure in a lesson of not less than eighty minutes. [25]
7. Illustrate the difference between *look and say* and the *Phonic approach* as strategies of teaching initial literacy in a Grade 1 class. [25]
8. Construct a forty-minute language structure lesson plan in which you teach Grade 6 pupils *the structure of nouns* in a Zambian language of your choice using the grammar-translation method. [25]

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE & SOCIAL SCIENCES EDUCATION

COURSE: LSE 292: RELIGIOUS EDUCATION PRIMARY TEACHING METHODS II

SEMESTER II 2009/10 ACADEMIC YEAR

DURATION: THREE (3) HOURS

INSTRUCTIONS:

1. Attempt any three (3) questions.
2. Write legibly and state your answers clearly.
3. Do not write your name on any part of the answer book

1. With clear examples, contrast traditional content based approach from outcomes based approach.
2. Discuss the following methods of teaching in Social and Development Studies:
 - (a) Questioning
 - (b) Class discussion
 - (c) Group work
 - (d) Resource persons
3. Discuss the importance of classroom management and explain how you can organize a classroom for effective and efficient teaching.
4. Discuss the role of a Religious Education teacher in designing integrated Social and Development Studies Syllabus.
5.
 - (a) State and describe the four stages of the Gift to the Child approach to the teaching of primary school Religious Education.
 - (b) State and explain advantages and disadvantages of the Gift to the Child approach
6. Discuss how Social and Development Studies is related to other subjects on primary school curriculum.
7.
 - (a) Discuss religious language as a problem in primary Religious Education.
 - (b) How can a teacher handle the problem of religious language?

THE END

The University of Zambia

School of Education

Department of Language and Social sciences Education

Civic Education Examinations April/May 2010

LSE 302: CIVIC EDUCATION TEACHING METHODS II

TIME: Three Hours.

INSTRUCTIONS: Answer **three** questions from the following:

1. Make a lesson plan on any civic education topic of your choice.
2. What is debate? Why is debate an important teaching method in civic education?
3. The lecture method of teaching is unavoidable in the Zambian situation. Discuss.
4. Identify and explain two types of controversies and point out the elements that play important roles in the creation of controversies.
5. What are pictures used for in teaching of civic education? And what should you consider when selecting pictures as teaching aids?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY EXAMINATIONS – APRIL/MAY 2010
LSE 312: GEOGRAPHY TEACHING METHODS

TIME: THREE (3) HOURS

INSTRUCTIONS:

**ANSWER THREE (3) QUESTIONS, ONE OF WHICH MUST BE
QUESTION (1).**

**CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES
AND ILLUSTRATIONS**

-
1. Describe the formal and informal techniques of assessing pupils in geography. (20 marks)
 2. Analyze the different versions of action verbs in geography teaching. (15 marks)
 3. Discuss the different levels of planning to teach geography in Zambian schools. (15 marks)
 4. The high school geography syllabus which is being used in schools was put in operation in 2004. Discuss the major changes which the syllabus underwent. (15 marks)
 5. Suppose the head teacher at the school you are teaching asks you to head the Geography Section, discuss how you would ensure that there is good management of the section. (15 marks)
-

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES
EDUCATION
2010 SECOND SEMESTER EXAMINATIONS**

LSE332: ENGLISH TEACHING METHODS

MARKS: 100

TIME: THREE HOURS

INSTRUCTIONS

1. There are two Sections in this Paper, Sections A and B.
2. Answer Three Questions in all, one from Section A and two from Section B.
3. All questions carry equal marks.
4. Good command of English language will be rewarded.

SECTION A

Answer only one question from this Section.

1. Discuss similarities and differences of the Audio-lingual method and the Cognitive Code Approach.
2. A number of trends emerge as Language Teaching Methodologies developed From the 1940s (Audio-lingual) to the 1980s (Communicative Language Teaching) such as 'moving from control to freedom'. State these trends and explain their significance in English Language Teaching.
3. The Communicative Language Teaching Approach teaches language as communication. Discuss this approach bringing out the principles and characteristics that distinguish it from other methods.

SECTION B

Answer any two questions from this Section.

4. Design **one visual** situational and **one linguistic** situational exercise to practice the following structure:
Comparison + than
5. Construct a complete lesson plan showing teacher/learner activities and materials to teach an Oral Communicative Competence lesson to a Grade 12 class based on the following topic:
Pupils should be able to debate and justify their position on the topic: Voluntary Counseling and Testing for HIV/AIDS should be compulsory for all the Zambian citizens

6. A Composition lesson should be a teaching lesson and not a testing one. Explain the procedure(not a lesson plan) you would use to teach a double (80 minutes) composition lesson to a Grade 10 class **based on the following objective:**

By the end of the lesson PSBAT write a letter of complaint for lack of water on the taps in the area where they live for the last two weeks to Lusaka Water and Sewerage Company.

Their Address is, P. O. Box 30003, Lusaka. Pupils should state the hardships brought out by the shortage of water in the letter. The procedure should outline the steps, activities and material to be used.

7. Read through this poem written by Malangatana, and prepare a complete 80 minutes literature lesson plan (with activities and materials)for a Grade 10 class based on the following objective:

By the end of the lesson PSBAT discuss theme, setting and language in terms of figures of speech or images used in the poem.

TO THE ANXIOUS MOTHER

Into your arms I came
When you bore me, very anxious
At that monstrous moment
Fearing that God might take me

Everyone watched in silence
To see if the birth was going well
Everyone washed their hands
To be able to receive the one who came from Heaven
And all the women were still and afraid
But when I emerged
From he place where you sheltered me so long,
At once I drew my first breath
At once you cried out with joy

The first kiss was my grandmother's,
And she took me at once to the place
Where they kept me, hidden away
Everyone was forbidden to enter my room
Because everyone smelt bad
And I all fresh, fresh
Breathed gently, wrapped in my napkins

But grandmother, who seemed like a madwoman,
Always looking and looking again
Because the flies came at me
And the mosquitoes harried me
God who also watched over me
Was my old granny's friend

(written by Valente Malangatana)

8. Write **briefly** (up to a page on each) on five of the following concepts or terms found in **Summary**.
- a. Précis
 - b. Prose summary
 - c. Note making
 - d. Content and Function words
 - e. Key sentence
 - f. Abbreviations

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2009/2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
MSE 332: MATHEMATICS EDUCATION III

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

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

IMNSTRUCTION: Attempt any **four (4)** questions. **MAX. MARKS: 100**

- 1 (a) “For mathematics teaching in high school to be effective, it is important among other things to understand that pupils learn mathematics at different speeds and that mathematics is a hierarchical subject”.

What do you understand by the terms *learn mathematics at different speeds* and *mathematics is a hierarchical subject* in the above statement? Explain how you would take them into account when planning mathematics lessons. [10]

- (b) “Mathematics at high school level should be taught in specialized rooms”.

(i) Argue for or against this statement. [06]

(ii) Name **three** items, apart from the chalkboard, that should be available in a room for teaching school mathematics. Describe how these items can help to provide a motivating atmosphere for learning mathematics. [09]

- 2 (a) Geometrical construction is one of the topics taught in high school.

(i) List and justify **three** items that mathematics teachers need to teach this topic effectively. [09]

(ii) Draw sketches of diagrams you would use to demonstrate to pupils how to construct each of the following:

(a) A perpendicular bisector of a 5 cm line. [02]

(b) An angle of 60° [02]

(c) An angle of 90° [03]

(ii) Identify **three** problems that pupils might encounter when making these constructions and suggest how each of these difficulties can be overcome. [09]

3. (a) (i) Using examples from school mathematics distinguish between a concept and the name (or label) used to identify the concept. [06]

(i) Explain how you might use classroom discussion to clarify the meaning of a mathematical concept. Illustrate your answer by examples. [07]

(b) Discuss **three** ways in which a learning theory applicable to mathematics education can help a teacher of mathematics teach the subject effectively. [12]

4. (a) Explain what you understand by *action research*. [04]
- (b) Discuss **two** ways in which engaging in action research can contribute to the professional development of secondary mathematics teachers. [08]
- (c) Below are two possible research topics:

An Investigation of Converging Probability Density Functions

First Year University Students' Understanding of Partial Differentiation

- (i) Which topic focuses on research in mathematics education? Justify your answer. [05]
- (ii) For the topic relating to mathematics education, write down and justify **two** examples of research questions that the study could answer. [08]
5. (a) An analysis of classroom interaction in a mathematics lesson showed that the lesson consisted of teacher-initiated talk, mainly giving out information and asking narrow memory questions. If this was typical of the teaching style of the teacher involved, explain with reasons whether:
- (i) S/he was a *direct* or *indirect* teacher. [06]
- (ii) Her/his teaching style was effective. [06]
- (b) (i) List **four** conditions that determine whether or not a given mathematics problem is a problem for a particular individual. [04]
- (ii) Attempt the following mathematics problem and state with reasons whether or not it would be a problem for pupils in high school. [09]

Mubita and Twaambo attend the same school but have to travel different distances to get there. Both walk to the same bus stop. When Mubita has reached the bus stop he has covered $\frac{1}{3}$ of the way to school. When Twaambo has reached the bus stop she has covered $\frac{2}{5}$ of the way to school. Who travels the greater distance to school?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2009/2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

APRIL/MAY 2010

MSE 932: MATHEMATICS EDUCATION IV

TIME ALLOWED: THREE (3) HOURS

INFORMATION: There are **six (6)** questions in this paper. Each question carries 25 marks. Marks for parts of questions are shown in brackets [].

INSTRUCTIONS: Attempt any **four (4)** questions.

MARKS POSSIBLE: 100

- 1 (a) Write down **two** aims of teaching Additional Mathematics and explain why these aims are important. [06]
(b) Many high school teachers find teaching Additional Mathematics challenging. Give **two reasons** why this is the case. What would you advise them to do? [08]
(c) The following question comes from an Additional Mathematics question paper.

P and Q have position vectors $5\mathbf{i} + 2\mathbf{j}$ and $\mathbf{i} - 4\mathbf{j}$ respectively.

Given that $\overrightarrow{OP} = 3\overrightarrow{OQ} + 2\overrightarrow{OR}$,

- (i) Draw the diagram representing this information.
(ii) Find the position vector of R

- (i) Attempt the question [06]
(ii) Identify the difficulties high school pupils might encounter in solving the question and explain how you might assist them to overcome these difficulties. [05]

- 2 (a) Illustrating with examples distinguish between *equity* and *equality* issues in mathematics education. [06]
(b) Outline **four (4)** ways the Ministry of Education can ensure equal opportunity in mathematics to learners across the country. [08]
(c) If you were a Head-teacher in a Co-education High School, what measures would you put in place to promote equal opportunities in mathematics among pupils? [11]

- 3 (i) Define the term *motivation* in relation to mathematics teaching and learning. [03]
(ii) Justifying your reasoning discuss **two** techniques that a teacher can use to increase pupils' motivation to learn [10]
(iii) "Parental involvement can contribute to pupils' motivation to learn"
Discuss the above statement, justifying any points you make in agreeing or disagreeing with it. [12]

- 4 Contextualised teaching and learning is encouraged for meaningful learning of mathematics.
 (a) What do you understand by ‘contextualised teaching’? [03]
 (b) Discuss, illustrating with examples, what it could mean to teach mathematics taking into account;
 (i) its historical context (ii) its cultural context [08] + [08]
 (c) Outline **two (2)** challenges of contextual teaching and learning in mathematics education [06]
- 5 (i) In your own words, what is meant by *teacher appraisal* [02]
 (ii) Outline **any two** items that should be considered when planning for the appraisal of a teacher of mathematics. [04]
 (iii) How often should mathematics teachers be appraised in a year? Justify your answer [05]
 (iv) Identify **any two** anxieties new teachers might experience when undergoing classroom observation as part of teacher appraisal. Briefly state what should be done to remove these anxieties. [06]
 (v) The goals of appraisal for each teacher should be *Specific, Manageable, Achievable, Realistic* and *Time-constrained*. Explain the meaning of **any four** of these points. [08]
- 6 (a) Explain **three (3)** basic competences a mathematics teacher needs to have in ICT [06]
 (b) Describe **any three (3)** new technologies in use in mathematics education and how you might use them in the classroom [09]
 (c) Explain the meanings of the following terms within the context of mathematics teaching and learning (i) learning *about* ICT (ii) learning *with* ICT (iii) learning *through* ICT [10]

End of Examination

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2009/10 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION
RS 102: INTRODUCTION TO WORLD RELIGIONS II

TIME: THREE HOURS

Instructions:

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

1. a) Conceptualise the ways in which a Muslim can live his or her faith.
b) Evaluate the Islamic attitude towards women.

2. a) Discuss the Varna system in Hinduism.
b) What are its merits and demerits?

3. From the teachings of the Buddha it seems clear that he was trying to reform Hinduism. Clearly show how and why.

4. a) Describe the Chinese concept of Yin and Yang as a unifying explanation for the universe.
b) State and explain in detail the teachings of the early Taoist Philosophers.

5. a) What were the main teachings of Confucius?
b) How can Confucian teachings be applied to the Zambian situation?

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

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
SECOND SEMESTER EXAMINATIONS MAY-2010
RS 335: INTRODUCTION TO WORLD SCRIPTURES

INSTRUCTIONS: Answer three (3) questions only.

TIME: Three hours

MARKS: 100

1. a. What is the meaning of the word 'scripture'?
b. Trace the origin and development of the concept of scripture.
2. Differentiate between a theological approach and a scholarly approach to the interpretation of scripture.
3. a. Justify why an African life style is an epitome of African scriptures.
b. Can African scriptures be recognized or accepted as scriptures of a world religion? Discuss.
4. According to Mears, H.C. (1998) after studying the Bible scientifically, scholars argue that the books of the Pentateuch do not constitute a unified work written in its entirety by Moses, as supposed by both Jews and Christians. Discuss.
5. a. Trace the origin and development of the New Testament (N.T.) Canon.
b. Outline and discuss the main characteristics which distinguished the early Christians from Orthodox Judaism.
6. Discuss the following Hindu Scriptures in detail.
 - a. The Upanishads
 - b. The Ramayana
 - c. The Mahabharata
 - d. The Bhagavad-Gita
7. a. Outline and discuss the Five Classics of Chinese civilization.
b. Explain the following Confucian ideas;
 - i) Heaven (*Ti'ien*)
 - ii) The Noble Man (*Chun Tzu*)
 - iii) Human-heartedness (*Ren*)
 - iv) The Five Relationships.

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

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

Second Semester Examination- 2009/10

Course : RS 952: Sociology of Religion

Instructions : Answer any Four (4) Questions

Time : Three (3) hours Marks: 100

Question One

Discuss the factors that have lead to the establishment of African Independent Churches as discussed by David Bosch in Quest for Belonging by Inus Daneel (1987).

Question Two

Critically, what is a ritual? Use any rite of passage ritual to explain the following:

- i) Pre-liminal
- ii) Liminal
- iii) Post-liminal

Question Three

- a) What is a symbol? Describe its characteristics.
- b) How does it differ from a sign?

Question Four

Account for the social context of witchcraft in Zambia, focusing on the pattern of accusations. Illustrate this with concrete Examples.

Question Five

As a student who has been exposed to African Traditional Religion(s), discuss in detail Zambian Traditional Religion with Special reference to lineage Spirits.

Question Six

- a) How influential was the African Apostolic Church of Johane Maranke?
- b) Explain its strategy in evangelism.

Question Seven

- a) Critically analyse the factors that lead to the emergence of spirit type churches.
- b) Identify and explain the driving force behind this entire movement.

The University of Zambia
School of Education
Department of Language and Social Sciences Education
2009 Semester Two Examinations

COURSE: LSE342 Pedagogical Grammar

DURATION: THREE (3) HOURS

General Instructions: There are **FOUR (4)** questions in this examination paper. You are required to answer **ANY THREE (3)** of them fully as instructed in each case. Credit will be given for clear legible writing and appropriate use of English.

Question 1 Instructions

Given below is an excerpt from Kwame Nkrumah's autobiography. The excerpt has been quoted verbatim, but without any punctuation. You are required to re-write the whole text but with all the correct punctuation this time round. Paragraphing has already been done for you.

The Text

i soon learned however that life for a growing boy was not all play at least not for boys with parents like mine although my mother had never had the benefit of formal education herself she was determined that I should be sent to school at the earliest opportunity my father probably due to my mothers persuasive power was strongly in favour of this also even though I could often get round my father I knew that once my mothers mind had been made up there was nothing I could do about it

i found my first day at school so disappointing that i ran away determined never to return but my mother turned a deaf ear to my raging protests and quietly and determinedly dragged me by the arm each morning and deposited me in the schoolroom eventually i realized that i had lost the battle and decided that as i was going to be forced to stay there i might as well get to like it and do what i could to learn something to my surprise i soon found that i enjoyed my lessons and looked forward to going to school even though we lived in fear and trembling of the teacher because of his firm and active belief in the adage spare the rod and spoil the child i disliked being forced to do things against my will for i had not been accustomed to it and used to think what a paradise school would be if we were left in peace to do our studies without the presence of the master

all the various grades were housed in one room and the master used to teach a class at a time it must have been a hard job for him and we did not do anything to ease his lot luckily i was keen on learning so in fact that my only dread was that my father one day might be unable to afford the school fees which at that time amounted to three pence a month because of this i started rearing chickens which i sold for six pence each by this means i could not only help to meet my school fees but i had money to buy books as well in addition any fears about my fathers poverty were quite unfounded because i can never remember him denying any of us anything we asked and he was particularly generous where i was concerned

one thing in particular stands out in my mind during my early schooldays probably because it was my first lesson in discipline we were not fond of the teacher because of his frequent use of the stick often we thought without just cause one day we learned that an inspector was coming to the school and immediately saw our chance of getting our revenge on the master we got together and decided to play truant for the whole day during this inspectors visit my one regret was that i was not able to see the expression on the inspectors face when he found an empty classroom or better still the look of horror and amazement on the face of the teacher it must certainly have caused him much embarrassment but the following morning he got the last laugh for as soon as we showed our faces he was waiting for us with his stick we were each stripped naked and given twenty four lashes on our bare bottoms this hurt so much that for the next three days i was quite unable to sit down at my school desk but whatever injury this caused to my body and my pride i knew well enough that i had deserved it and from that day i have always learnt to accept punishment that I feel I have justly earned however humiliating this may be

Question 2

Instruction

Imagine that you a teacher of English at Kamwala High School in Lusaka. An embassy official has approached you asking you to prepare to teach English for Specific Purposes to one of their nationals to come into Zambia and work as a volunteer in the University Teaching Hospital. This doctor is a middle aged male who can hardly understand or speak English. With clear examples, explain stage by stage the procedures you would follow in designing a programme of face to face instruction in the oral use of English.

Question 3

This question is in two parts; Part 1 and Part 2. You are required to attempt both parts, as instructed in each case.

Part 1 Instruction

With contextualized clear examples, explain what each of the following terms refers to in pedagogical discourse analysis.

- a) Context
- b) Role
- c) Interlocutor
- d) Function
- e) Macro-function
- f) Micro-function
- g) Cue
- h) Turn
- i) Move

Part 2 Instructions

Design a set of cue cards for a Grade 9 class of boys and girls to practice the use of English for purposes of getting something done by somebody. Ensure that each card requires the learner to take at least eight turns, in at least two of which he or she has to make two moves.

Question 4 Instructions

Widdowson (1978) discusses and defines a number of contrasting concepts relevant to the teaching of English as a Second Language. Listed here below are some of such concepts that he discusses. With contextualized examples, explain:

A: The meaning of each term in the contrasting pair.

B: The relevance of each pair of concepts to second language teaching processes.

The Terms and Concepts are:

- a) Usage and Use
- b) Correctness and Appropriacy
- c) Signification and Value

END OF EXAMINATION

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

SECOND SEMESTER EXAMINATIONS- APRIL 2010

LSE 392: RELIGIOUS EDUCATION TEACHING METHODS I

INSTRUCTIONS: Answer question 1, one question from Section A and one Question from Section B. Question one is compulsory.

1. i) From the material provided, construct four multiple choice questions (with a marking key) for the Grade Nine Religious Education (RE) Leaving Examination.
ii) Give the structure (or format) of either syllabus 2044 or 2046 Grade Twelve RE Examination.
iii) Giving specific examples, discuss whether the structure you have given above is confessional or educational.

SECTION A: Theory

2. Compare and contrast the confessional and phenomenological models of RE. Indicate why the phenomenological model is preferable for Zambia.
3. i) State the four main types of themes used in RE and describe in detail any two of them.
ii) With reference to the two examples of themes you have described in part (ii) above, explain how themes can be successfully used to teach RE.

SECTION B: Practice

4. i) What is a lesson plan?
ii) Discuss the value of planning a Religious Education lesson.
iii) Why should a lesson have objectives?
iv) Discuss the questions the RE teacher considers when evaluating his/her lesson.
5. Brainstorming, Role-play, Discussion, Devil's advocate
i) Explain clearly each of the methods and techniques stated above.
ii) Select an appropriate objective from either Syllabus 2044 or 2046, for which one of the methods/techniques above will be suitable, and explain how the RE teacher can use the method/technique to achieve the objective.
6. Discuss the five (2044) and four (2046) teaching/learning stages in the two high school RE syllabuses.

END OF EXAMINATION

FREEDOM IN COMMUNITY

We cannot be free from other people; we must find out how to be free with other people.

We can live freely together only if we do not exploit and hurt each other. We must respect one another. We can all be free only if we help each other to be free.

In **Zambian tradition**, people were advised to help each other, to share what they had and to give special help to the people in need.



Tuakolwe twishibene tufukana mabungo.
(Bemba)

Monkeys which know one another give each other fruits.

Mukwenu wukuhangena nzala eyi wukumusomwona imonu? (Lunda)
Your friend is dancing for food and are you going to give it to him?

Odwala agawa mphika (Chinyanja)
Even the one who is sick shares what is in the cooking pot.

Ing'anda ya cilema taisalwa (Bemba)
The hut of the lame person is not shut.

Traditionally people helped each other at various times, for example:

1. at funerals
2. when there was a poor harvest
3. if some one was handicapped
4. looking after orphans

UNITED NATIONS AND FREEDOM

In 1948 the United Nations made a Declaration of Human Rights - this was a list of freedoms for all the peoples of the world. It has been accepted by many countries including Zambia. Here are some of the freedoms that are the right of each person:

- * No one shall be arrested, detained or exiled without a proper case.
- * Everyone charged with a case has the right to be treated as innocent until proved guilty.
- * Everyone has the right to free movement inside the country and the right to leave if they so wish.
- * Everyone has the right to work, to free choice of work, to good and safe conditions of work and to protection against unemployment.
- * Everyone has the right to freedom of religion, of opinion, of conscience and of worship.