

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2019/2020 ACADEMIC YEAR

ADS 4210	DESIGN AND CRAFT TECHNOLOGY
AED 1210	PSYCHOLOGY OF ADULT LEARNING
AED 3110	PARTICIPATORY APPROACHES TO DEVELOPMENT
AED 3210	EXTENSION EDUCATION
AED 3515	INTRODUCTION TO RESEARCH METHODS
AED 4110	LITERACY AND THE LEARNING ENVIRONMENT
AED 4210	ORGANISATION THEORY AND MANAGEMENT
AED 4310	MASS EDUCATION AND DEVELOPMENT
AED 4512	CURRICULUM DESIGN IN ADULT EDUCATION
AED 4715	INTRODUCTION TO GERONTOLOGY
CVE 1100	FOUNDATION TO CIVIC EDUCATION
CVE 2010	CITIZENSHIP, CONSTITUTION AND HUMAN RIGHTS
CVE 3010	CULTURE, GENDER AND DEVELOPMENT
CSE 9010	EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM
CSE 9020	CURRICULUM EVALUATION AND CHANGE
DPE 1052	FOUNDATIONAL SOCIAL STUDIES
EAP 2020	EDUCATIONAL LEADERSHIP
EAP 3025	HIV AND AIDS ISSUES IN EDUCATION
EAP 4030	EDUCATIONAL POLICY
EAP 9012	EDUCATIONAL ADMINISTRATION AND MANAGEMENT

EAP 9025 ISSUES IN HIGHER EDUCATION

EAP 9031 THE HISTORY OF EDUCATION

EAP 9065 GENDER ISSUES IN EDUCATION

EAP 9075 INTRODUCTION TO ECONOMICS OF EDUCATION

EDU 3012 LEARNING PROCESSES – A SOCIOLOGICAL PERSPECTIVE

EPS 1022 DEVELOPMENTAL OUTCOMES: CONCEPTION TO ADOLESCENCE

EPS 1030 INTRODUCTION TO SPECIAL EDUCATION

EPS 2012 EDUCATIONAL PSYCHOLOGY

EPS 2031 LEARNING DISABILITIES

EPS 3020 VISUAL IMPAIRMENTS

EPS 4022 EDUCATIONAL MEASUREMENT AND EVALUATION

EPS 4025 PROBLEM SOLVING AND CREATIVITY

EPS 4032 INTELLECTUAL DISABILITIES

EPS 4311 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL
EDUCATION

EPS 4330 GUIDANCE AND COUNSELLING

EPS 4332 WORKING WITH PARENTS OF CHILDREN WITH DISABILITIES

EPS 9010 PROFESSIONALISM IN TEACHING

EPS 9075 INCLUSIVE EDUCATION

HME 4020 COMMUNITY NUTRITION AND HEALTH

HME 4022 ERGONOMICS

LSE 3010 CIVIC EDUCATION TEACHING METHODS

LSE 4020 ADVANCED TEACHING METHODS

LSE 4030 ADVANCED ENGLISH TEACHING METHODS

LSE 4070 ADVANCED HISTORY TEACHING METHODS

LSE 4080 ADVANCED AFRICAN LANGUAGE TEACHING METHODS

LTC 1100 ACADEMIC WRITING AND STUDY SKILLS

MSE 3030 MATHEMATICS EDUCATION

MSE 9030 ADVANCED MATHEMATICS EDUCATION

MSE 9050 PHYSICS TEACHING METHODS

MSE 9080 ADVANCED AGRICULTURAL SCIENCE TEACHING METHODS

PES 4240

RAM 1010 FOUNDATIONS OF RECORDS AND ARCHIVES MANAGEMENT

RAM 2022 MANAGEMENT OF SEMI CURRENT RECORDS

RES 2010 INDIGENOUS RELIGIONS IN SOUTHERN AFRICA

RES 3020 SCRIPTURES OF WORLD RELIGIONS

RED 3030 SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS

RED 4030 ADVANCED RELIGIOUS EDUCATION TEACHING METHODS

ZCC 3000 TEACHING METHODS IN ZAMBIAN CULTURES AND CEREMONIES

THE UNIVERSITY OF ZAMBIA



SCHOOL OF EDUCATION

COURSE TITLE: DESIGN AND CRAFT TECHNOLOGY

COURSE CODE: ADS 4210

FINAL EXAMINATION – THEORY AND PRACTICAL

NOVEMBER – DECEMBER 2020

DURATION: 3 HOURS

INSTRUCTIONS

1. There are **FOUR (4)** Sections in this paper, **A, B, C and D. Answer All.**
2. Answer sheet will be provided. No additional material or literature is allowed in test room.
3. Write your name, computer number clearly on the answer sheet provided.
4. Each question carries **10 marks. Total 40%**
5. Duration is **THREE (3) hrs.**

SECTION A.

African art history has played a significant role in shaping the culture, craft, evolving technology and history of the world. **10 marks.**

1. What is Design?
2. What is traditional Art?
3. There are **5 elements** of African art that are used to describe the aesthetics. African art is so simple and complex at the same time that the elements can't capture its real meaning and purpose. What are the **five (5)** elements of African Art?
4. Give a brief clear description of the transition of art from traditional work to technology.
5. Describe the relationship between art and design, and technology.

SECTION B.

Introduction to design software (Illustrator).

The advent of technology has seen the development of tools that have evoked the utilisation of skill and creativity to high level. Adobe Illustrator is one of the versatile programmes used by both artists and graphic designers to create vector images, logos, icons etc. It has creative tools and controls for drawing, typography, colour and creative effects needed to create compelling graphics for practically any media. **10 marks.**

1. Define the following terms;

- (a) Vector.
- (b) Raster Image.
- (c) Typeface.
- (d) Font.

2. What is the difference between vector and raster images?

3. What is the difference between Typeface and Font?

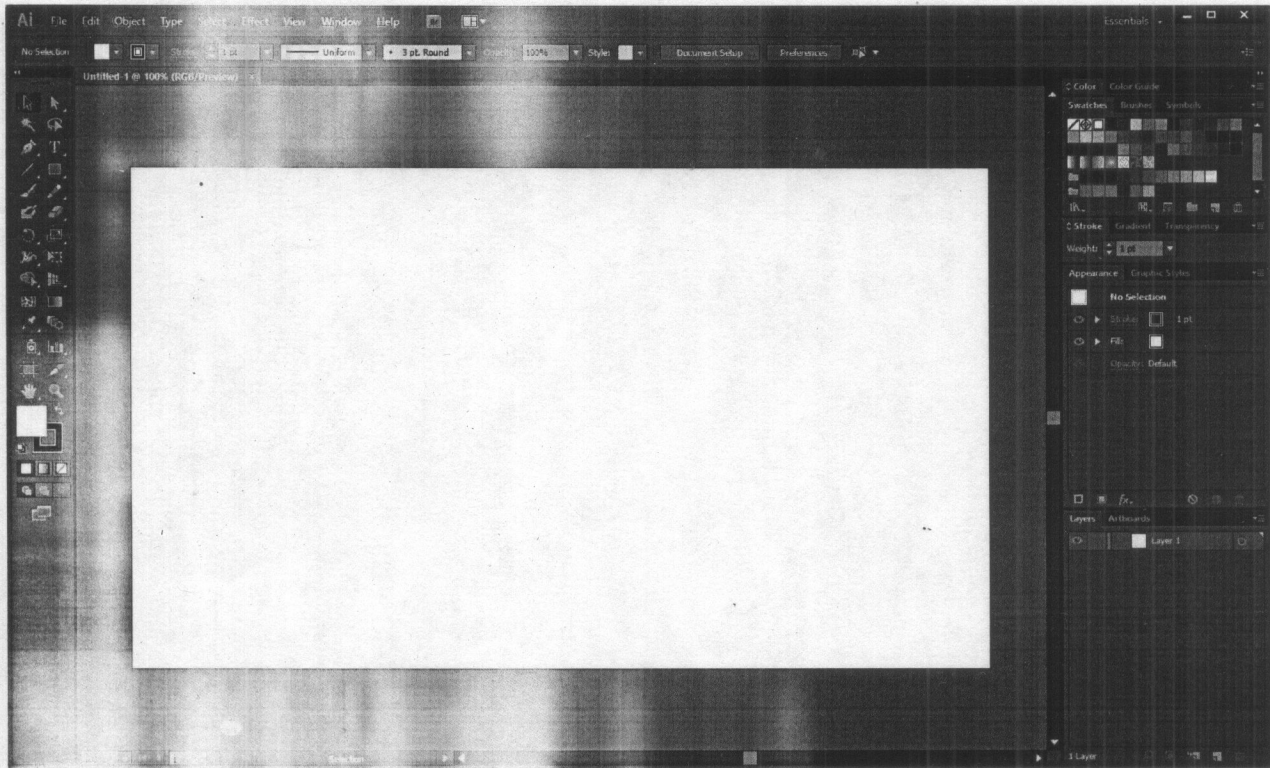
4. What are the advantages and disadvantages of Raster and Vector?

5. Digital vocabulary. What is the function of the following?

- () Shape tool
- () Pathfinder
- () Selection tool
- () Direction tool
- () Pen tool

SECTION C.

The image below has as workspace with **four (4)** key basic panels.



1. With reference to the workspace from the above Image, what are the (4) basic panels? give a brief description of each panel.

SECTION D.

PRACTICAL

1. From the sculpture/dangler provided, draw either a sculpture comprising Art elements or Dangers **THREE (3)**.

END.

THE UNIVERSITY OF ZAMBI
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
AED 1210 -PSYCHOLOGY OF ADULT LEARNING
2019/20 EXAMINATION

Instructions:

1. There are **2** sections in this paper.
2. Answer only **ONE (1) question** in section A and any **TWO (2) questions** in section B.
3. Your answers should be in an academic essay format

SECTION A

1. Education psychologists and researchers have posited many theories to explain how individuals acquire, organize and deploy skills and knowledge. Select one psychological theory of education and explain how it can be used to influence adult learning.
2. Explain, in detail, the meaning and goals of psychology. Using relevant examples from your own experience, outline and explain (5) reasons why adult educators should have a sound knowledge of psychology of adult learning?

SECTION B

1. With clear examples drawn from the Zambian context, categorise and critically discuss the five (5) makers of adulthood. Focus your discussion on the description, strength and limitations of each category.
2. With practical examples, write short notes on the following terms:
 - i. Psychology
 - ii. Operant conditioning
 - iii. Stimulus discrimination
 - iv. Intrinsic motivation
 - v. learning preferences
3. Discuss how psychology of adult education can contribute to your society and national development at large. What are the advantages and disadvantages of psychology as a scientific discipline?
4. There are copious factors that affect adult learners. Identify 5 of them and discuss how they affect adult learners and provide solutions which can enhance adult learning.

THE END

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2019/2020 ACADEMIC YEAR FINAL EXAMINATIONS

AED 3110

PARTICIPATORY APPROACHES TO DEVELOPMENT

TIME: THREE HOURS

**INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER.
BEFORE ANSWERING THE QUESTIONS, READ
CAREFULLY THE INSTRUCTIONS FOR EACH SECTION.**

SECTION A

Instructions: Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

1. Write short notes to describe the following processes in participation and to explain how each of the processes is considered a key element of participation:
 - a) Mutual respect
 - b) Flexibility
 - c) Triangulation
2. Write short notes to describe the following processes in participation and to explain how each of the processes is considered a key element of participation:
 - a) Mutual accountability
 - b) Negotiation
 - c) Shared learning

SECTION B

Instructions: Answer **the only** question in this section. Ensure that you answer all parts of the selected questions.

3. Use any four assumptions of interpretivism to explain how the debate on knowledge production process contributed to the evolution of participatory approaches to development. Illustrate your answer by linking the assumptions to principles or philosophies of any participatory approach to development

SECTION C

Instructions: Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

4. Imagine you are working in a rural or high density urban community in Zambia. State a generative theme that you are likely to identify during a listening survey and show how you can use this theme to apply the problem posing approach in facilitating development in the community.
5. Briefly describe the United Nations Development Programme levels of participation. Use examples drawn from Zambia to explain why the levels are considered participatory or non-participatory.
6. Describe the aim and three principles or foundations of Participatory Rural Appraisal. (PRA). Using any three methods or techniques of PRA show how the principles of PRA are adhered to when using these methods or techniques.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
AED 3210: EXTENSION EDUCATION EXAMINATION
2019/2020 ACADEMIC YEAR

DURATION: 3HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

1. Question one (1) from section A is compulsory.
2. Answer any three (3) questions from section B.

SECTION A

1. Write brief notes on the following principles of Extension Education
 - a. Principle of participation and co-operation.
 - b. Principle of existing environment.
 - c. Principle of grass roots approach.
 - d. Principle of existing grass roots institution (40 Marks)

SECTION B

2. Discuss how the scientific management theory can be applied to Extension Education. (20 Marks)
3. Discuss with examples the four important principles of communication relevant to Extension Education. (20 Marks)
4. Discuss how an extension worker can measure whether or not the desired objectives of an extension programme have been attained. (20 Marks)
5. Explain the following statement, Extension Education is a combined effort of information dissemination and technology transfer. (20 Marks)
6. Explain with examples at least four barriers of communication that may affect the extension worker and clients. Suggest ways in which to overcome these barriers.(20 Marks)

End.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2018/19 ACADEMIC YEAR FINAL EXAMINATIONS

AED 3515

INTRODUCTION TO RESEARCH METHODS

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER.
BEFORE ANSWERING THE QUESTIONS, READ
CAREFULLY THE INSTRUCTIONS FOR EACH SECTION.

SECTION A

Instructions: Answer **one** question from this section.

1. Write short notes to describe the following concepts in research. Use examples to illustrate your answer.
 - a) Theoretical population
 - b) Accessible population
 - c) Basic research
2. Write short notes to describe the following concepts in research. Use examples to illustrate your answer.
 - a) Probability sampling
 - b) Non-probability sampling
 - c) Action research

SECTION B

Instructions: Answer **one** question from this section.

3. Maternal and Child Health workers in Ithezhi-Thezhi would like to evaluate their child-nutrition sensitization programme work in the district. Give them advice on how they can **appropriately** employ the following sampling procedures. Illustrate your answer.
 - a) Stratified random sampling procedure.
 - b) Multi-stage sampling procedure

- c) Systematic random sampling procedure.
- d) Typical case sampling
- e) Snowball sampling

SECTION C

Instructions: Answer **two** questions from this section.

4. Formulate a research objective from the broad area of Extension Education Programs in Zambia. Develop a questionnaire that has between 12 and 16 questions and uses at least four types of questions. (*Your questionnaire should not have more than 2 items of personal data or biographical data*).
5. What are hypotheses and what purpose do they serve in research? Imagine you are researching in the broad area of curriculum development in Zambia. Formulate a topic and generate three alternative hypotheses and corresponding three null hypotheses for your study. Explain why you believe that your hypotheses meet the criteria for good hypotheses.
6. Use examples to demonstrate your understanding of logic in educational research? Why are these concepts central to the scientific method? Imagine you are researching in adult literacy. Give examples of a) single factor logical fallacy; b) ecological logical fallacy; and c) exceptional logical fallacy and what and black logical fallacy.
7. What do you understand by variables and what purpose do they serve in research? Imagine you are researching on Ebola Education in Copperbelt Province of Zambia. Formulate a research question from this general problem area. Use your research question to identify and state each of the following variables:
 - a) independent variable
 - b) dependent variable
 - c) extraneous variable

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
2019/2020 ACADEMIC YEAR
FINAL EXAMINATION

AED 4110 LITERACY AND THE LEARNING ENVIRONMENT

TIME: 3 Hours

INSTRUCTIONS

There are five (5) questions in this examination. Answer **three (3)** questions only.

All questions carry **25 Marks** Each.

Questions

1. The view of literacy has tremendously shifted from a single to a multiple view. Explain how you would go about selecting the literacy content, teaching methods and teaching literacy from a multiple literacy perspective?
2. Discuss the Nicaragua mass literacy campaign and show how it differs from the literacy efforts of the 1990 mass literacy campaign in Zambia.
3. Describe the teaching of literacy through the following approaches and contexts:
 - a. Real-literacy approach
 - b. REFLECT approach
 - c. FAMA literacy approach
 - d. 1965 and 1996 Basic literacy programme in Zambia
 - e. Cuba literacy campaign
4. Show and justify how you would use the following teaching methods in teaching literacy in the 21st century:
 - a. Synthetic teaching
 - b. Analytic teaching
 - c. Eclectic teaching
 - d. Expository teaching
 - e. Participatory teaching
5. Discuss in detail with relevant examples the relevance of multiple literacies to the development of your community.

END OF EXAMINATION
•Good Luck•

The University of Zambia
School of Education
Department of Adult Education and Extension Studies

November 2020 Final examination

AED 4210 Organisation Theory and Management

Instructions

- This paper has five questions. Answer only three
 - Include headings and subheadings in your answers
 - Duration: Three (3) hours
-

1. a. Define the following terms:
 - i. Organisation
 - ii. Organisation goal
 - iii. Goal distortion
 - iv. Goal succession
b. What are the functions of organisational goals in an organisation?
2. Discuss Frederick Taylor's principles and their relevance to modern organisations.
3. Rashid and Archer (1983) observe that human beings have a tendency to resist anything that does not conform to an established pattern. In line with this argument, explain why workers in an organisation may resist change.
4. Describe the Hawthorne experiments in a chronological order. What were the major conclusions of the Hawthorne studies in relation to the management of organisations?
5. Maslow's hierarchy of needs is a motivational theory in psychology consisting of a five-tier model of human needs. Discuss how a knowledgeable and skillful manager can respond to each of these workers' needs in an organisation.

The end

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
2019/2020 ACADEMIC YEAR- FINAL EXAMINATIONS
COURSE: AED 4310- MASS EDUCATION AND DEVELOPMENT

Time: 3 hours

INSTRUCTIONS:

- a) There are seven (7) questions in this paper.
 - b) Answer question **ONE (1)** and **ANY** other 2
 - c) All answers must be in essay format
 - d) Question 1 carries **twenty (20)** marks while the remaining ones carry 15 marks each
-

Questions

1. Explain what is meant by national development. Using clear examples drawn from the Zambian context, explain how mass education can contribute to national development.
2. Identify and explain any four (4) historical factors that contributed to the establishment and shaping of mass/popular education at international, regional and local level. What current and/or emerging issues will dictate the future direction of mass education in Zambia? Pick any 6 and explain how.
3. Comment on the principles and process of mass education. Illustrate how the works of any organisation of your choice in Zambia fit into the concept of mass education.
4. Using clear examples drawn from recent Zambian movements, discuss the cycle of people power/social movement.
5. What is power? Why should adult/community educators do power analysis before embarking on a mass education campaign?
6. Using clear examples from Zambia, categorise and explain the levels of consciousness as advanced by Paulo Freire.
7. Use clear Zambian experiences and/or examples to explain the strengths and limitations of social media as instruments of mass/social movements.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
AED 4512 CURRICULUM DESIGN IN ADULT EDUCATION
FINAL EXAMINATION 2018/19

TIME: THREE HOURS

MARKS: 100

Instructions:

1. There are two sections in this paper
 2. Section ONE has one compulsory question
 3. Answer any three questions in section Two
 4. All answers should be in essay form unless stated.
-

Section ONE (40 Marks)

1. What is a curriculum determinant? Analyse at least five of them showing how each one can influence a curriculum.

Section TWO

2. Discuss the following concepts related to curriculum design
 - a) Broad field
 - b) Cognitive domain
 - c) Innovation
 - d) Intent
 - e) Assessment
3. In curriculum design both core and co-curriculum are vital. Show the importance on both in the successful design of a curriculum
4. Distinguish descriptive from prescriptive method of curriculum design. Show where each is suitable in curriculum design.
5. Describe at least four triggers to curriculum innovation and explain why teachers sometimes dislike innovations
6. Using appropriate illustrations show how the main elements of a curriculum are replicated in the classroom

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
AED 4512 CURRICULUM DESIGN 2019/20 EXAMINATION**

Instructions:

1. There are **TWO** sections **A** and **B** in this paper
2. Question 1 in **Section A** is compulsory.
3. **Section B** requires you to answer **ONLY 3** questions of your choice.

SECTION A- COMPULSORY

1. Curriculum development can be defined as a step-by-step process used to create positive improvements in the courses offered by learning environments. Using a curriculum model of your choice, design a curriculum for an identified group of learners taking into consideration all steps involved in that model.

SECTION B

1. With practical examples, write short notes to compare and contrast the following terms:
 - i. Broad field curriculum and activity curriculum
 - ii. Synoptic and Synoetics
 - iii. Curriculum and Syllabus
 - iv. Functional analysis and Document analysis
 - v. Emergent core- curriculum and co-curriculum
2. Discuss how an effective curriculum design for adult learners can contribute positively to a community and national development at large.
3. With incidences based on Zambian situation, discuss the major factors that affect curriculum design and advocate for any remedies to prevent curriculum innovation.
4. Discuss with clear examples, how domains of knowledge and realms of meaning are reflected in a curriculum.
5. Situation analysis refers to a collection of methods that curriculum designers use to analyse internal and external factors so as to understand learners and the education environment. Elect any six (6) approaches of needs analysis and explain how they can be used in designing an effective curriculum for adult learners.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2019/20 ACADEMIC YEAR
FINAL EXAMINATION**

AED 4715: INTRODUCTION TO GERONTOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY

1. With examples discuss the difference in ageing patterns between developed and developing countries and why. What are the prospects and challenges of global population ageing?
2. Describe the forms of discrimination older people have faced in their communities in Zambia. What should be done to put an end these forms of discrimination?
3. Giving relevant examples describe how information and knowledge about ageing was gained before the late 19th Century. What were the weaknesses of these methods of information and knowledge gathering?
4. With clear examples discuss the controversy surrounding the definition of an aged person. How would you define an aged person and why do you think the ageing process is generally viewed negatively in society?
5. Giving relevant examples compare and contrast the activity theory of ageing and the continuity theory of ageing. Which of the two theories do you think best explains the ageing process and why.
6. Discuss the advantages and disadvantages of institutional living arrangements for the aged and mention at least five (5) institutional homes for the aged you know of in Zambia. Do you support institutionalisation of older persons? Give reasons for your position.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION
2020 FINAL EXAMINATION

AED 4916: NON GOVERNMENTAL ORGANIZATION

INSTRUCTIONS:

- 1. The paper contains five (5) questions**
 - 2. Answer *any three (3)* questions**
 - 3. Duration: 3 hours**
-

Question 1

Third generation strategies mark “**politics of limited space**”, while Fourth generation strategies represent “**unlimited space**” and operating on global stage, participating in movement building. How relevant is fourth generation strategy to bringing about social economic and political development?

Question 2

Discuss what you understand NGOs as: i) Knowledge producers iv) Innovators
ii) Lobbyist v) Advocates
iii) Watchdogs

Question 3

- i) Why do definitions of NGOs matter?
- ii) Give **three (3)** advantages and disadvantages of NGOs
- iii) What are the three (3) challenges in the relationship between Northern and Southern NGOs?

Question 4

If someone asked you a question as to what NGOs do? I believe all your answers can be summarized in terms of three main sets of activities (roles) that NGOs undertake, namely: **Implementers, catalyst and partners**. Discuss what NGOs do in each of these roles

Question 5

Discuss the concepts of **Hegemony** and **counter hegemony** in relation to NGOs

END



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2019/2020 ACADEMIC YEAR

FINAL EXAMINATION

CVE 1100: FOUNDATION TO CIVIC EDUCATION

INSTRUCTIONS:

- **THERE ARE FIVE (5) QUESTIONS IN THIS PAPER**
- **ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2) QUESTIONS**

DURATION: 3 HOURS

MARKS: 100

1. Give an account of the historical background of Civic Education and outline the theories that guide the foundation of Civic Education. **[40 marks]**
2. With illustrations from the Zambian context, explain the main actors in the governance process and clearly show how they influence the governance of the country. **[30 marks]**
3. In relation to the state, discuss on the following terms below: **[30 Marks]**
 - (i) Power
 - (ii) Influence
 - (iii) Authority
4. Civic Education is anchored on the philosophy of positive change in society. Critically show how Civic Education can be used to influence citizens to adhere to health guidelines given by the Ministry of health in the fight against COVID-19. **[30 marks]**
5. The concepts, Civic Education and Citizenship Education are closely related and are sometimes used interchangeably. Discuss. **[30 Marks]**

END OF EXAMINATION



UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
2019/2020 ACADEMIC YEAR FINAL EXAMINATION
CVE 2010: CITIZENSHIP, CONSTITUTION AND HUMAN RIGHTS

INSTRUCTIONS

There are **five (5)** questions in this paper

Answer question **one (1)** and any other **two (2)** questions

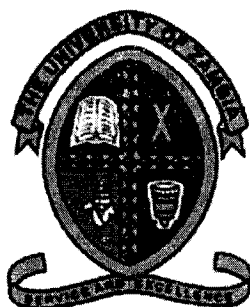
Duration: **Three (3)** Hours

Total Marks **(100)**

1. The occurrences of the First and Second World War and their consequences precipitated the birth of the Universal Declaration of Human Rights of 1948. To what extent has the UDHR been a successful International Human Rights Instrument despite its non-legal binding effect? **[40 marks]**
2. Define constitutionalism. Give a detailed account of constitutionalism in Zambia from 1953 to 2020. **[30 marks]**
3. Discuss the Constituent Assembly and the Parliamentary models of adopting a constitution by bringing out their advantages and disadvantages. **[30 marks]**
4. Citizenship is anchored on four domains. Discuss. **[30 marks]**
5. Discuss with practical examples the extrinsic and intrinsic worth of global citizenship. **[30 marks]**

[30 marks]

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2019/2020 ACADEMIC YEAR FINAL EXAMINATION-DECEMBER, 2020

CVE 3010: CULTURE, GENDER AND DEVELOPMENT

Instructions

There are five (5) questions in this paper

Answer Questions one (1) and any other two (2) questions

Duration: 3 Hours

Marks: 100

1. With the aid of examples, critically show how Development is a result of the synergies created by both culture and gender [40Marks].
2. In the context of the corona virus, (covid 19) discuss how Globalization has impacted the Zambian society [30 Marks].
3. Show the extent to which civic education has enhanced your comprehension of the interplay that exist among culture, gender and development? [30 Marks].
4. Explain in great detail how integrity and social justice are both indispensable for societal development [30 Marks].
5. Nationalism is better than Globalism, discuss [30 Marks].

End of Examination

Wishing you a corona free 2021

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER, 2019

CSE 9010: EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) [20 MARKS]

1. Using the ASSURE Model, discuss the major factors that you should consider when integrating educational technologies in lesson planning.

SECTION B (ANSWER ANY TWO) [10 MARKS EACH]

2. Discuss the benefits of the integration of educational technologies in teaching and learning.
3. Explain how you would apply Bloom's Taxonomy with regard to integrating educational technology in teaching.
4. Select one of the following educational technologies and discuss its advantages and disadvantages in teaching.
 - a) Audio Visual Aids
 - b) Flipchart
 - c) Overhead projector
 - d) PowerPoint
5. Discuss various ways in which a teacher can create an active (engaging) learning environment.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2019/2020 ACADEMIC YEAR

FINAL EXAMINATION

CSE 9020: CURRICULUM EVALUATION AND CHANGE

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 ALL the two questions from section A.
4. You are required to carefully read all the questions in section B before selecting the one you intend to answer.
5. There are two (2) printed pages in this examination.

=====

SECTION A

Answer all the two questions in this section

Question One (Compulsory)

- i. With the aid of examples describe **four (4)** components of an evaluation proposal
(8 marks)
- ii. Using the CIPP model of curriculum evaluation, explain how you can effectively apply the principles of this model to evaluating an education project or programme of your choice.
(12 marks)

Question Two (Compulsory)

- i. With the aid of examples from education, analyse **five (5)** circumstances which may bring about curriculum change. **(10 marks)**

- ii. Critically explain **five (5)** principles that should guide curriculum specialists in ensuring that a particular curriculum reform and innovation is effective. **(10 marks)**

SECTION B

Instructions: Answer only one question from this section

Question Three

- i. Critically analyse any **three (3)** aspects of a learner's text book that you will need to evaluate so as to decide if a particular learner's textbook is of quality or not. **(7 marks)**
- ii. Clearly explain why the following should be analysed during situational analysis in preparation for curriculum change and reform;
- Teacher Education
 - School infrastructure
 - Learner's needs
 - Economic status and labour market situation of a nation **(8 marks)**

Question Four

Change is a human phenomenon and therefore is inevitable in most spheres of human life, education included.

- i. Using **two (2) examples**, critically explain why curriculum dissemination is preferred to curriculum diffusion as methods of communicating an educational innovation to adopters of a particular curriculum. **(5 marks)**
- ii. Compare any **two (2)** strategies that can be used to implement a curriculum change. **(10 marks)**

Question Five

Curriculum evaluation and curriculum change could sometimes be seen as two sides of the same coin.

- i. With relevant examples explain how formative and summative evaluations can be used to inform decision makers during a curriculum change process. **(6 marks)**
- ii. Describe Tyler's model of curriculum evaluation. **(9 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2018/2019 ACADEMIC YEAR: END OF YEAR EXAMINATIONS

DPE 1052: FOUNDATIONAL SOCIAL STUDIES

DURATION: 3 HOURS

MARKS: 50%

INSTRUCTIONS: Answer only **Four(4)** questions. Marks will be awarded for points and extra credit is given for good examples and illustrations.

-
1. Being unaware of road safety rules, inexperience and carelessness are the main reasons for child road accidents. Discuss 6 (six) road safety rules that should be taught to primary school pupils.
(12.5marks)
 2. Why should teachers of Primary School Social Studies take time to create pieces of visual communication for their lessons?
(12.5 marks)
 3. Write **brief** notes on **each** of the following:
 - a) Responsibilities of Zambian Citizens
 - b) Symbols of National Identity
 - c) Darwinism
 - d) The earth and the solar system(12.5 marks)
 4. Compare and contrast the teachings and beliefs of Islam and Christianity religions in terms of:
 - a. Nature of God and man
 - b. Eschatology(12.5 marks)
 5. Teachers of Social Studies should apply the philosophical foundations of pragmatism and empiricism in their Primary Social Studies classes. Discuss.
(12.5 marks)
 6. Show how individuals with diverse political, social and economic views can live together amicably in a community.
(12.5 marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES
EAP 2020: EDUCATIONAL LEADERSHIP
FINAL EXAMINATIONS FOR 2019/20 ACADEMIC YEAR

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. Write legibly and do not cut words at the end of each line.
 - f. There are **two (2)** printed pages in this examination.
-

SECTION A

1. With clear examples explain why any person who desires to lead an educational institution must appreciate the inseparability of the terms "*process*", "*influence*", "*group context*", and "*goal attainment*" as components of leadership.
2. Explain how the concept of power is linked to leadership and show how a leader in a school set up can use the five (5) bases of social power (French and Raven, 1959) to influence the attitudes, values, and behaviours of both the teaching and non-teaching staff.
3. Compare and contrast the meaning and functions of leadership and management.
4. Why does effective leadership continue to be so elusive in many educational institutions in Zambia? Make propositions of how effective leadership can be promoted.

SECTION B

5. Explain the characteristics that a teacher needs to develop and possess to be called a servant leader in classroom leadership and management.

6. Using your knowledge of the Leader-Member Exchange theory of leadership, explain how a leader can use the three phases of leadership making to develop high-quality exchanges with all followers in an educational institution.
7. Regarding the Behavioural Approach to leadership, explain how a leader can use the five major leadership styles of the *Leadership Grid* to strike a balance between the concern for people and the concern for production within an educational organization.
8. On the premise of your understanding of transformational leadership, explain how a school leader can use the four factors (4 "I"s) of transformational leadership to promote change within an educational organization.

SECTION C

9. Describe the Trait Approach and explain how the five (5) central traits to this approach can be used to identify the right people in leadership positions in the Ministry of General Education to promote organizational effectiveness.
10. Using the three major components of the path-goal theory, the "leader behaviour", "follower characteristics", and "task characteristics", explain how a school leader can motivate her teachers to work towards meeting the academic goals of their institution.
11. Justify the importance of ethics in leadership and explain how *Kohlberg's Stages of Moral Development* can help us to understand how the choices of educational leaders can be influenced by their moral development.
12. Define culture and discuss how the concepts of "ethnocentrism" and "prejudice" can impact how leaders influence others within groups or educational organizations.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 3025 – HIV AND AIDS ISSUES IN EDUCATION
FINAL EXAMINATION 2019/2020

DURATION: TWO (2) HOURS

Instructions:

- A. Answer any two (2) from the given EIGHT (8) questions.
 - B. Each question carries 25 Marks and must be written in legible handwriting
 - C. You are required to read through all the questions carefully before selecting which ones to attempt
 - D. There is one (1) printed in this examination
-
1. Counseling is very important in combating HIV and AIDS but the counselor has to prepare the client by following laid down guidelines if this process has to be effective. Outline and discuss the stages you would employ when counseling a pupil at your school.
 2. The use of Antiretroviral (ARV) drugs has contributed to saving a lot of human resources in the education system and the community at large. Giving practical examples, give an in-depth analysis of how ARVs work in the prevention of HIV transmission.
 3. The HIV pandemic has been driven by stigma. Discuss the forms of stigma and their impact on HIV and AIDS prevention initiatives.
 4. Life skills gained through the education system are an essential component of one's life. Discuss any four (4) life skills discussed in this course and show their relevance in mitigation of HIV and AIDS.
 5. The HIV and AIDS pandemic has impacted the supply and demand for education. Discuss this assertion with practical examples.
 6. Leadership is essential to ensure an effective and sustained response to HIV/AIDS at regional, national and subnational levels. Identify three types of leaders and the role they play in the fight against HIV and AIDS.
 7. Identify and assess at least five (5) Sustainable Development Goals that have potentially proved to be solutions in the fight against HIV and AIDS.
 8. Education is a panacea in the fight against HIV and AIDS especially among the youth. With reference to the two Windows of Hope, highlight ways in which education can be used to fight the scourge.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES
EAP 4030 – EDUCATIONAL POLICY
FINAL EXAMINATION 2018/2019

DURATION: THREE (3) HOURS

Instructions:

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

-
1. The Ministry of General Education appoints you as a policy analyst and you realize the need to realign the policy framework to prevailing socio-political and economic conditions. Discuss areas you would concentrate on in order to have a comprehensive situational analysis.
 2. In policy formulation, it is important to have an understanding of the educational needs of a country as well as the international terrain driving the educational agenda. In line with this assertion, discuss some international conventions which have had a direct bearing on Zambia's education policies.
 3. Analysis of existing policy is analytical and descriptive whereas analysis of new policies is prescriptive in nature. Analyze this statement in the context of educational policies in Zambia.
 4. Discuss at least five fundamental principles that guided the formulation and implementation of the 1996 'Educating our Future' policy document.
 5. The 1992 'Focus on Learning' policy was formulated under huge changes with regards to the political and economic spheres. Identify and discuss some of these political and economic changes and how far reaching their effects were on this policy.
 6. One model of policy analysis is the "five-E approach", which consists of examining a policy in terms of effectiveness, efficiency, ethical considerations, and evaluation of alternatives and establishment of recommendations for positive change. Discuss the

importance of each of the five approaches as they relate to education provision in Zambia.

7. Using the FAD analysis approach, critically analyze the re-entry policy in Zambia.
8. Many policies fail because those who are to be affected by the policies to be made are not given a chance to participate in decision making. In view of this, explain what a Societal Approach to policy making is and discuss the benefits of society participation.
9. Discuss some recurring factors that have strong implications for effective education planning and policy making.

End of Examination

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION & POLICY STUDIES
FINAL EXAMINATIONS FOR 2019/2020 ACADEMIC
EAP 9012- EDUCATIONAL ADMINISTRATION AND MANAGEMENT
(REGULAR & PARALLEL)

TIME: TWO (2) HOURS

INSTRUCTIONS:

- a) This examination has **NINE** (9) questions.
 - b) Answer any **TWO** (2).
 - c) Each question carries 20 marks.
 - d) You are required to read through all the questions carefully before selecting which ones to attempt.
 - e) Write legibly and do not cut words at the end of each line.
 - f) There is **ONE** (1) printed page in this examination.
-
1. Show how the management of schools for effectiveness and excellence has been changing its focus and emphasis on educational effectiveness.
 2. Compare and contrast Monitoring and Evaluation as they apply to schools.
 3. Within the framework of an appropriate theory, identify and describe the various ways in which staff in an educational organisation of your choice can be motivated.
 4. Demonstrate how Total Quality Management (TQM) may lead to enhanced performance or improved quality education provision and customer satisfaction at a named educational institution.
 5. Critically discuss the assertion that gender is a social, rather than biological construct. What are the implications of this assertion on the theory and practice of educational leadership?
 6. Highlight and discuss the attributes of a good counsellor and show how counselling and guidance affect the role of an educational manager.
 7. What is interruption control? Show, with practical examples, how you, as a manager, would apply the priority matrix to manage your time and that of your subordinates.
 8. Critically assess the practical value of Maslow's hierarchy of needs theory to improving the motivation of teachers at a rural secondary school in Central Province. Give examples of the extent to which one could meaningfully apply the theory to staff in an educational organisation.
 9. In the context of curriculum development, critically analyse the principles every curriculum developer should consider to develop a curriculum effectively.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

EAP 9025: ISSUES IN HIGHER EDUCATION

2019/2020 ACADEMIC YEAR – FINAL EXAMINATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) You are required to read all the questions before selecting the two (2) questions you wish to attempt.
 - b) Answer any TWO (2) from the nine (9) questions given below.
 - c) Each question carries 20 marks.
 - d) There is one (1) printed page in this examination.
-

1. 'Higher education is of central importance to the economic and social development of a country'. Critically discuss this statement with special focus on the public aims of higher education.
2. Describe the structures that are in place at the University of Zambia through which the university affairs are managed, including those of Council and Senate.
3. What are the distinguishing characteristics of higher education? Relate such characteristics to how higher education is run today in Zambia.
4. Discuss the organization and management of one University of your choice paying special attention to appointment of the top officials and their duties.
5. Identify and discuss the roles of the various key players in the curriculum development process in Zambia. Are parents necessary in this process?
6. Distinguish a profession from a mere occupation. With examples, examine the main features in teaching that make it more of a profession than a mere occupation.
7. Discuss the interface of the models which have guided the financing of higher education from the First Republic to date.
8. Trace the development of university education in Zambia from 1964 to date. What reasons can you give for massification of higher education in Zambia?
9. What is academic freedom? Discuss with practical examples, its benefits and limitations in the growth of knowledge.

.....
END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

EAP 9031- THE HISTORY OF EDUCATION

2019/2020 ACADEMIC YEAR FINAL EXAMINATIONS.

TIME: TWO (2) HOURS.

INSTRUCTIONS

- (a) There are seven (7) questions in this examination.
- (b) Answer any two (2) questions from these.
- (c) You are required to read through all the questions before selecting which ones to attempt.
- (d) Each question carries 25 marks.
- (e) Write legibly, and do not cut words at the end of each line
- (f) Credit will be given for practical examples and for neat presentation.
- (g) There is one (1) printed page in this examination.

-
- 1) Trace the origins and discuss the organization of the following schools found during the Middle Ages:
 - (a) Song and Parish Schools. (b) Chantry Schools.
 - 2) Discuss how the conditions that prevailed during the early Middle Ages affected the low intellectual levels and how the preservation of learning was conducted.
 - 3) Discuss how the privileges and immunities were granted to the early universities of the Middle Ages.
 - 4) Discuss the nature and method of instruction found in the Middle Ages universities.
 - 5) Discuss Rome's contribution to civilization.
 - 6) What do you understand by the terms 'Renaissance' and 'Reformation' during the 14th to 17th centuries?
 - 7) Discuss the Spartan Educational System, and show how it reflected the aims of the state.

END OF EXAMINATION!!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 9065- GENDER ISSUES IN EDUCATION
2019/2020 ACADEMIC YEAR FINAL EXAMINATIONS

INSTRUCTIONS

TIME: TWO (2) HOURS

- a) Answer **TWO (2)** questions in this paper. Each question carries **25 marks**.
 - b) Read through all the **6 (six)** questions carefully before selecting which ones to attempt.
 - c) All questions must be answered on the sheets of paper **PROVIDED**.
 - d) Write legibly and do not cut words at the end of each line.
 - e) This paper has **ONE [1]** printed page.
-

- 1. Gender today is readily recognized as key to development. Examine how this reality is related to the education of women and their general productivity?
 - 2. A Gender Responsive Policy incorporates basic principles for addressing the imbalances and inequalities. What are the reasons for developing Gender Policies and Strategies in the Education sector?
 - 3. Discuss the two theoretical assumptions that had profound impact on popular and scientific thinking about the differences between women and men during the second half of the 19th Century.
 - 4. Critically discuss 'Radical Feminism'. How does this movement disadvantage a girl child's access to education?
 - 5. With clear examples discuss the consequences of rape to the victim, and how these can affect the victim either at school or at places of work.
 - 6. 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?
-

END OF EXAMINATION



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

END OF YEAR FINAL EXAMINATIONS
2019/20 ACADEMIC YEAR

EAP 9075: INTRODUCTION TO ECONOMICS OF EDUCATION

DURATION: **TWO (02) HOURS**

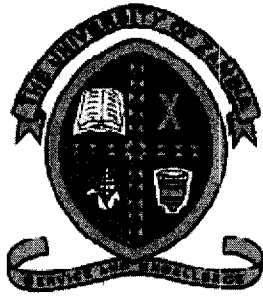
DATE: 17TH NOVEMBER, 2020

INSTRUCTIONS:

- a. *This examination has nine questions.*
- b. *You are required to read through all the questions carefully before selecting the ones to attempt.*
- c. *Answer any **TWO** questions.*
- d. *Each question carries equal and maximum of **25 marks**.*
- e. *Write readably.*
- f. *Write the number of the selected questions in the left column of the grid provided on the right-hand-side of the Answer booklet.*
- g. *There is only one printed page in this examination.*

-
1. Discuss the relationship between education and human development in light of the global out-break of the Corona virus.
 2. Apply the theoretical framework of Human Capital to discuss and justify the actions taken in building and nurturing the human capital of women as a smarter way of investing in people.
 3. The Zambian government announced the abolition of user fees in all public and grant aided schools in May of 2019. Critically analyse the performance of this policy in light of Zambia's current economic situation.
 4. Relate the production function to education and explain the challenges associated with measuring and comparing educational outputs and outcomes in Zambia's education system.
 5. How do "low employment levels" arise and what are their effects on investment in human capital with reference to the education system of Zambia.
 6. Discuss the macroeconomic determinants that may have influenced the 2020 budget of a named school in Zambia.
 7. Establish the role of education in the utilization of land as a factor of production in fostering economic growth and development in Zambia.
 8. Explain investment in education, its effects on wealth creation and distribution in Zambia.
 9. Compare and contrast human and physical capital in terms of acquisition and role in the economic development of Zambia.

END OF EXAMINATION



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

UNIVERSITY END OF YEAR EXAMINATION, DECEMBER, 2020

EDU1011/2011: SOCIOLOGY OF EDUCATION

AND

EDU 3012: LEARNING PROCESSES-A SOCIOLOGICAL PERSPECTIVE

TIME: 3 HOURS

MARKS: 50

INSTRUCTIONS

1. There are two sections in this paper, Section A and B.
2. Section A contains short answer questions and carries 20 marks, while section B has essay questions and carries 30 marks.
3. Answer **all** questions in Section A.
4. Answer only **two** questions of your choice in Section B.
5. Write all your answers in the answer booklet provided.
6. Credit will be given for well thought out answers.
7. Ensure that you write your computer number clearly on the answer booklet.

SECTION A (20 MARKS)

Answer all questions in this section in the answer booklet provided. Each question carries 4 marks.

1. Distinguish between a caste and a class system type of social stratification.
2. Describe the authoritarian leadership style and outline **two** advantages of using this type of leadership style in a classroom.
3. Define role conflict and state **three** sources of role conflicts that teachers may experience as they perform their teacher roles.
4. Explain the conservative function of education.
5. Give **two** merits and demerits of the Human Capital theory.

SECTION B (30 MARKS)

Answer any two questions of your choice in the answer booklet provided. Each question carries 15 marks.

6. Analyse the extent to which characteristics of an ideal bureaucracy are present in the school organisation. (15 marks)
7. In society, individuals are divided into specific layers through a process called social stratification.
 - a) Explain **four** characteristics of social stratification. (6 marks)
 - b) Economic resources, power and educational attainment, are major determining factors that differentiate individuals in society. Discuss (9 marks)
8. EDU 2011 course availed you with information on Emile Durkheim's four themes or areas of Sociology of Education.
 - a) Discuss Durkheim's **four** themes of Sociology of Education. (8 marks)
 - b) With appropriate examples, qualify the statement that Sociology of Education is an important course in the teacher training curriculum. (7 marks)
9. Dr. Chansa has asked you to make a presentation on the agents of socialisation to a group of Parliamentarians.
 - a) Explain what socialisation is. (3 marks)
 - b) Discuss the roles of **four** socialising agents and state how these can help to socialise youths in Zambia. (12 marks)
10. Discuss the importance of teacher status in Zambia. Using the points from the aforementioned discussion explain what factors led to the decline of the teachers status after independence. (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION
END OF YEAR EXAMINATION, DECEMBER, 2020.
EPS 1022- DEVELOPMENTAL OUTCOMES: CONCEPTION TO ADOLESCENCE

Instructions

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

SECTION A (15 Marks)

1. Which one of the following is **NOT** a survival reflex?
A. Rooting reflex B. Breathing Reflex C. Moro Reflex D. Sucking Reflex
2. Which one of the following is **NOT** a fine motor skill.
A. Unclenching fist B. Pincer hold C. lifting chin D. Picking objects
3. Handedness (being left or right handed) in children is established at _____ months.
A. 5 months B. 12 months C. 8 months D. 24 months
4. Primary circular reactions are dominated by repeated actions centred on objects around the baby?
True or False
5. At what age does a child come to understand that even if an object is hidden from view, it still continues to exist?
A. 4-8 months B. 1-4 months C. 18-24 months D. 8-12 months

6. According to _____, the socio-cultural environment is critical for cognitive development.
A. Bronfenbrenner B. Vygotsky C. Piaget D. Mendel
7. The diploid number contains _____ chromosomes.
A. 44 B. 46 C. 23 D. 21
8. The _____ comprises influences that come from socio-historical changes.
A. microsystem B. exosystem C. chronosystem D. macrosystem
9. Part of the reason adolescents get in conflict with society is because of their cognitive abilities which reach the formal operational level.
True or False
10. The physical changes that adolescents go through make their self esteem vulnerable.
True or False
11. Which one of the following is **NOT** an effective way of responding to adolescence challenges?
A. Empathic listening B. Keeping adolescents active C. Prescribing drugs for stress
D. Encouraging positive self image
12. Which one of the following is the most challenging period during adolescence?
A. Early adolescence B. Middle adolescence C. Late adolescence D. All the above
13. Part of the reason marriages between adolescents are challenging is because of poor identity clarity during that stage.
True or False
14. Peer pressure is negative and must be avoided in the lives of adolescents.
True or False
15. _____ is the scholar who explored the various systems that influence child development.
A. Erikson B. Bronfenbrenner C. Vygotsky D. Piaget

SECTION B (20 Marks)

Answer **all questions** in this section

Write brief notes on each one of the following terminologies:

1. Moro Reflex
2. Tertiary circular reactions

3. Microsystem
4. Autonomy Vs shame and doubt
5. Egocentrism
6. Estrogen
7. Identity Vs Identity confusion
8. Self esteem
9. Empathy
10. Growth spurt

SECTION C (15 Marks)

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

1. Discuss some of the prenatal influences on child development.
2. Adolescents go through many physical challenges during their development. Using practical examples, discuss some of these challenges and what can be done to alleviate their negative effects.

END OF EXAMINATION

9. Which one of the following statements accurately represents, the condition, "*epilepsy*"?
- A: it is a muscular disease.
 - B: it is a neuro-motoric condition.
 - C: it's is both a neuro-motoric disease and muscular condition
 - D: it is a neuro-motoric disease.
10. Political reformers and pioneer-leaders in education and medicine are believed to have contributed significantly to the advancement and developments in the education for children and adults with disabilities especially during theera
- A: Before 1800
 - B: 1800-1900
 - C: 1900-2000
 - D: After 2000
11. One of the following pairs of conditions does not quite fit into the category of physical impairments. Which one?
- A: juvenile arthritis and scoliosis
 - B: epilepsy and Dwarfism
 - C: sickle cell anemia and asthma
 - D: spina bifida and cerebral palsy
12. The term *accommodation* in the curriculum for learners with disabilities in special education practice, generally refers to.....
- A: adjustments in physical learning environment
 - B: adjustments in teaching and learning resources
 - C: breaking down of complex learning items into smaller teachable units
 - D: Adjustments in the teaching and strategies as well as techniques
13. Which one of the following statements best explains the concept, *handicap*," often used in special education practice?
- A: disadvantages arising from loss of physiological functions of the body
 - B: disadvantages an individual is placed in because of presence of an
 - C: actual loss or abnormality that affects one's ability to perform a given task.
 - D: restriction or limitation arising from loss of function.
14. Which of the following terms means the same as "*normalization*," often advocated for in the education of children with disabilities?

system
impairment

- A: making available to people patterns of life and conditions acceptable to others.
- B: making available to people patterns of life and conditions not acceptable to others.
- C: making available to people patterns of life acceptable to a few
- D: making available conditions acceptable to the people with disabilities

Section B: Short Response Type Question (32 marks)

Answer all questions in the answer booklet provided

14. Mention 3 indicators of low vision or blindness among school going children often exhibited during lessons in the classrooms.
15. Distinguish, " *pre-lingual deafness*," from, " *post-lingual deafness*."
16. Provide 3 educational placement arrangements employed in the education of children with disabilities in the Zambian education system.
17. There are 6 stages employed in the identification process of disabilities among school going children before confirmation of its presence. Provide 4 of these stages.
18. Explain the concept, " *Inclusive Education*," used in education of children with disabilities.
19. Disorderliness in communication among school going children particularly in the area of speech is often exhibited through problems linked to letter-sounds. Cite 3 examples of disorderliness or problems in speech sounds often associated with letter sounds.
20. Indicate 4 characteristics that have been associated with the period before 1800 in the care and maintenance of children and adults with disabilities in the world.
21. Suggest educational implications of having learners with visual loss or blindness in a learning institution like school or university in Zambia?

Section C: Essay Type Questions (50 marks).

Answer question 22 and one other question. All answers should be written in the answer booklet provided. Question 22 carries 30 Marks while the remaining questions carry 20 Marks Each.

22. People who are deaf can be categorized into several groups depending on the extent or degree of their hearing loss measured through use of audiometric testing. With reference to the above thought, answer the following questions:

- (a) Mention 5 categories in which school going children with hearing loss can be safely grouped once audiometric testing is successfully done.
 - (b) Briefly outline the causes of hearing loss or deafness among school going children in Zambia
 - (c) outline indicators of hard of hearing (partial hearing) or total deafness among school going children at classroom level
 - (d) How would you assist a learner in your class with hard of hearing (HOH) or total deafness effectively participate and benefit from your lesson presentations?
24. Discuss merit and demerits of providing education to children with disabilities through inclusive education practice in the Zambian Schools.
25. With clear examples, explain accommodation and adaptation in the curriculum in relation to the learning of children with disabilities.
27. Discuss Epilepsy **OR** Sickle Cell Anemia as a condition often affecting the learning of school going children in Zambia.
28. Briefly write notes on *any two* of the following aspects associated with special education Practice:
- (i) inclusive education
 - (ii) Special School
 - (ii) causes of Visual impairment
 - (iii). How persons with disabilities are protected under the Zambian constitution.

End of Examination



THE UNIVERSITY OF ZAMBIA
2018/19 FINAL EXAMINATION PAPER
EPS 2012: EDUCATIONAL PSYCHOLOGY

COMP# _____

DURATION: 3 HOURS

NOVEMBER, 2019

INSTRCTIONS:

1. This Paper Consists of Three (3) Sections, A, B and C., and Accounts For 50% of Your Final Course Grade.
 2. Section A has Twenty (20) Multiple Choice Questions. Answer All Questions in this Section by writing the Letter with your Best Answer in the Grid Below (20Marks).
 3. Section B Has Five (5) Short Answer Questions. Write Your Answers by filling-in the blank spaces provided on the Question Paper (10 Marks).
 4. Section C Consists of Three (3) Essay Questions. Choose One (1) Question from the three given and Write your Answer in a Separate Answer Booklet provided (20 Marks).
 5. Do Not Turn This Page Before You Are Told To Do So.
-

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: This Section Has Twenty (20) Multiple Choice Questions. Answer All Questions In This Section By Writing The Letter With Your Best Answer In The Grid Provided. (20 Marks).

1. According to _____, intelligence is a composite of seven distinct primary mental abilities.
a. (a) Gardner. b. Thurstone c. Sternberg d. Binet.
2. What is the calculated the proportion (%) of homozygous allele off springs which may result from homozygous tall father (TT) and a heterozygous tall mother (Tt).
a. 75% of the offsprings
b. 25% of the offspring
c. 50% of the offsprings
d. 100% of the children
3. When a researcher tests several groups of people at the same time each group at a different age, he is conducting a (n) _____ study
a. Observational b. Longitudinal c. Cross-sectional d. Sequential
4. What is a defence mechanism?
a. Any form of martial arts.
b. A mechanism designed to reduce stress and conflict caused by specific experiences.
c. A method for negotiating a stage of development.
d. A mechanism designed to remove psychological barriers.
5. According to the psychoanalytic approach, an attempt to integrate values learned from parents and society is called _____
a. The id b. Sublimation c. The oral stage d. The superego
6. What is the zone of proximal development (ZPD)?
a. The difference between what a child can currently do compared to their long-term potential
b. The importance of continuity in behavioural methods
c. An area of research that is dedicated to developing consistent and useful learning and teaching materials

- d. The difference between what a child can do on their own, and what they can do with the help of a more knowledgeable other
7. The process of expanding and modifying one's own schemas is accomplished through which of the following?
- Conservation and interaction
 - Assimilation and accommodation
 - Transference and positive self-regard
 - None of these
8. How would a five-year-old's moral development be characterised by Piaget (1932)?
- A five-year-old would believe rules are unchangeable and would judge an action by its consequence
 - A five-year-old would have no understanding of morality
 - A five-year-old would understand that rules are made by people and that they can be altered to consider someone's intentions
 - None of these
9. Which of the following conflicts did Erikson believe arises during the pre-school stage of development?
- Intimacy vs. isolation
 - Autonomy vs Shame and doubt
 - Initiative vs. guilt
 - Industry vs. inferiority
10. According to Wood (1976), which of the following can be used to support learners in their progress through the zone of proximal development (ZPD)?
- conservation
 - microworld
 - scaffolding
 - defence mechanism
11. Which type of motivation is associated with activities that are rewarding or satisfying in themselves?
- Extrinsic motivation
 - State motivation
 - Intrinsic motivation
 - Trait motivation
12. Meeting all of Maslow's (1970) needs should result in which of the following?
- Unconditional positive regard
 - Locus of control
 - Self-efficacy

d. Self-actualisation

13. Mabvuto's dog loves to go for walks, and she always puts a leash on him when they go out. The dog used to wag his tail as soon as they got outside, but now he wags his tail when she picks up the leash. In this case, what is the conditioned stimulus?
- a. Mabvuto b. the leash c. going for a walk d. the wagging tail
14. Dr. Mbewe's class is learning about genes. He explains that not all of the information contained in our genes is used, either because the environment doesn't trigger certain tendencies, or because another genetic tendency took precedence. All of a person's genetic information, regardless of whether particular tendencies are expressed, is referred to as _____
- a. Genotype b. phenotype c. alleles d. chromosomes
15. It has been argued that the language development in human beings is triggered by an innate device called the Language Acquisition Device (LAD). Which **one** of the following theorists proposed this argument?
- a. Bruner b. B F Skinner c. Naom Chomsky d. Jean Piaget
16. According to Sternberg's triarchic theory of intelligence, what type of intelligence would be needed to calculate a mathematical problem?
- a. Practical b. mathematical c. creative d. analytical
17. A man becomes sexually aroused whenever he smells the perfume that his wife uses. What is the unconditioned stimulus in this example?
- a. His wife
b. Becoming sexually aroused by the perfume
c. The perfume
d. Becoming sexually aroused by his wife
18. You may have had the experience of a newborn infant grasping your finger when you touch his or her hand. The newborn infant's grasping is an example of _____
- a. physical development b. reflex c. a motor skills d. habituation
19. A person's knowledge of the names of automobile parts is an example of _____
- a. fluid intelligence
b. pre-operational thinking.
c. crystallized intelligence
d. accommodation

20. _____ is when girl children develop feelings toward their father and fear retribution at the hands of their mother.

- a. Electra complex b. Oedipus complex c. Penis envy d. Libido energy

SECTION B: This Section has Five (5) Short Answer Questions. Write your Answers By Filling-in the Blanks provided on the Question Paper. (10 Marks).

21. Differentiate between Genotype and Phenotype (2 marks).

22. State two (2) environmental factors that may adversely affect typical development of the child in the pre-natal period (2 marks).

23. State two (2) factors on which the severity of the effects of teratogenic agents on the growing foetus depend during the prenatal period. (2 marks)

a. _____

b. _____

24. Which of Erikson's stages of Psycho-social development is described by the following statements? (2marks).

a. Ability to do things for oneself: _____ vs _____

b. Healthy adjustment to aging and mortality _____ vs _____

25. According to Albert Bandura's Social Learning theory, state any two processes involved in modelling behaviour (2 marks).

c. _____

d. _____

SECTION C: This Section consists of three (3) Essay Questions. Choose One (1) Question and Write Your Answer in a Separate Answer Booklet Provided (20 Marks).

26. Critically evaluate Maslow's (1970) hierarchy of needs (20 marks).

27. A head teacher of Jacaranda Secondary School has asked you whether he should encourage the teachers to adopt a behaviourist or cognitivist approach in order to encourage academic attainment in his school. You will need to compare and evaluate these perspectives and make suitable recommendations (20 marks).

28. The humanistic theory emphasizes the attainment of meaningful learning. Using concrete examples, demonstrate how an educator can use the humanistic principles to enhance the teaching-learning process.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBA
SCHOOL OF EDUCATION
EPS 2031 – LEARNING DISABILITIES
2019/2020 ACADEMIC YEAR**

DURATION: THREE (3) HOURS

INSTRUCTIONS

- This paper comprises five (5) essay type questions
- Attempt question **ONE** (1) and any **TWO** questions of your own choice
- This examination contributes 50% to the whole course work

TIME: Three (3) hours

1. When teaching children with Learning Disabilities, it is of utmost importance to identify the most appropriate teaching strategy that will suit the needs of children.
 1. The identification of children with Learning Disabilities focuses on the inconsistencies between a child's Intelligence Quotient (IQ) and academic achievement. Discuss. **(10 Marks)**
 2. Discuss in detail the multisensory teaching technique describing the four elements and giving relevant examples. **(10 Marks)**
2. Describe the five aspects to consider when examining the characteristics of children with Social Emotional and Behavioural Disorders (Whelan, 1998). **(15 Marks)**
3. Chilala is a four year old child who has been diagnosed with learning disabilities. Chilala's mother seems to be confused with the diagnosis and she has approached you to learn more about the core characteristics of children with learning disabilities. Advise. **(15 Marks)**
4. State behavioural strategies that can be used to change the behaviour patterns of children with ADHD in the classroom. **(15 Marks)**.
5. Critically analyse the similarities and differences between an Individualised Education Programme (IEP) and Differentiated Instructions. **(15 Marks)**

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

**FINAL B.ED SPECIAL EDUCATION EXAMINATION
(2019-2020 academic year)**

EPS 3020: (VISUAL IMPAIRMENTS)

TIME: 3 HOURS.

Total Marks: 40%.

INSTRUCTIONS:

There are five (5) questions in this paper. You are expected to answer only three (3) questions. Question one (1) is compulsory. Therefore, answer questions one (1) and any other two of your choice.

Question One: compulsory, (20 Marks).

You are a special trained teacher at Kampambe inclusive school. In one of the grade eight classes, there is a learner with total blindness. This school is the

nearest to his home and his parents cannot afford to sponsor him to go and acquire education at a distant special school.

- (I) You as a special teacher, you realise that need to ask the administrators to purchase the most appropriate teaching and learning materials for such a learner. You write a list of the required materials that would help the learner acquire his education.
- (II) You hold a semina with the rest of the teachers to teach them on how to handle the blind learner in class where the other able bodied learners are also found. Therefore, prepare some notes on how to teach a learner with visual impairments in an inclusive class.

Question Two (10 Marks).

In the acquisition of education by learners with visual impairments, there are several challenges. Discuss

Question Three (10 Marks).

The expanded core curriculum give learners with visual impairments skills in all spheres of life. With this understanding about the ECC, discuss the importance of assistive technology to learners with visual impairments.

Question Four (10 Marks).

You are an expert on special education field. Your school has a number of learners with albinism. You have therefore been invited by the school Continuous Professional Development committee to share more information about learners with albinism.

You prepare a paper on albinism explaining on the causes of albinism and how they can receive education.

Question Five (10 Marks).

Read the passage below and answer the questions that follow.

A GHOST IN DISABILITY: THE STORY OF AMBUYA.

It was a cold evening in Katete district as the Mphangwe hills released its chilling sensation on her residents. A big fire was lit at Kawaza village. Though it was very dark, because of the great fires around, one would be safe with the light. Drums and singing of Gule wamukulu could be heard in a distance.

It was evident, everyone was happy as Ambuya took time to explain the different phenomena within the surrounding villages. Ambuya would explain some history of the villages, chiefdoms and sometimes narrate stories that happened when she was young.

One clever looking boy dressed in a pair shorts yet torn between the legs asked ambuya: ATionenji, “”Today, we went with our animals across the hills to that river which flows with clear water. As we approached that big road that goes to the BOMA, we met a blind man walking alone and groping for his way out. We felt sad and Kabamba wanted to go and help him find his way out. But, Gidi quickly stopped him and told us to change the route for our animals immediately””. Kamwanja the clever boy looked worried and concerned at the narration of his story. All the other boys and girls listened to him attentively. Others, nodded their heads in fear. Kamwanja continued, “”now, Ambuya, are those blind people fellow human beings?”” before ambuya could speak, another girl hastily spoke, as if running out of breath, she said, “”we also had a similar

situation with Masiye. We went to bath in Lubelezi stream. As we were preparing to take off our clothes, we saw that man who walks with one leg and a big rod on his other hand. I first saw him, and, I beckoned my friend and we ran away with terrible fear. We only stopped when we reached our village here. I told my mother about this.””.

Ambuya, slowly, she cleared her throat and asked Tamala, the girl who narrated the story of the lame man, “”what did your mother tell you about what you had met?”” Tamala could not remember what her mother had explained. But, Masindi her friend recalled and said that their auntie shared that you should never get close to such people. They were an abomination to society and that’s why they live in isolation.

Ambuya, carefully begged for attention from everyone. And she explained;

“”when I was very young, one Youngman visited our village. That was long before we shifted to this side of the mountains. This man came from Katombozi. How he reached our village no one knew. However, my grandfather was kind man. He accommodated this man and gave him a small round hut where to stay. Soon after his stay in our village, our herds of cattle started dying in masses. Later, someone told us that wherever this blind man went, people’s animals never survived””.

Ambuya extended her hands and squeezed the firewood together. She said, “”what I am about to say, we need more fire and clear light””. Everyone wondered what ambuya was about to present.

Ambuya continued, “”the elders of our village and other villages decided to consult a witchdoctor over the loss of our animals. Simbazako was the nearest witchdoctor in Chadidza. The witchdoctor told the elders that because of the blind man they were keeping, all the animals would finish because the animals the blind man turns into a ghost in the night and he attacks your animals. Besides, the

witchdoctor explained that the presence of blind people in the village make animals develop a contagious sight difficult””.

The stories of terror were too much for the boys and girls seated around the fire. They all hated people with disabilities. Kamwanja asked, “”is it the same with that disabled man at the river?”” ambuya, angrily sighed..... This is what I am saying. Such people are not allowed to live in societies with others””. Ambuya blew her nose and she got her old ragged chitenge material and cleared her nostrils. She squeaked a bit and almost fell of where she sat. The little ones teased her and said, “”ambuya! You are also becoming disabled now!”” Ambuya shrugged her shoulders in denial and dispute. Then, ambuya gently spoke, “”disabled people are not needed in society because they are curse from God and a bad omen in society. Our ancestral spirits have rejected disabled people””. While ambuya was digging deeper into her wisdom of the old, one boy who sat on the peripheral of the fire shouted loudly: “”snake!!!!””. Within a split of a second, ambuya remained alone near the fire, everyone ran for his life.

In any case, the stories from a dependable ambuya made the young boys and girls so afraid that they did not want to meet any of those people with disabilities. They always reminded each other about the ghost in people who were disabled. Every time they met one, they would literally scamper for their lives. The stories had a lasting impact in their lives.

Kamwanja the clever boy, remained very inquisitive and curious about the stories concerning persons with disabilities. One day, his History teacher at secondary school was sharing the history of the Chewas in Katete. The teacher said that when the Nguni’s came from South Africa, they camped for some time in Katete and specifically at Kawalala village. The animals they carried with them were heavily infected because there were no modern medicines. Therefore, when they passed through Katete, most of the animals in Katete died because of the Ngoni animal diseases. The teacher went on to explain that most of the village headmen

went ahead to accuse people with disabilities as having been the cause for the death of their animals.

Kamwanja remembered the stories from Ambuya. He realised that the stories from ambuya were shared in ignorance and brought terrible fear in his life and the lives of other friends. Kamwanja also remembered how much he fled whenever he met people who had disabilities because of those stories. In fact, unfortunately one of his closest friends was also disabled because of polio. “yes, ignorance is not good. We have violated the good will of our friends because of what we heard and the fear in us is making us behave wrongly towards fellow human beings”, Kamwanja remembered all these with tears in his eyes. Kamwanja realised that because of what society said and thought about persons with disabilities, it was difficult for any disabled child to come to school. Kamwanja once more wept at the brutality of humanity.

Questions.

Now, answer questions below.

1. As far as African traditions are concerned, what are the major causes for disability? State any two points. (2 marks).
2. What myths and beliefs have you heard about persons with visual impairments? Write any four.
3. How do those myths or beliefs influence the behaviour of society towards people with disabilities? (1 mark)
4. How does the ignorance of the society on disability issues affect the welfare of persons with disabilities? State any two effects. (2 marks).
5. Describe how fear of disability influences the perception of the afraid? (1 mark).

6. What counsel would you give the people of Kawaza about the causes of disabilities and explain how you would convince them about your correct view of disability. (1 mark).
7. What was the name of ambuya?
8. . Was there anything wrong with ambuya? Explain your reasons.

The end of the exam.

THE UNIVERSITY OF ZAMBIA

EPS 4022: EDUCATIONAL MEASUREMENT AND EVALUATION FINAL EXAMINATION, NOVEMBER 2019/20 ACADEMIC YEAR

TIME: THREE (THREE) HOURS

Instructions: There are three questions in this paper. Each question carries equal marks of 25. Answer **ALL** questions in this examination and write your answers in the given answer booklet(s).

1. Briefly explain the following educational statistics constructs:

- a) Diagnostic test (4 marks).
- b) Evaluation (4 marks).
- c) Norm- referenced test (4 marks).
- d) Importance of tests and grades to a student (4 marks).
- e) Standard deviation (4 marks).
- f) Implications of correlation to education sector (5 marks).

2. The data below shows twenty EPS 4022 students at the University of Zambia who

have been selected randomly. They were asked to estimate the number of hours that they had spent studying for their exams in the past week. The responses are recorded below:

15,58, 37,42,20,27,36,57,29,42,51,28,46,29,58,55,43,40,56,36.

- a) Using the equal class interval of 10 and starting with 10, tabulate a frequency distribution, highlighting the tallies, frequencies, cumulative frequency, relative frequency and cumulative relative frequency (20 marks).
- b) i) How many class intervals are there? (1 mark)
- ii) What is the mean hours spent studying by the students? (1 mark)

- ii) What is the median number of hours students spent studying? (1 mark)
- iii) Which class interval has the highest frequency? (1 mark)
- iv) Which class interval has the lowest percentage? (1 mark)

3. Study the examination marks the selected final year Educational Psychology students at the University of Zambia got in the two courses:

EPS 4020: 42,75,24,56,52,56,23,55,46,52,47,62,55,62

EPS 4022: 54,73,22,59,51,45,29,58,49,58,49,67,58,64

- a) Calculate the correlation coefficient for the above ranked data and comment on your answer. (10 marks)
- b) i) Using the formula below, find the t- score for the above data. (10 marks)

$$t = \frac{\frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}}$$

- ii) Which type of t- test uses the above formula in its calculation? (1 mark)
- iii) What is the difference between samples t- test and paired samples t- test? (4 marks)

The end of the exam

WISHING YOU GOOD LIFE

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION
END OF YEAR EXAMINATION, NOVEMBER 17, 2020.
EPS 4025- PROBLEM SOLVING AND CREATIVITY

Instructions

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

SECTION A (15 Marks)

1. Which one of the following is the second stage in the model of thinking?
A. Process B. Input C. Feedback D. Output
2. One of the following is **NOT** a broad category of thinking. Which one is it?
A. Critical thinking B. Problem solving C. Decision making D. Organizing
3. Problem solving is associated with finding solutions to challenges in new areas.
True or False
4. Which one of the following is an example of a well structured problem?
A. Designing a bridge B. Painting a landscape C. Following a recipe
D. Writing a computer programme
5. Mental models/schemas provide the mental structures that a person can use when solving problems
True or False

6. When a teacher uses the principles of how a computer works to explaining how human memory operates, this is called _____
A. near transfer B. identical transfer C. absolute transfer D. far transfer
7. Ultimately, the goal of teaching problem solving and creativity is to enable people adapt the knowledge that they have to a diversity of situations.
True or False
8. The broader and deeper one's declarative knowledge is about a subject matter, the more likely they are to be able to generate creative ways of solving problems in that area.
True or False
9. As far as the formation of mental models/cognitive structures is concerned, declarative knowledge is inconsequential.
True or False
10. Application of divergent thinking skills is the best way to generate ideas to solve a problem.
True or False
11. Which one of the following statements is likely to inhibit creativity?
A. I got this! B. I can't do this! C. I'll find a way! D. This is my area!
12. According to Teresa Amabile, Intrinsic motivation principle of creativity comprises three of the following, except one. Which one is it?
A. Challenge of the work B. Desire for reinforcement C. Enjoyment
D. Interest
13. Sternberg argues that the basis for insightful thinking involves acquisition of knowledge in three forms. Which one of the following is **NOT** Sternberg's forms of knowledge acquisition?
A. Selective encoding B. selective comparison C. maintenance rehearsal
D. selective combination
14. Through the use of elaboration and chunking, the limited capacity of the short-term memory can be expanded.
True or False
15. One of the following scholars is regarded as the pioneer of educational psychology. Which scholar is it?
A. Abraham Maslow B. William Purkey C. William James D. Carl Rogers

SECTION B (20 Marks)

Answer **all questions** in this section

Write brief notes on each one of the following terminologies:

1. Problem solving
2. Selective attention
3. Contextualization
4. Incubation
5. Teaching for transfer
6. Reflexive observation
7. Self concept
8. The plus factor
9. Sternberg's triarchic theory
10. Internal barriers to creativity

SECTION C (15 Marks)

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

1. According to William Purkey's invitational theory, there are five key elements which must be upheld to ensure that people realize their full potential in any undertaking. Discuss these five elements in respect to how they can be used to enhance creativity.
2. Cognitive models of teaching use a number of strategies to enhance learners' understanding. Discuss these strategies and how they can be applied to problem solving and creativity.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2019/2020 ACADEMIC YEAR FINAL EXAMINATIONS**

COURSE: EPS 4032-INTELLECTUAL DISABILITIES.
DURATION: THREE HOURS.

INSTRUCTIONS:

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

1. Research evidence shows strong links between play and development of language, cognitive, psychomotor and social emotional skills in children. You have been requested by the District Education Boards Secretary (DEBS) to represent your district at the National Symposium on play based learning. Prepare a paper on the following:
 - (a) What is the importance of play based learning to child development? **(6 Marks)**
 - (b) With practical examples, explain the different types of play. **(6 Marks)**
 - (c) Develop a lesson plan demonstrating how can you incorporate play in the delivery of lessons for children with Intellectual Disabilities **(8 Marks)**
2. Efforts aimed at reducing the occurrence of Intellectual Disabilities must encompass an integrated strategy that considers childhood adversities at primary, secondary and tertiary level of prevention. Discuss. **(15 Marks)**
3. Child development and ability to participate in different settings is impacted by various factors. Using the social ecological model, critically analyse how the systems thinking can be an effective approach in ensuring support for children with Intellectual Disabilities in different settings. **(15 Marks)**
4. The child's overall adjustment during vocational placement is a function of parental participation, support systems and appropriate placement options. Discuss the different vocational placement options available for children with Intellectual Disabilities. **(15 Marks)**
5. With relevant examples, distinguish between functional and developmental curriculum. Which curriculum model would be the most ideal for children with moderate Intellectual Disabilities **(15 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2019/2020 ACADEMIC YEAR
FINAL EXAMINATION

EPS 4311 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATION

TIME: 3 HOURS

TOTAL MARKS: 50%

INSTRUCTIONS

THERE ARE FIVE QUESTIONS IN THIS PAPER.

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

QUESTION ONE CARRIES 20 MARKS

ALL OTHER QUESTIONS CARRY 15 MARKS EACH

THIS EXAMINATION ACCOUNTS FOR 50% OF YOUR COURSE WORK

ANSWER THREE QUESTIONS IN THIS QUESTION PAPER. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS OF YOUR CHOICE.

QUESTION 1

The need to have a clear picture of a child's behavioural patterns requires more than a formal assessment. It may require getting additional information from the child functioning in the natural environment. Discuss the possible methods you would use to collect information about a child's behaviour. (20 Marks)

QUESTION 2

There is an increase in advocacy for children with Special Educational needs to be identified and catered for in the best way possible. The Ministry of Education has directed the DEBS office to collect data on the prevalence of disabilities in the country. After the data is analysed, it was observed that the data was skewed. The value of the mode was higher than the value of the mean. Give an interpretation of the type of distribution this data is and what classifications are likely to result from this exercise? How will the data impact the provision of education for learners who need additional support and those who do not need additional support to learn? (15 MARKS)

QUESTION 3

Classroom assessment can have confusing information about children's performance. Discuss the different types of scores and what they mean with specific illustrations. (15 MARKS)

QUESTION 4

When a child has been identified as needing Special Educational Needs, placement may require consideration of Physical, Educational and Educational factors that will determine the success. Show how each one of these can impact on the success in the classroom. (15 MARKS)

QUESTION 5

The ability of an instrument to assess what it is designed to assess can be evaluated using different strategies. What various methods can you use to estimate the extent to which an instrument measures what it is supposed to measure? (12.5 MARKS)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
END OF YEAR EXAMINATION
BACHELOR OF EDUCATION (SPECIAL EDUCATION)

EPS 4330 GUIDANCE AND COUNSELLING

Time: Three Hours

Instructions

- a. This examination contributes 50% to the course grade
 - b. There are five questions
 - c. Answer any three questions
 - d. Write your responses in the answer booklet provided
-
1. The needs assessment results indicate study skills, interview skills and understanding self as priority for the grade 12 class. Prepare a School Guidance Programme Calendar in which the study skills, interview skills and understanding self needs shall be planned. **(17marks)**
 2. Identify and explain the three main areas that determine organization of school guidance curriculum **(17 marks)**
 3. If Carl Rogers was asked about the nature of human beings, what would he say? **(17 marks)** *realistic, innovative, socialized, rational*
 4. Analyse the definition of guidance and identify its key elements. **(17 marks)**
 5. The Id, Ego and Superego are also known as structural concepts that form personality. From the counselling point of view, using examples explain how the Id, Ego and Superego influence human personality **(17 marks)**

END OF EXAMINATION

The University of Zambia
School of Education
Bachelor of Education in Special Education

EPS 4332: Working with Parents of Children with Disabilities

October/November, 2020

Time: Three (3) hours
Marks: 50

Instructions:

- (i) There are two sections in this question paper.
- (ii) Answer all questions in section A, and according to instructions on each question.
- (iii) In section B, attempt any TWO questions of your choice.
- (iv) Please, maintain the numbering of the questions as presented in this examination paper.
- (v) Credit will be given for logical and orderly presentation of thoughts.

Section A: Short Response Type Questions (20 Marks)

Answer all questions in this section. Write all your responses in the answer booklet provided. From questions 1 to 5, indicate the letter of your choice.

1. -----designed the chronic sorrow approach in coming to terms with a disability.
- A: Turnbull
 - B: Bicknell
 - C: Roos
 - D: Featherstone

2. In societies where it is believed that disability is caused by the promiscuity of the parents, most likely, a child with a disability will be....
- A: an embarrassment to the family.
 - B: a source of joy to the community.
 - C: a common celebrity in the home.
 - D: an embarrassment to the community.
3. Which of the following is the best description of the consumer model in relations to special education delivery?
- A: sharing information between parents and professionals, as co-workers, in the disability field.
 - B: transferring of information from the expert to the parents, in order for the parents to implement interventions.
 - C: providing information to parents in order for them to make informed decisions about their child's disability
 - D: deciding and implementing intervention strategies for the parents of children with disabilities.
4. When a child is diagnosed with a disability, both parents become devastated. However, many scholars have argued that mothers may come to terms with a disability faster than fathers. One of the reasons why mothers come to terms faster than fathers is---
- A: most of the fathers blame their wives for giving birth to a child with a disability.
 - B: most of the mothers cry a lot, hence reducing on emotional disturbances.
 - C: most of the mothers spend more time with the child and professionals.
 - D: mothers get over stressful moments easily and they have no

choice but to accept the situation.

5. Which of the following would be part of the family sub-systems?

A: father, uncle and grand-parents.

B: fathers, siblings and aunties.

C: father, mother and siblings

D: father, mother and sisters.

6. State the three elements that keep reoccurring in the chronic sorrow of adaptation (3marks).

(I).....

(II).....

(III).....

7. State any three child factors that affect and determine the experiences of a family of a child with disabilities. (3 marks).

(I).....

(II).....

(III).....

8. Provide the major thrust of the first four subsystems of the Child Ecological Development Model. (4 marks).

(I).....

(II).....

(III).....

(IV).....

Section B: Essay Type Question: (30 marks).

There are four questions in this section. Attempt any two questions of your choice

9. The onset of a disability on one of the members of a family brings sadness to the parents. However, research has shown that the reactions of the different parents of children with disabilities varies. Discuss factors that might influence the extent to which parents would be affected by the disability of their child in the family (15 marks).
10. With clear examples, discuss the four professional approaches in arriving at acceptance of a child's disability (15 marks).
11. You are the Provincial Educational Officer for Central province. The Ministry of General Education has deployed 30 teachers to your province. During the orientation of the deployed teachers, you decide to share with them recommendations on how, as professionals they ought to work with parents of children with disabilities in schools. Propose and justify the recommendations that you would share with the newly posted teachers to the school (15 marks).
12. Evaluate the stage model of adapting to a disability in a family. (15 marks).

End of Examination



THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS-NOVEMBER, 2020
EPS 9010: PROFESSIONALISM IN TEACHING

TIME: 3 HOURS

MARKS: 100%

INSTRUCTIONS:

1. There are seven questions in this paper. Answer any three.
2. All answers should appear in the answer booklet provided. Each question carries **20** marks.
3. Credit will be given for well thought out answers.

1. When John Phiri was a student at UNZA, he was taught that to be a professional, he needed to belong to a fraternity of professionals that met the major characteristics of a profession such as belonging to a professional body and other characteristics. When he reported for his first assignment at a secondary school in Mwense, his head teacher told him that meeting the characteristics was not enough. Explain to John Phiri why this is so. **(20 marks)**.

2. In spite of the creation of the Teaching Council of Zambia (TCZ) by the Teaching Professional Act No. 5 of 2013, it is still generally held that TCZ is not a Professional Association. Discuss. **(20 marks)**.

3. When a newly qualified teacher, Ms Patience Mulenga, was posted to a secondary school in Kazungula District of Southern Province on her first appointment, she found a long serving teacher, Mr Habaatwa, who did not belong to any teacher trade union. This was despite the advice of different union representatives at the school, pleas from school managers and from his fellow teachers. From your knowledge of teacher trade unions in Zambia, what reasons could Mr Habaatwa have had for his decision not to join any teacher trade union? **(20 marks)**.

4. Identify five (05) organisations in the Zambian Education System and explain how they will have direct impact on your professional life as a secondary school teacher. **(20 marks)**.
5. One of the issues addressed by the Zambian Public Service Code of Ethics is the avoidance of conflict of interests between the worker's private interests and the Government's primary interest of providing service to the people. Supposing you have become a director of a government Department or a head teacher of a secondary school, discuss how this principle can be exercised in your work situation; bringing in your discussion one of Weber's characteristics of a bureaucracy dealing with the behavior patterns of officials in a bureaucracy. **(20 marks)**.
6. The march towards Professionalism in Teaching can be affected by many factors. One of these is Teacher Militancy. Explain. **(20 marks)**.
7. Professions as they have been known over the years are under threat of losing their envied status. Discuss. **(20 marks)**.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2019/2020 ACADEMIC YEAR DEFERRRED EXAMINATION

EPS 9075 –INCLUSIVE EDUCATION

TIME: 3 HOURS

TOTAL MARKS: 60%

INSTRUCTIONS

THERE ARE FIVE (5) QUESTIONS IN THIS PAPER. YOU ARE REQUIRED TO ANSWER A TOTAL OF THREE (3) QUESTIONS.

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

ALL THE QUESTIONS CARRY EQUAL MARKS

WRITE ALL YOUR ANSWERS IN THE ANSWER BOOKLETS PROVIDED

ANSWER ANY THREE QUESTIONS OF YOUR CHOICE

1. Children with special educational needs and/or Disabilities may require significant changes in the curriculum. How would you use adaptation as an intervention in an Inclusive Education context? (20Marks)
2. Children with Special Educational Needs and/or Disabilities should be taught in Special Schools and Units. They require too much if they are brought to learn together with learners without disabilities. Compare and contrast the arguments the arguments advance between the Medical Model and the Social Model. (20 Marks)
3. Even the best intent to provide inclusive education can be met by a number of barriers. Highlight the barriers that would affect the provision of Inclusive Education. (20 Marks)
4. The provision of Inclusive Education requires a number of factors to be successful. You have been engaged to guide the process of putting in place the requirements for Inclusive Education. Write a paper highlighting the requirements. (20Marks)
5. Human Rights dictate that provision of education should be equal and non-discriminatory. Discuss the different ways in which disability can present and how this concept can be used to help learners with special needs. (20Marks)

END OF EXAMINATION!!!!



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2020

COURSE HME 4020 – COMMUNITY NUTRITION AND HEALTH

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **TWO** sections A and B.
 2. Section A carries **60 marks**, section B carries **40 marks**
 3. Write your answers in the booklet provided.
 4. Credit will be awarded to legible, good and orderly presentation of work.
-

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

SECTION A (60 MARKS)

Answer All the Questions in this Section.

1. Briefly explain the following terms in Community Health and Nutrition; [2 x 5 =10 marks]
 - a) Community Nutrition
 - b) Tertiary prevention
 - c) Community health nursing
 - d) Nutrition Education
 - e) Primary Health Care (PHC)
2. Identify four (4) goals of community nutrition. [4 marks]
3. Identify any three (3) components of primary health care. [3 marks]
4. Differentiate between an existing problem and a potential problem. [4 marks]
5. Explain four (4) ways of assessing the nutritional status of a target population. [4marks]
6. Suggest any five (5) qualities of a successful nutritionist. [5 marks]
7. Briefly discuss the importance of evaluation in program designing. [5 marks]
8. Explain at least four (4) differences between health education and health promotion. [4 marks]
9. Briefly explain four (4) the factors that influence health problems in Zambia. [4 marks]
10. Explain the three (3) levels of prevention, your explanation should include examples. [10 marks]
11. Identify three (3) components of the food security. [3 marks]
12. Outline four (4) strategies that can be used to make nutrition education effective. [4marks]

SECTION B (40 MARKS)

Answer Only Two Question. Each Question Carries **20 Mark**.

1. Identify a nutrition problem in your community and design an education programme on how you will address it. **[20 marks]**
2. Food path is path in which food passes from production to consumption.
 - a) Discuss the process of the food path, stating clearly some of the blocks. **[15 marks]**
 - b) What nutrition problems are related to the food path? **[5 marks]**
3. Food security entails that the country or household has enough food for everyone to meet their nutritional needs.
 - a) Outline some of the factors that affect food security in Zambia. **[10 marks]**
 - b) How can the Government promote national and household food security? **[10 marks]**
4. Group feeding programmes provide free or cheap food to the need and vulnerable. Identify and explain **five** types of the feeding programmes and outline their advantages. **[20 marks]**
5. Discuss any **five** family planning methods. Outline the advantages and disadvantage on each of the methods discussed. **[20 marks]**



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2020

COURSE HME 4022 – ERGONOMICS

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has **TWO** sections **A** and **B**.
 2. Section A carries **40 marks**, section B carries **60 marks**
 3. Write your answers in the booklet provided.
 4. Credit will be awarded to legible, good and orderly presentation of work.
-

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

SECTION A (40 MARKS)

Answer All the Questions in this Section.

1. Define the following terms
 - a. Ergonomics (2 marks)
 - b. Posture (2 marks)
 - c. Dirt (2 marks)
 - d. Grooming (2 marks)
2. Explain the three (3) classes of dirt. (3marks)
3. Why is it necessary to keep our environment and items clean? (2 marks)
4. Discuss the causes of bad posture. (4 marks)
5. How do you describe household pests? (2 marks)
6. Describe 3 types of broad intensities of exercise. (6 marks)
7. Name three kinds of cleaning. (3 marks)
8. What are the four steps that are followed before washing? (4 marks)
9. Differentiate between hard water and soft water. (2 marks)
10. The use of labour saving devices, saves energy and time. Identify four (4) labour saving devices and give their function. (4 marks)
11. How does good posture contribute to good appearance? (2 marks)

SECTION B (60 MARKS)

Answer Only **Three** Questions. Each Question Carries **20 Mark**.

1. Explain in details how to practice good grooming and posture. **(20 marks)**
2. Describe in details how you can clean the kitchen. **(20 marks)**
3. Time management is a key factor in running the home.
 - a) Design a sample of a 1 day detailed time plan of the activities. **(10 marks)**
 - b) Outline the guidelines to consider when making a time plan.
(10 marks)
4. Carpet is a textile floor covering fixed to the floor surface and extending wall to wall. Discuss the advantages of using a carpet as a floor covering and explain how to care for carpets. **(20 marks)**
5. Ergonomics is the study of the relationship between people and their working environment, especially the equipment they use. Explain in details the use of washing machine and the blend. **(20 marks)**



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
2019/2020 ACADEMIC YEAR
FINAL EXAMINATIONS

LSE 3010: CIVIC EDUCATION TEACHING METHODS

INSTRUCTIONS:

There are FIVE (5) questions in this paper.

Answer question **one (1)** and any other two **(2)** questions.

DURATION: 3 Hours

(MARKS: 100)

1. Prepare a lesson plan on the topic: STREET VENDING IN ZAMBIA: CAUSES AND MEASURES TO END IT. **(40 Marks)**
2. Critically discuss the importance of a lesson plan to the teacher in the delivery of any topic. **(30 marks)**
3. Explain why picture study is important to young learners. What qualities do you look for in the pictures you want to use as teaching aids? **(30 marks)**
4. Outline every Actor in the construction of a syllabus. Give reasons. **(30 marks)**
5. Teacher- centred is the most criticized method by the educators and educationalists but, it is the most used in Zambian schools. Discuss. **(30 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY END OF YEAR EXAMINATIONS
SCHOOL OF EDUCATION
FULL TIME EXAM
NOVEMBER 2020

LSE 4020: ADVANCED TEACHING METHODS

DURATION: THREE (3) HOURS

DATE: 18TH NOVEMBER 2020

MARK: 100%

TIME: 09:00 HRS

INSTRUCTIONS:

1. Answer any **THREE (3)** questions from the paper
 2. Good command of English language will be rewarded
 3. All Questions Carry Equal Marks.
-
1. With clear examples from the Zambian context, discuss ways an educator can provide information to prevent COVID 19 in the various chiefdoms in Zambia.
 2. Discuss the factors that have necessitated the trans-cultural approach in the teaching and learning of culture in schools.
 3. Indigenous education specifically focuses on teaching norms, values beliefs, models, institutions, and skills within formal or non-formal educational systems. With the aid of clear examples, explain to what extent indigenous education has been integrated into the school curriculum.
 4. Discuss the professional guidelines that a teacher should follow when teaching and learning of culture in the classroom.
 5. Examine the methods of assessment a teacher of culture can use to assess learners in the classroom.
 6. Sexuality Education is an important aspect in any given society. Give examples of the different way in which the indigenous people in Zambia have been providing Sexuality Education to the young ones in society. Discuss way in which the Comprehensive Sexuality Education can be best integrated into the school curriculum.

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
END OF YEAR EXAMINATIONS
LSE 4030
ADVANCED ENGLISH TEACHING METHODS
TIME: 3 HOURS

INSTRUCTIONS: This paper has two sections. Question 1 in Section A is compulsory. Answer any two questions from Section B. Indicate the questions you have attempted on the answer booklet.

Section A

Answer all the questions.

With clear examples, explain the differences between the following pairs of terms:

1.
 - a. structural and functional syllabus
 - b. schemes and records of work
 - c. plot and conflict
 - d. lexical and orthographic word

Section B

Answer any two question from this section. All questions carry equal marks.

2. After teaching the past simple tense to a grade eight class, you decide to follow it up with another on the past continuous tense. Prepare a lesson plan in which you use the **inductive strategy** to teach the past simple tense.
3. The paragraph below was written by a pupil in your class, you decide to use it to teach about the four features of a good non-fiction paragraph. Answer the questions below the paragraph.

Forests cover more than a third of the world's landmass. This essay aims at explaining the importance of the forests in Zambia. It maintains soil fertility, provide local communities with firewood and forests are tourist attractions. They also help in the economic development of the country.

- a. Using the four features of a good paragraph (namely, *unity, coherence, development and completeness*) explain whether this is a good or bad paragraph. If it is bad, how can it be improved?
- b. Briefly explain how you would teach pupils to write a good paragraph based on your discussion in (a) above.

4. A comprehension lesson is said to have three parts: pre-reading, during reading and post reading (or assessment).
 - a. Explain the importance of each part in the lesson
 - b. Briefly describe the types of possible learning activities you would involve your learners in at each stage.
5. Explain how you would teach your learners to write a discussion text (composition) by helping them understand its linguistic (language) and genre features.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY END OF YEAR EXAMINATION
NOVEMBER 2020

LSE 4070: ADVANCED HISTORY TEACHING METHODS

DURATION: THREE (3) HOURS

DATE: 27th NOVEMBER, 2020

TIME: 09:00 HRS

MARKS: 100%

INSTRUCTIONS:

1. There are **TWO** sections in this paper, sections **A** and **B**
 2. Answer **THREE** questions in all
 3. Section **A** is compulsory
 4. Answer any **two(2)** questions from section **B**
 5. Good command of English language will be rewarded
 6. All Questions Carry Equal Marks.
-

SECTION A

1. The content knowledge is but the only vital element in ensuring effective teaching/learning in history. Discuss

SECTION B

2. What is meant by historical resource analysis? Explain the problems of electronic maps and discuss ways by which those problems can be overcome or minimised.
3. Imagine you are a history curriculum specialist and that you have been called upon to prepare a history project a grade 10 class on Iron Age sites in Zambia. State the factors you would have to consider when carrying out this task and explain why you think such factors are worth considering.
4. Corona virus pandemic has affected all sectors of life including education in Zambia. Teachers have been the frontlines workers for learners during this pandemic. Critically discuss the various sustainable approaches that teacher of history may have used during the lockdown to enhance effective teaching/learning in Zambia.
5. Give practical examples explain the link between key result areas and the principal accountabilities of a head of department of the Social Sciences Department at secondary school level.
6. The situation that historical facts cannot be subjected to direct inspection or observation is responsible for the predominance of the lecture method in history lessons. To what extent do you agree with this statement?



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

**LSE 4080: ADVANCED AFRICAN LANGUAGE TEACHING METHODS
2019/2020 FINAL EXAMINATIONS**

TIME: THREE HOURS

50 MARKS

INSTRUCTIONS

1. There are **TWO** sections in this paper, sections **A** and **B**.
2. Answer **THREE** questions in all
3. Section **A** is compulsory
4. Answer any **two** (2) questions from section **B**
5. Good command of English language will be rewarded
6. Add a **gloss** (i.e., meaning in English) to any text or examples given in an African language
7. Write your computer number on each answer sheet used (**not your name**).

SECTION A:

20 MARKS

Compulsory question.

1. The characteristic features that any Zambian language syllabus will bear are as follows: **aims, key competencies, content, approaches and methods, method of assessment and general outcomes.**

- a) Explain what each feature contains, using the Zambian case as a resource of examples.

SECTION B

30 MARKS

Answer any two questions from this Section.

2. Given the fact that Zambia is an ethnically diverse country, **DISCUSS** the assertion that the task of selecting and standardizing a single language as the new national linguistic code is extremely challenging. **(15 Marks)**.

3. The Zambian new Literacy Framework recommends that teaching reading from grade 1 to grade 4 should be in local language.

a) **DISCUSS** the problems associated with the teaching of any Zambian language in a situation where such a language has many dialects. **(15 Marks)**.

4. "One of the greatest obstacles against the popularization and development of African Languages in Africa is still the attitude of many Africans, particularly some Western educated leaders have, taking up the cue from the colonial when African languages had no respect, embraced a total lack of confidence in their own languages" Bokamba (1977:1). **DISCUSS**. **(15 Marks)**.

5. Language is an important tool of education because it is the vehicle through which concepts, skills and affections are imparted to the learner.

(a) Explain the importance of the mother tongue or familiar language in education. **(7.5 Marks)**.

(b) Explain the challenges of bilingual education (the use of more than one language in education), in our case, the use of Zambian languages alongside English. **(7.5 Marks)**.

END - GOOD LUCK



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2018/2019 END OF YEAR FINAL EXAMINATION
LTC 1100 ACADEMIC WRITING AND STUDY SKILLS

MARKS: 50

TIME: THREE HOURS

INSTRUCTIONS

1. There are two sections in this paper, sections A, and B.
2. Section A is **compulsory**. You are expected to answer all components of this section. Answer two essay questions from section B.
3. Marks are indicated at the end of each question
4. All responses must be written in one answer booklet unless you have exhausted it.

SECTION A: COMPULSORY (20 Marks)

Read the extract of the essay given below and answer the questions that follow. The essay extract was taken from John's written assignment on a research course.

TEXT

This essay talks about the importance of using many methods when collecting research data for a single problem. The essay resolutely starts with this introduction, followed by the main body and ends with a conclusion.

The use of multiple data sources such as interviews, observations, focus group discussions and document analysis to address a research problem is recommended by all researchers such as Bowen (2009, p. 32) and Creswell (2003) to provide checks and balances on the weaknesses of single methods. This practicum of using multiple sources of data in the methodology to address a problem is what Bowen (2009) called "triangulation of methods". It is immaterial to dispute the importance of triangulation in social science research but the quantity of methods used to collect data does not always guarantee quality research (Mkandawire, 2019: 146). This suggests that a researcher may use one method to collect reliable and valid data that is scientifically sound (ibid).

Brinkmann and Kvale (2015 p. 149) stated that “the research interview method of data collection is an interpersonal situation, a conversation between two partners about a theme of mutual interest”. Furthermore;

“All interviews involve interaction between the interviewer and the interviewee. The interviewer normally lead the discussion and the interviewee provide the missing information” (Yin, 2011).

Structured interviews carefully script this interaction so that it is easy to follow. In other words, “interviews are conversations between the researcher (interviewer) and the respondent (interviewee), usually of acceptable age limit” (Mkandawire, 2019). Furthermore, it is important in my view to note that, the interview method involve asking people direct questions to elicit their responses with a room for probing. Bowen (2009) strongly agrees with Mkandawire’s views.

Questions

1. With clear examples from the essay extract, identify ten (10) weaknesses that you can spot in the essay if John wrote it using the APA referencing style. The 10 weaknesses would serve as advice to John so that he can improve in future assignments. **(10 Marks)**
2. Identify five ways of making in-text citations based on the passage in the APA referencing style. **(5 Marks)**
3. With examples from the essay extract above, what logical fallacies in academic writing did John commit in his essay? **(5 Marks)**

SECTION B: OPTIONAL (30 Marks)

There are four essay questions in this section, answer two of them.

4. With examples, explain how you would bibliography a book by two authors, a journal article, and a chapter in a book using Chicago Referencing Style. **(15 Marks)**
5. With examples, explain how you can apply six study skills as you prepare for tests and final examinations based on what you have covered on this course. **(15 Marks)**
6. Discuss the view that cohesion and coherence are focal points for good essays in academic writing. **(15 Marks)**
7. Develop a sample set of minutes for a church meeting where you were appointed secretary and state the importance of meeting minutes in an organization. **(15 Marks)**

THE END

THE UNIVERSITY OF ZAMBIA
2019/2020 ACADEMIC YEAR FINAL EXAMINATIONS
MSE 3030: MATHEMATICS EDUCATION

TIME: **Three (3) hours** **Marks possible: 100**

INFORMATION:

1. There are **six (6)** questions in this paper.
2. Each question carries 25 marks.
3. Marks for parts of questions are shown in square brackets [].
4. Graph paper will be provided.

INSTRUCTION: Attempt **question 1** and **any other three (3)** questions.

Question 1 (Compulsory)

Below is a secondary school mathematics problem on Linear Programming.

Bwalya wishes to build a lodge with single and double rooms. He needs to decide the number of each room type he should build to maximize profit.

Let x represent the number of single rooms and y the number of double rooms.

(a) *Write the inequalities which represent each of the following conditions:*

- (i) *There must be at least one single room.* [1]
- (ii) *There must be at least 10 rooms altogether.* [1]
- (iii) *The total number of rooms should not exceed 15.* [1]
- (iv) *The number of double rooms must be at least twice the number of single rooms.* [1]
- (v) *The number of double rooms should not be more than 12.*

[1]

(b) *Using a scale of 2cm to 5 units on both axes, draw X and Y axes for $0 \leq x \leq 16$ and $0 \leq y \leq 16$ respectively and shade the unwanted region to indicate clearly the region where the solution of the inequalities lie.* [5]

(c) *The rate for a single room is K600.00 and K900.00 for a double room. How many rooms of each type should Kuunika build to maximize the income?*

[2]

(a) Provide a fully worked solution for the problem (Graph paper is provided).

[12]

(b) What skills, concepts and processes would you expect learners to have to successfully solve the problem?

[06]

(c) Identify **one (1)** difficulty you anticipate learners to have in solving the problem, and suggest **one (1)** strategy you would use to minimize the difficulty. (**Note** that general strategies like “more practice” will **not** score).

[07]

Question 2

- (a) State **five (5)** factors that can influence choice of a teaching method for a topic in mathematics. [05]
- (b) Aims of teaching and learning mathematics include to enable learners increase intellectual curiosity, develop mathematical language as a means of communication and investigation and explore mathematical ways of reasoning. Explain how each of the following classroom practices could be used to achieve these:
- (i) Discussion [05]
 - (ii) Practical work [05]
 - (iii) Investigation [05]
 - (iv) Problem solving [05]

Question 3

- (a) Classroom Interaction analysis is an observational system.
- (i) Describe **four (4)** behaviours that might be captured under this system. [08]
 - (ii) Explain **two (2)** reasons why classroom interaction analysis results might be helpful to a teacher. [06]
- (b)
- (i) Distinguish between *behavioural objectives* and *specific outcomes*. [05]
 - (ii) Explain **two (2)** advantages of the teaching process that focuses on specific outcomes rather than on behavioural objectives. [06]

Question 4

- (a) Provide an example for each of the following five elements in the teaching of mathematics, 1) Fact; 2) Skill; 3) Concept; 4) Conceptual structure; 5) Problem solving strategy. [10]
- (b) Explain **one (1)** strategy a teacher can use to facilitate the learning of each of the elements in (a) above. [15]

Question 5

- (a) Explain **three (3)** reasons why it is necessary to assess learners of mathematics. [06]
- (b) For each of the following, describe a practical measure that a teacher can take to ensure:
- (i) Validity of a test [03]
 - (ii) Reliability of a test [03]
- (c)
- (i) Explain **two (2)** possible misuses of a mathematics textbook. [04]
 - (ii) Explain **three (3)** ways in which mathematics textbooks enhance the quality of learning. [09]

Question 6

- (a) State **two (2)** key principles of each of the following:
- (i) Piaget's theory of cognitive development [03]
 - (ii) Bruner's theory of discovery learning [03]
 - (iii) Vygotsky's theory of social constructivism [03]
- (b) Explain the uniting features of the three theories in (a) above. [04]
- (c)
- (i) Explain **one (1)** challenge in implementing constructivist principles in teaching mathematics in Zambia. [03]
 - (ii) Discuss **two (2)** ways in which constructivist principles to teaching could lead to improvement in the quality of mathematics learning among learners in Zambia. [09]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2019/2020 ACADEMIC YEAR FINAL EXAMINATIONS
MSE 9030: ADVANCED MATHEMATICS EDUCATION

TIME: Three (3) hours **Marks possible:** 100

INFORMATION:

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

INSTRUCTION: Attempt **four (4)** questions of your choice in this paper.

Question 1

- (a) It is argued by some mathematics educators that a possible side effect of mathematics summative examinations is the temptation of *teaching to the test*.
- (i) What is meant by *teaching to the test*? [04]
 - (ii) Give **one (1)** negative result of teaching to the test, and explain a way in which mathematics summative examinations could enhance the attainment of mathematics curricular objectives. [06]
 - (iii) Describe a strategy which you could use to minimise the occurrence of the negative effect of teaching to the test specified in part (a) (ii) above. [06]
- (b) Explain **three (3)** factors which have an impact on the reliability of a mathematics assessment. [09]

Question 2

- (a) Give **three (3)** reasons that justify a school mathematics club as a necessary co-curricular engagement in the context of effective teaching and learning of mathematics. [06]
- (b) Outline **three (3)** ways in which failure to review a mathematics curriculum could negatively affect the teaching and learning of mathematics. [06]
- (c) Discuss **three (3)** factors that are essential to consider when reviewing a mathematics curriculum. [13]

Question 3

- (a) One of the responsibilities of a head of a mathematics department at school level is to appraise teachers of mathematics.
- (i) Explain briefly what is meant by teacher appraisal. [03]
 - (ii) Discuss **three (3)** benefits of teacher appraisal as it relates to professional development of mathematics teachers. [09]
- (b) Use **two (2)** points to support the necessity of teachers' subject matter knowledge of mathematics for effective motivation of learners of mathematics. [06]
- (c) Outline **three (3)** reasons that could justify the inclusion of *Ethnomathematics* in the teaching and learning process of mathematics. [07]

Question 4

- (a) Suggest **two (2)** advantages and **two (2)** disadvantages of allowing learners to use scientific calculators when studying mathematics. [08]
- (b) Consider a scenario where a teacher of mathematics has requested you to devise a mathematical investigation which can facilitate learners' relational understanding of the idea of the first derivative under Calculus.
- (i) Explain briefly what is meant by a mathematical investigation. [03]
 - (ii) Provide a comprehensive description of a mathematical investigation which you could recommend for the realisation of the aspiration by the mathematics teacher intimated in the hypothesised scenario. [05]
- (c) Explain **three (3)** reasons why *mathematics projects* should be part of the process of teaching and learning mathematics. [09]

Question 5

- (a) Recommend, with justification, **two (2)** aspects of mathematics teacher training requiring modification at the University of Zambia. [06]
- (b) By reflecting on the topics trigonometry and introductory calculus as prescribed in the Zambian senior secondary school mathematics syllabus,
- (i) Describe how a specific information communication technology (ICT) could be used to teach the idea of a trigonometric function. [03]
 - (ii) Formulate a two parts question that assesses learners' understanding of any one of the following concepts: *a tangent function, an equation of a normal to a curve, or an equation of a tangent to a curve.* [06]
 - (iii) Provide a marking key for the question in part (b) (ii) above showing the distribution of marks. [06]
 - (iv) Explain briefly how you could help a learner who demonstrates a specific misconception in the process of drawing the graph of the tangent function. [04]

-----END OF THE EXAMINATION-----

THE UNIVERSITY OF ZAMBIA

2018/2019 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 9050: PHYSICS TEACHING METHODS

Time: Three (3) Hours

Marks: 100

INFORMATION:

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

INSTRUCTIONS:

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

1. a) Explain with tangible examples how the use of modern technologies can enhance the teaching and learning of physics in Zambian secondary schools [08]
b) Identify and describe how any two (2) initiatives in Zambia have contributed to the teaching and learning of physics in Zambian secondary schools. [08]
c) Explain why the knowledge of mathematics is important in the understanding of physics. [04]
2. Unless teachers of physics help their learners to understand the catastrophic effects of global warming on the environment, the impact of climate change shall remain global in scope and unprecedented in scale. Explain:
i. The concept of “ Green House Effect” and how this leads to Global Warming. Include two measures that may help minimize this effect on earth. [10]
ii. How the Ozone layer gets depleted. Include three consequences and three measures that may be taken to maintain the layer above. [10]

3. (a) Describe eight duties of the Science Subject Specialist at the Examinations Council of Zambia (ECZ) [10]
- (b) Explain why it is always good to have a common public physics examination in Zambia. [05]
- (c) There are people who think that common examinations in the country are a waste of time and resources. They suggest that public examinations should be **localised. Argue in favour of their suggestion.** [05]

4. Explain the following:
 - i. The importance of conservation principles to teachers and learners of physics [02]
 - ii. The Principle of conservation of linear momentum [08]
 - iii. How the principle in 4(ii) is applied in rocket propulsion [08]
 - iv. How the universe could have been if baryons were not conserved [02]

5. In physics education research, just like any other research field, it is important to write a research proposal before conducting the intended research.
 - a) Describe what a research proposal is and explain why it is necessary. [04]
 - b) Briefly explain the following components of a research proposal
 - i. Statement of a problem [02]
 - ii. Significance of the study [02]
 - iii. Research approach [02]
 - iv. Research design [02]
 - c) Explain:
 - i. The difference between study population and study sample [04]
 - ii. How you analyse quantitative and qualitative data [04]

6. a) In Zambia, if it were not for Educational Standards Officers, it could have been very difficult to ensure quality science education in secondary schools. *Argue in favour of this statement.* [10]
- b) Unless Science Standards Officers ensure that teachers of physics participate fully in Continuing Professional Development (CPD), it may be very difficult for the latter (teachers) to grow professionally. **Discuss.** [10]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2019/2020 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 9050 : ADVANCED PHYSICS TEACHING METHODS

Duration: Three (3) Hours

Marks : 100

Information:

1. There are **eight** (8) questions in this paper.
2. Each question has a possible maximum marks of 20.
3. The intended marks for part of the question are shown in brackets [].

Instruction:

Answer any **five** questions.

=====

1.
 - a) Explain **four** principles that the **Zambian Curriculum Development Centre (CDC)** adheres to when constructing or re-designing the physics curriculum. [8]
 - b) Explain **three** concerns arising from how public physics examinations in Zambia have impacted on the teaching and learning of physics in schools. [6]
 - c) Use tangible examples to argue for the use of computer technology in the teaching and learning of physics in the **Zambian secondary schools**. [6]
2.
 - a) Explain the term “ **Continuing Professional Development (CPD)**”. [01]
 - b) Some teachers of science have a notion that they can develop professionally without getting involved in any form of CPD) activities.
Argue against this notion. [10]
 - c) During the implementation of **School Based CPD** through **Lesson Study** programme in schools, several steps are followed to form a cycle. Three of these are that:
 - (i) A group of teachers Collaboratively Plan a Lesson;
 - (ii) One of the teachers in the group implements the Lesson Plan in a class while others observe;
 - (iii) After that, all teachers discuss the Lesson and Reflect on its Effects.

Explain the value of each of the steps in (c) to teachers of physics in Zambia
[09]

3.
 - a) Discuss **five** ways in which **Education Standards Officers** may help teachers of physics in Zambia to grow professionally. [10]
 - b) Assume you were the **Director of Standards and Curriculum** at the **Ministry of General Education Headquarters** in Zambia. Explain what you would do to improve the operations of the **Directorate of Standards** in the country. [10]

4.
 - a) Justify the need for Physics Education Research in the teaching and learning of physics. [10]
 - b) Apart from the usual physics projects, quizzes and Olympiads in the Junior Engineers, Technicians and Scientists (JETS), describe in detail **two** other extra curricula activities that would support the teaching and learning of physics in Zambian secondary schools. [10]

5.
 - a) Different levels of laboratory experiments are employed in order to provide the much desired process skills in the learners of physics. Explain the **five** levels of experiments that are employed in the teaching and learning of physics. [10]
 - b) Describe in detail **two** of the initiatives undertaken by the Government of the Republic of Zambia to improve the teaching and learning of physics in Zambia. [10]

6.
 - a) Illustrate by means of tangible examples the position of mathematics in understanding physics concepts. [10]
 - b) From the physics education point of view, use the first law and second law of thermodynamics to discuss the system work of a heat engine. [10]

7. As a teacher of physics, you will be led by a Head of Natural Sciences Department. Explain how this Head should demonstrate acceptable leadership skills in the following aspects:
 - a) Decision making. [5]
 - b) Problem-solving. [5]
 - c) Leadership behaviour. [5]
 - d) Communication. [5]

8. Explain:
 - a) The physics behind global warming. [10]
 - b) **Two** measures that may help minimise global warming on Earth. [04]
 - c) **Three** differences between global warming and Ozone layer depletion. [06]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2019/20 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

MSE 9080: Advanced Agricultural Science Teaching Methods

Duration: Three hours'

Marks: 100

Information:

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

Instructions:

Attempt any **five** questions.

.....

1. Pupils who make up an Agricultural Science class at senior secondary school level can both hinder and facilitate your teaching of Agricultural Science.
 - a) Explain three ways pupils can facilitate your teaching of Agricultural Science. [03]
 - b) How can some of the pupils hinder your teaching of biology? [03]
 - c) Within the school, you can get professional support in your teaching of Agricultural Science. Explain how you can get this support from other staff within the school. [02]
 - d) Discuss the professional support rendered by the following organisations to Agricultural Science teachers:
 - i. Curriculum Development Centre, [06]
 - ii. Zambia Association of Agricultural Science Education. [06]

.....

2. There are variations among pupils in most Agricultural Science (ZAGEDA) classes in Zambian schools.
 - a) Discuss **five** cognitive variations that may exist among pupils in a secondary school Agricultural Science class of 45 pupils. [10]
 - b) Discuss **five** steps you would take to cater for the variations you have given above, during Agricultural Science lessons. [10]

.....

3. Agricultural Science classes normally consist of both female and male pupils in co-education secondary schools. It is generally believed that only female pupils are negatively affected by what happens and what is said during agricultural science lessons. However, it is also true that some male pupils are also affected negatively.

- a) Justify the need for both female and male pupils to learn Agricultural Science at senior secondary school level. [04]
 - b) Describe **four** ways a teacher of Agricultural Science may negatively affect male pupils' learning of Agricultural Science during lessons. [08]
 - c) Discuss **four** strategies you can employ to enhance female pupils' learning in a mixed sex Agricultural Science class. [08]
-

4. During your teaching career, you may be given the responsibility of heading a science department.

- a) As a head of science department, you may identify yourself with one of the following leadership styles: autocratic and democratic:
 - i. Analyze autocratic leadership style. [03]
 - ii. Analyze democratic leadership style. [03]
 - b) There are various decision making approaches that you can use when making a decision as a head of the Department.
 - i. Identify **two** approaches of making decisions you may use when need arises. [02]
 - ii. For each of the approaches you have given above, explain what it involves, its merits and demerits associated with it. [06]
 - iii. Give **two** considerations that you have to take into account when choosing an approach for making decisions. [02]
 - c) Effective communication is very important in the running of a science department. Discuss various strategies you can use to communicate information in your department. [04]
-

5. Interest in Agricultural Science and participation during Agricultural Science lessons are important pre-requisites to learning Agricultural Science.

- a) Show the relationship between interest in Agricultural Science and participation during Agricultural Science lessons. [04]
- b) Give **five** teacher practices which may negatively affect learner's interest during agricultural lessons. [05]
- c) Explain **five** steps you can take to enhance pupils' interest during Agricultural Science lessons. [05]
- d) Describe **three** teacher practices that may lower pupil participation during Agricultural Science lessons. [03]
- e) Explain **three** strategies you can employ to enhance pupil participation during Agricultural Science lessons. [03]

6. Mumba trained as an Agricultural Science teacher at The University of Zambia. He/she was sent to Mwaazo Secondary School where he/she was assigned to teach a grade 11 mixed sex class consisting of 65 pupils.

- a) Give **three** advantages to Mumba of teaching this class Agricultural Science. [03]
- b) Discuss **five** difficulties Mumba is likely to experience when teaching this class. [10]
- c) Make suggestions to Mumba on how he/she can deal with the difficulties you have given in (b) above. [07]

7. Continuing Professional Development is highly encouraged in Zambia, even for graduate Agricultural Science teachers.

- a) Identify and discuss opportunities available for continuing Professional Development for an Agricultural Science graduate teacher within a school set up. [06]
- b) Give **two** benefits of engaging in CPD activities within the school for an Agricultural Science teacher. [02]
- c) Discuss the roles played by the following organisations in the Continuing Professional Development of teachers of Agricultural Science :
 - i. National Science Centre. [04]
 - ii. Examination Council of Zambia. [04]
- d) One of the strategies for CPD for Agricultural Science teaches is lesson Study. Explain what this activity involves. [04]

END OF THE EXAMINATION



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

**2020 ACADEMIC YEAR FINAL EXAMINATIONS
COURSE PES 4240**

TIME: 3 HOURS

INSTRUCTIONS

1. The paper has 6 Questions.
 2. Answer ALL Questions.
-

1. Identify and briefly describe three (3) theories of personality (12 marks)
2. State one possible somatic symptom of anxiety and one possible cognitive symptom. proceed to briefly describe one psychological training method that could be used to help reduce pre-competition anxiety (10 marks)
3. Define self-efficacy and explain why it is important to develop an athlete's self-efficacy (5 marks)
4. Describe the psychological skill of imagery and briefly explain, using a sporting example, how imagery could be effective in improving performance. (5 marks)
5. Identify two types of motivation and briefly explain what each of them entail. (10 marks)
6. Describe autocratic and democratic styles of leadership and argue the case for the adoption of one style or the other when teaching/coaching a group of under 10's for football (8 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: DECEMBER, 2020

RAM 1010: FOUNDATIONS OF RECORDS AND ARCHIVES MANAGEMENT

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) 40 MARKS

1. You have just been appointed as Consultant for the University of Zambia. Your task is to come up with a position paper on the role of a records in the management of the University of Zambia. Discuss the points you would consider including in your presentation.

SECTION B (ANSWER ANY TWO) 30 MARKS EACH

2. Discuss the continuum concept in the management of records and archives.
3. Critically examine the goals of an integrated Records and Archives Management programme.
4. Critically examine the various factors that need to be considered when planning for change in Records and Archive Management.
5. Compare and contrast the development of Records and Archives Management between France and England.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER, 2019

RAM 2022: MANAGEMENT OF SEMI-CURRENT RECORDS

INSTRUCTIONS: ANSWER THREE QUESTIONS

TIME: THREE HOURS

SECTION A: COMPULSORY (40 MARKS)

1. You have just been hired as a Records Manager at Bank of Zambia (BOZ) and your first task is to plan and develop a records centre for the said institution. Discuss the characteristics that this records centre should have.

SECTION B: ANSWER ANY TWO (2) QUESTIONS (30 MARKS EACH)

2. Although planning and developing a records centre at BOZ is your first task as a newly appointed Records Manager, some of the top management personnel do not see a need for this. You have, therefore, been asked to make a presentation on the consequences of not having a records center. Critically examine any six (6) points you would include in your presentation.
3. Write short notes on the following concepts:
 - a. Incineration
 - b. Transmittal list
 - c. Micro level records appraisal
 - d. Pulverization
 - e. Vital records
 - f. Primary value
4. Discuss the steps that a Records Manager should follow when depositing records in a records centre.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2019/2020 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

COURSE:	RES 2010 - INDIGENOUS RELIGIONS IN SOUTHERN AFRICA
TIME:	THREE HOURS
MARKS:	100
INSTRUCTIONS:	ANSWER THREE QUESTIONS

Question 1: Debate the assertion that to understand African Indigenous Religion, it is to simply search for an understanding of African culture.

Question 2: The early writing on African Traditional Religion is overwhelmingly characterised by negative portrayal of the religion of the African. *From a critical perspective, show how this negative description of African Traditional Religion is nonetheless important to a scholar of religion.*

Question 3: Imagine you have been invited to a radio talk show whose theme is 'advocacy for upholding rites of passage in a fast changing Zambian society.' *Develop a comprehensive essay explaining the significance of any rite of passage of your choice to justify the need for upholding the rites of passage as understood in African Indigenous religious thought.*

Question 4: Debate the claim that the existence of African Indigenous Religion in the future is blink as it will fade away.

Question 5: African Indigenous Religion is all around us and it expresses itself in every aspect of life. *With clear examples, explain the different ways in which African Indigenous Religion is expressed by drawing on the context of present day Zambia.*

- Question 6:** Different attempts have been made to eradicate witchcraft, but with no success. *Drawing on the examples of any two eradication movements, firstly describe their attempts to deal with witchcraft and then account for the persistence of witchcraft beliefs and practices as part of African Indigenous Religion.*
- Question 7:** Imagine you have been invited to a conference on ‘the origins of beliefs in African Traditional Religion.’ *Develop a conference paper outlining the origins of the lineage spirits, chiefly spirits, territorial spirits and hunting spirits.*
- Question 8:** African Indigenous Religion has suffered from derogatory descriptions in western scholarship. *From an informed position, account for these misconceptions and provide suggestions on how these misconceptions can be corrected in modern scholarship.*
- Question 9:** John Mbiti has immensely contributed to the study of African Traditional Religion. *Using Mbiti’s description of the essential parts of religion, show how a student of African Traditional Religion can describe African Traditional Religion in detail.*
- Question 10:** African universities are taking a stance to embrace the study of African Indigenous Religion as part of decolonising religious studies. *Using insights you have acquired in the course, show the value of studying African Traditional Religion in African universities.*

Best wishes

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS STUDIES

2019/2020 ACADEMIC YEAR, DECEMBER FINAL EXAMINATIONS

RES 3020: SCRIPTURES OF WORLD RELIGIONS

TIME: THREE (3) HOURS

INSTRUCTIONS:

- Answer **any three (3) questions** from the questions below.
 - All questions carry equal marks.
 - Marks will be awarded on the basis of coherence, analysis, synthesis of work and legibility of handwriting.
-

1. a) What is scripture?
b) Trace the origin and development of the concept of scripture.
2. Between the two (2) principle approaches to the study and interpretation of scripture, which one is better in terms of 'accurate interpretation of scripture' and why?
3. a) Give a detailed 'response' to some Western anthropologists and missionaries who argue that African Traditional Religion (s) has no scriptures.
b) According to P'Bitek (2003), African Traditional Religion (s) is important. Explain.
4. a) Discuss the differences between the Judaic Yahwist Tradition and the Elohist Tradition.
b) Explain that which makes the Priestly Tradition stand out as a different or unique tradition in the scriptures of Judaism.
5. a) What is the Synoptic Problem and what is its solution?
b) Explain how the New Testament was canonized.
6. Discuss the two main categories of Hindu scriptures.
7. a) What is the Koran and how is it regarded by the Muslims?
b) Explain how the Koran was canonized.
8. a) Discuss 'The Four Noble Truths' of Buddhism.
b) Discuss Buddhist scriptures which are believed to be, either literally or metaphorically, the actual words of the Buddha.
9. In what ways are Buddhist scriptures different to scriptures of other world religions?

10. Give a detailed statement of some important scholarly things you have learnt about 'scriptures' in general in RES 3020 (Scriptures of World Religions).

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

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF RELIGIOUS STUDIES
2019/ 2020 FINAL EXAMINATIONS

RED 3030: Secondary School Religious Education Teaching Methods

TIME: 3 HOURS

MARKS: 100

Instructions:

- Answer **Three (3)** questions only
 - Section **A** is **compulsory**
 - Choose **One** question from Section **B** and **One** question from Section **C**
 - Marks will be awarded on the basis of coherence, depth, synthesis and legibility
-

Section A: Compulsory

Briefly explain and exemplify, where possible, any **five (5)** of the following aspects in Religious Education (RE):

- i. Psychomotor skills
- ii. The **Four (4)** Dimensions/ Perspectives (RE 2044)
- iii. The **Four (4)** Learning Stages (RE 2046)
- iv. Test/ Criteria of Objectivity
- v. Importance of Lesson Planning
- vi. Lesson Evaluation
- vii. Features of a well organised classroom

Section B: Answer One (1) question from this section

1. Discuss the four main reasons used to defend the place of RE as a curriculum subject, in Britain and other commonwealth countries.
2. Critically analyse the impact of the 1977 Educational Reforms, 1991 Declaration of Zambia as a Christian nation and the 2013 Educational Curriculum Framework on RE as a curriculum subject in Zambia.
3. With clear illustrations, discuss the assertion that 'Moral Education (ME) and RE are two sides of the same coin.'

Section C: Answer One (1) question from this section

1. The use of Heuristic methods cannot be avoided in the teaching of RE. With appropriate illustrations, discuss the value of using Heuristic methods.
2. Examine the assertion that, 'an experienced teacher can teach without a lesson plan.'
3. There are a number of information communication technologies (ICTs) that can be used to enhance the teaching and learning process.
 - a) Give a detailed explanation of the educational value of ICTs in RE.
 - b) Explain how you would use a Computer to teach a selected topic.

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS STUDIES
2019/2020 FINAL EXAMINATIONS

TIME: THREE HOURS

MARKS: 100

RED 4030: Advanced Religious Education Teaching Methods

INSTRUCTIONS:

- a) Answer only **three (3) questions** from the following questions.
 - b) Each question carries equal marks.
 - c) Credit will be given for critical analysis of work.
-

1. Explain what Philosophy of Religious Education (RE) means and discuss how it is related to Philosophy of Education and Philosophy as a discipline.
2. a) What does Michael Grimmitt mean by the RE Field of Enquiry and how does it apply to Zambian RE?
b) Explain why Belief Systems, Shared Human Experience and Core Human Values are important components of the RE field of enquiry.
3. a) Explain the three Ethical Theories.
b) How does each of the three Ethical Theories show the relationship between Religious Education (RE) and Moral Education (ME)?
4. Critically discuss the difference between *learning about* and *learning from* religion in RE.
5. a) What is indoctrination and how does it differ from true education in RE?
b) Which **two (2)** of the four criteria of indoctrination: Content, Methods, Intention and Consequences do you find more convincing and why?
6. a) What response would you give a teacher who says, "The increase in the cases of violence among youths in Zambia is an indication that RE should not be taught in senior secondary schools as it serves no purpose in shaping the lives of the learners"?

b) “Although the individual pupils’ patterns of belief and values are not formally included in the syllabuses, they are nonetheless important”. Explain how the teacher of RE should include the learners’ beliefs and values in RE lessons.

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS STUDIES
2019/2020 FINAL EXAMINATIONS

TIME: THREE HOURS

MARKS: 100

ZCC 3000: Teaching Methods in Zambian Cultures and Ceremonies

INSTRUCTIONS:

- a) Answer only **three (3) questions** from the following questions
 - b) Each question carries equal marks
 - c) Credit will be given for critical analysis of work
-

1. Discuss any **four** of the five philosophies of endogenous pedagogy: Perennialism, Preparationalism, Communalism, Ecologism and Holiticism.
2. a) Critically discuss the differences between traditional education and modern education.
b) Which of the two approaches stated above do you favour and why?
3. a) Giving **four** specific examples of instruments, discuss the value of traditional instruments in Zambian cultures.
b) In your view, should learners in senior secondary schools in Zambia be taught traditional instruments or not? Give reasons for your views.
4. Using specific examples from an ethnic group you know well, explain the significance of Proverbs, Stories, Riddles and Children's Play as teaching methods in Zambian cultures and ceremonies.
5. Discuss **five** practical issues a student studying Zambian Cultures and Ceremonies should take into consideration when on Community Experience attachment in one of the Government Ministries or Private Organisations.
6. What response would you give a teacher who says, "The increase in the cases of violence among youths in Zambia is an indication that Zambian traditional ceremonies should not be included in the senior secondary school curriculum as they serve no purpose in shaping the lives of the learners"?

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