

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2005 SECOND SEMESTER**

|                       |   |
|-----------------------|---|
| 1.EAP 111             | THE ORIGINS & DEVELOPMENT OF EDU IN ZAMBIA                  |
| 2.EAP 112             | THE ROLE OF EDUCATION IN DEVELOPEMNT                        |
| 3.EAP 912             | EDUCATIONAL ADMINISTRATION & MANAGEMENT                     |
| 4.EAP 955             | THE POLITICAL ECONOMY OF EDUCATION                          |
| 5. <del>EPS 112</del> | EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND<br>SPECIAL EDUCATION  |
| 6.EPS 115             | DEVELOPMENTAL OUTCOMES: PRIMARY SCHOOL<br>YEARS.            |
| 7.EPS 131             | SOCIOLOGY OF EDUCATION (DDE )                               |
| 8.EPS 152             | SPECIAL EDUCATIONAL NEEDS                                   |
| 9.EPS 252             | TEACHING CHILDREN WITH SPECIAL LEARNING<br>DISABILITIES.    |
| 10.EPS 262            | TEACHING CHILDREN WITH COMMUNICATION<br>DISORDERS.          |
| 11.EPS 352            | CLASSROOM ORIENTATION & MANAGEMENT IN<br>SPECIAL EDUCATION. |
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| 22.ISE 181            | INTRODUCTION TO SOCIAL STUDIES I                            |
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| 26.LSE 232            | ENGLISH TEACHING METHODS-PRIMARY                            |
| 27.LSE 292            | PRIMARY RELIGIOUS EDUCATION                                 |
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| 31.LSE 362            | HISTORY TEACHING METHODS                                    |
| 32.LSE 372            | AFRICAN LANGUAGES TEACHING METHODS                          |

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| 33.LSE 392 | RELIGIOUS EDUCATION TEACHING METHODS I  |
| 34.MSE 332 | MATHEMATICS EDUCATION II                |
| 35.MSE 932 | MATHEMATICS EDUCATION IV                |
| 36.RS 102  | INTRODUCTION TO RELIGIOUS STUDIES       |
| 37.RS 202  | BANTU RELIGIONS IN CENTRAL AFRICA       |
| 38.RS 312  | THE IMPACT OF WORLD RELIGIONS IN AFRICA |
| 39.RS 335  | INTRODUCTION TO WORLD SCRIPTURES        |
| 40.RS 902  | AFRICAN INITIATIVES IN RELIGION         |

**THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF DISTANCE EDUCATION  
FINAL EXAMINATIONS-DECEMBER 2005**

**COURSE: EAP 111- THE ORIGINS AND DEVELOPMENT OF EDUCATION IN  
ZAMBIA**

**TIME:** Three (3) hours

**INSTRUCTIONS**

- a) Answer any three (3) from the given 9 questions.
  - b) All questions carry equal marks i.e. 20 marks each.
  - c) Total marks: 60.
  - d) You are requested to read all the questions carefully before selecting the ones to attempt.
- 
1. Compare and contrast Indigenous type of education with the Western type of education. Examine how education has influenced development in Zambia.
  2. "The Colonial regime provided education for a few people while we might be giving a colonial type education to vastly increased numbers" (A.N.L. Wina, 1968). Say what this statement means and indicate the steps that were proposed to change from a Colonial type education to one that was related more closely to the needs of Zambian society in the 1960s. A
  3. Examine the Human Resource Development (HRD) problems in developing countries in the 1960s and critically evaluate the strategies adopted for their resolution.
  4. Trace the way in which the "White Collar Worker" syndrome developed and manifested itself in Zambia's education system during the 1960s. How did the new Republic of Zambia attempt to address the "White Collar Worker" syndrome.
  5. Critically assess factors that triggered the education reform movement in Zambia in the 1970s. Why did Zambia fail to implement the educational reforms?
  6. Compare and contrast the access and disparity problems which the education sector experienced in the years immediately after Independence with those it has been experiencing in the period between the 1990s and 2005.
  7. Decentralisation is one of the policies adopted by the Ministry of Education over the years. Identify and discuss its successes and failures.
  8. Why do you think there was need to change the education system in Zambia in the Third Republic? Give examples of the preceding developments in the development of the education system as you understand it.
  9. What are Zambia's educational problems today? Critically analyse the contribution of the policies adopted to the development of the education system.

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES.

2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS.  
EAP 112 – THE ROLE OF EDUCATION IN DEVELOPMENT.

TIME ALLOWED: THREE HOURS.

### INSTRUCTIONS

- a) Answer only **THREE(3)** questions from the given eight(8) questions.
- b) All questions carry equal marks,i.e. 20 marks
- c) You are required to read through all the questions carefully before selecting which ones to attempt.
- d) There is one (1) printed page in this examination.

1. What is foreign Aid? Critically examine its nature, areas of concentration and how some conditionalities affect the development of education in Zambia.
2. Discuss the financing of education in terms of origin, Allocation, Government Financing, Public Expenditure and how it affects the quality of Education in Zambia.
3. Education has been seen as capable of encouraging peace, tolerance, understanding and friendship. It is also able to bring about the full development of human personality. How far has education succeeded in achieving some of these objectives?
4. There has been a traditional relationship between all types of education and employment. Examine the nature of this relationship, and in particular indicate how education may contribute to the eradication of unemployment in Zambia .
5. Analyse the proposition that no society can develop without investing in its human beings.
6. According to the advocates of globalisation, in which ways is education an important factor in the development process?
7. Education and Democracy are linked. Critically discuss how education promotes democracy.
8. While the quality of Human Resources in society is considered the key to development, poverty, HIV/AIDS and illiteracy have become a major constraint to that inter-relationship. Using Examples from Zambia, critically discuss this statement.

THE END OF THE EXAMINATION!!!

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**  
**EAP 912: EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

TIME: THREE (3) HOURS

INSTRUCTIONS: i) Answer any THREE questions

ii) Each question carries 20 marks

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

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

v) There is one printed page in this examination.

1. Define the term 'Organisation' and say why Organisations tend to exist in perpetuity.
2. How would you use a "Theory" to describe the activities of educational organisations.
3. Compare and contrast the Human Relations Theory with the Behavioural Approach to organisational theory.
4. Select any theory of Motivation and apply it to an educational institution you know of.
5. There are various duties of the Head of a High School in Zambia. Using the tasks to be undertaken make a comprehensive analysis of the activities of this educational manager.
6. Outline Fieldler's theory of Leadership and examine its applicability to an education manager in Zambia.
7. Define 'Conflict' and state how you resolved some conflict in an educational organisation.
8. Select one of the following and write a comprehensive essay.
  - a) Management of Human Resources.
  - b) Taking and implementing Decisions.
  - c) Delegation.
9. Outline from theoretical and practical perspectives the development of policy towards partnerships in Zambia during the period since 1977. In the light of your assessment, evaluate the prospects for greater co-operation in educational provision in Zambia.
10. What policy changes do you anticipate in the 21<sup>st</sup> Century for Zambia's education system to respond to changing circumstances?

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

**SECOND SEMESTER EXAMINATION – DECEMBER 2005**

**EAP925 – ISSUES IN HIGHER EDUCATION**

**INSTRUCTIONS**

1. Answer any three (3) questions.
  2. All questions carry equal marks.
  3. Time: Three (3) hours.
- 
1. Discuss the concepts of an organisational and an administrative model of a given institution of higher learning and relate these to the smooth operations of such an institution.
  2. What are the major characteristics of institutions of higher learning? Say what changes are likely to be effected with regard to such characteristics in the current social, economic and political situation in Zambia.
  3. Highlight some important features of the curriculum of a Technician Certificate Course in one of the following: Motor Vehicle Repair and Maintenance or Certified Accounting Technician. Say how the arrangement of syllabus components helps to build up a professional outlook of a student.
  4. What changes have taken place in the orientation of the DTEVT at the organisational, administrative and policy levels to date?
  5. Assess the importance of training basic and middle level human resources in the medical sector with reference to curative and preventive activities.
  6. What do you understand by the concepts: forms and types of teacher training? Relate the two concepts to both pre-service and in-service teacher training.
  7. What is academic freedom? Critically discuss this concept in the light of the role of the University of Zambia in fostering development in the nation.
  8. Why is a college curriculum important? Discuss the various stages involved in curriculum construction and say the resource and other implications at these stages.
  9. Critically discuss the concept of globalisation in relation to the provision of higher education in Zambia.
  10. Why should the state fund higher education? What other alternative modes of such funding exist?

**END OF EXAMINATION!**

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

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**SECOND SEMESTER EXAMINATION – DECEMBER 2005**

**EAP955 – THE POLITICAL ECONOMY OF EDUCATION**

**INSTRUCTIONS**

1. Answer any three (3) questions.
2. All questions carry equal marks.
3. Time: Three (3) hours.

1. What is a social-economic formation? Describe how the economic base and the superstructure may interact to determine social, economic and political changes in society.
2. Distinguish policy from ideology. To what extent can the implementation of policy depend on financial, material and human resources?
3. Discuss the major arguments in support of investing in education at the basic, secondary and tertiary levels. What problems are likely to be encountered in terms of access, participation and completion of education from basic to high school.
4. Why should the government invest in higher education? Discuss the financial and human resource implications to the government and to society at large of such investment.
5. What are the educational implications of foreign aid at the national and institutional levels? Suggest ways and means of dealing with the implications you have mentioned?
6. Characterise some positive factors relating to the management of education taking into account the relationship between policy, its implementation, learning and teaching. Give good examples.
7. Define and discuss the concept of educational planning. What do you think are the major issues to be taken into account in educational planning at the national level?
8. It has been said that education simply creates and accentuates class polarisation in society. Discuss this statement with regard to ideology, policy and the delivery of education in Zambia.
9. Highlight the positive and negative factors of globalisation. In what ways can education help in curbing the negative effects of globalisation?
10. To what extent has the current socio-economic situation played an important role in the provision and utilisation of material, financial and human resources to the primary school sector? Give some good examples.
11. Discuss the concepts of school infrastructure, rehabilitation and expansion in relation to the role of the Ministry of Education and the community?
12. How far has Zambia gone to implement the concepts of equity and equality in the secondary school sector?

**END OF EXAMINATION!**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND**  
**SPECIAL EDUCATION**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS 2005**

**TIME: THREE HOURS**

**INSTRUCTIONS**

1. There are six questions in this paper. You are required to answer:
    - Question **ONE** which is compulsory ( 20 Marks )
    - Any other **THREE** questions from 2 – 6 ( 30 Marks )
  2. Indicate on each booklet cover the number of question attempted.
  3. Credit will be given for orderly presentation of arguments and materials.
  4. This examination contributes 50% of the total course mark.
- 

1. You are a teacher of English language and Literature at St Marks Secondary School. You have given your class an end of term test in the two subjects and want to find out the extent to which students' results in these two subjects are related. The following are the students' scores:

| NAME OF STUDENT | SCORE IN ENGLISH LANGUAGE | SCORE IN LITERATURE |
|-----------------|---------------------------|---------------------|
| MILIMO          | 50                        | 55                  |
| BWALYA          | 82                        | 76                  |
| MUNDIA          | 54                        | 48                  |
| MAINZA          | 68                        | 62                  |
| MUTINTA         | 78                        | 76                  |
| CHANDA          | 44                        | 38                  |
| MABVUTO         | 90                        | 64                  |
| CHILOMBO        | 68                        | 76                  |
| KONDWANI        | 57                        | 55                  |
| MUSONDA         | 65                        | 58                  |

Using the Rank Order method, calculate the correlation coefficient between the two subjects and briefly explain the type of relationship.

2. Behaviour modification techniques are a very important skill which each and every teacher should be conversant with. With reference to real classroom examples, discuss how a teacher can use these techniques to handle various classroom situations.

3. In order for a teacher to be effective, he/she requires adequate intrinsic motivational abilities to build the desire to learn in the students. Discuss.
4. You are a consultant and have been contracted by an Early Childhood Education institution to design a literacy book for 4 – 5 year old children. As someone who has studied developmental psychology, discuss how you are going to write the book.
5. The cognitive theory of learning places a lot of emphasis on learners understanding what they are being taught. Explain in detail how a teacher can use information processing to achieve this end.
6. The demands of the pleasure seeking ID have to constantly be controlled by the reality oriented EGO. With reference to real life examples, show how the EGO does this.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2005 ACADEMIC YEAR: SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**EPS 115 DEVELOPMENTAL OUTCOMES: PRIMARY SCHOOL YEARS**

**Time: three (3) hours**

**Instructions:**

- This examination contributes 50% to the course grade.
- This question paper has three sections. Section A carries 15 marks, section B carries 15 marks and section C carries 20 marks respectively.
- Attempt all questions in sections A, B and C.

**Section A: (15 marks)**

**Instructions:**

- Answer all questions in this section.
  - Each question carries one (1) mark.
  - Questions 1 – 10 require filling in the blank spaces.
  - Questions 11 – 15 are multiple choice. Indicate a, b, c or d for your response.
- 
1. .... is one of the aspects of human development.
  2. Changes in a child's body and motor skills are part of ..... development.
  - 3..... is the organisation of a person's character, temperament, intellect and physique which determines his/her unique behaviour.
  4. A child with.....body type has aggressive, assertive or energetic temperamental traits.
  5. .... as a form of discipline is the most effective method in getting children to internalise academic standards of the teacher.
  6. Too much industriousness in children leads to maladaptive behaviour of .....

7. According to the psychosocial stages of human development, stage four is characterised with .....
8. The connection of depression and aggression is stronger in .....
9. ....and active participation in class work is associated with high achievement test scores.
10. Asking a child open ended questions beginning with why, how and what influences his or her..... and intellectual performance.
11. In order to enhance thinking skills in primary school children, most educators emphasise on
  - a) reasoning.
  - b) writing.
  - c) reading.
  - d) arithmetic.
12. Parents and teachers use discipline to ensure that children learn to live harmoniously with other people. What does the word "discipline" mean in this context?
  - a) punishment
  - b) instruction
  - c) medicine
  - d) beating
13. What factors influence effectiveness of punishment as a way of discipline to children?
  - a) timing and consistency
  - b) consistency, timing, and explanation
  - c) explanation and timing
  - d) person who punished, consistency, explanation and timing.
14. One of the ways teachers can influence children's school performance is by
  - a) putting emphasis on cognitive development.
  - b) emphasizing on physical development.
  - c) emphasizing on psychosocial development.
  - d) showing confidence in children's ability.

15. .... is critical during school age if children have to gain a sense of competence.

- a) social support
- b) social emancipation
- c) social approval
- d) psychosocial support

### **Section B (15 marks)**

**Instruction:** Attempt all questions in this section.

1. Write brief notes on the following concepts.

- a) Power assertion as a way of discipline to children (3 marks)
- b) Ectomorph type of body build in relation to personality of a primary school going child (3 marks)
- c) Attainment of conservation as a developmental outcome in middle childhood (3 marks)
- d) Authoritative parenting style (3 marks)
- e) Latency stage in human development (3 marks)

### **Section C. (20 marks).**

**Instruction:** On each of the questions below, write a short essay.

- 1 Identify strategies a teacher can use to help a child overcome a sense of inferiority. (5 marks)
- 2 With reference to the guidelines for teaching children who are at concrete operational stage, explain how you would teach the concept of addition to a child. (10 marks)
- 3 Using examples, explain the causes of disruptive behaviour in children in the primary school years (5 marks)

END OF EXAMINATION.

# THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS, DECEMBER 2005

EPS 131: SOCIOLOGY OF EDUCATION (DISTANCE EDUCATION)

TIME: 3 HOURS

## INSTRUCTIONS:

1. Answer **any four** questions.
  2. Credit will be given for well thought out work.
- 

1. Choose **four** of the following items and write short notes, of not more than ten lines, on each item. Give examples where possible.
  - a. ZNUT
  - b. Open systems approach
  - c. Pathological bureaucracy
  - d. Teacher's community status
  - e. Teacher's inter-role conflict
  - f. Self-fulfilling prophecy
  - g. Normal of achievement
2. It is a known fact that the social background of Basic School pupils affects their academic performance. But, teachers in the classroom can also affect the performance of pupils. Using the Labeling Theory, discuss how teachers can affect the performance of pupils in a classroom.
3. Write an essay in defense of funding **EITHER** Basic Education **OR** Higher Education. Support your argument with examples.
4. Among the many factors which have contributed to the decline of the status of teachers in Zambia, the nature of the teaching 'profession' is one of those factors. Discuss critically how the "nature of the teaching profession" has contributed to the decline of teachers' status in Zambia.
5. If jobs are rewarded according to their functional importance to the society, teaching would have been one of the highly rewarded jobs in Zambia. What do you think are the things which determine the rewards of jobs?
6. What is your understanding of the discipline of sociology of education?

END OF EXAMINATION

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

**SECOND SEMISTER FINAL EXAMINATIONS, DECEMBER, 2005**

**EPS 151- INTRODUCTION TO SPECIAL EDUCATION**

**INSTRUCTIONS**

**This paper is divided into two sections; section A, and B.**

**SECTION A: Answer all the questions in this section ( 20 Marks).**

1. The Ministry of Education (1970) Defines special Education as \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What significant event occurred in 1971 in the History of Special Education in Zambia?
3. What do you understand by the term least restrictive environment?
4. Distinguish between disability and handicap.
5. What do you understand by the term least restrictive environment?
6. What are the provisions of the PL94-142
7. Why is Jean Marc Gaspard considered as the father of Special Education?
8. Highlight the effects of labeling in special education.
9. Write brief notes on the declaration of Education For All in relation special education.
10. Briefly outline the contributions of Mrs Isie Hofmeyer to the history of special education in Zambia.

**SECTION C.** Answer two questions in this section. Question **one** is compulsory

1. The field of special education has gone through major changes over the years. Discuss the legal issues that have helped spearhead the development of special education to its current status at global level **(20 Marks)**.
2. Inclusive Education demands that all children regardless of their abilities and disabilities learn together in the mainstream. Discuss the factors that may hinder successful implementation of this programme in Zambia **(10 Marks)**.
3. Discuss the factors you would consider when developing the curriculum for children with Special Educational Needs **(10 Marks)**.
4. Do you agree with the assertion that Special Education is not worthy an investment? **(10 Marks)**

**END OF THE EXAMINATION  
GOOD LUCK!!!**

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

**SECOND SEMISTER FINAL EXAMINATIONS, DECEMBER, 2005**

**EPS 152- SPECIAL EDUCATIONAL NEEDS**

**INSTRUCTIONS**

This paper is divided into three sections. Section A, B and C

**SECTION A: Answer all the questions in this section ( 5 Marks)**

1. By legal definition, a blind child can only see at  
(a) 20/200                      (b) 200/200                      (c) 20/20                      (d) 40/60
2. An increase in pressure inside the eye is referred to as:  
(a) Trachoma  
(b) Macular degeneration *> coloboma*  
(c) Hyperopia  
(d) Glaucoma
- (3) When light enters the eye, the retina changes the light into the nerve signals. The Retina then sends these signals along \_\_\_\_\_ to the brain.  
(a) Cornea  
(b) Pupil  
(c) Optic nerve  
(d) Fovea
- (4) \_\_\_\_\_ hearing loss is caused by interference with the transmission of sounds from the outer to the inner ear.  
(a) Sensori-neural deafness  
(b) Conductive deafness  
(c) Hereditary deafness  
(d) Congenital deafness.

(5) A disability that affects a child's movement and posture is called:

- (a) Down's Syndrome
- (b) Cerebral palsy
- (c) Epilepsy
- (d) Meningitis

## **SECTION B**

**Write brief notes on each of the following concepts ( 10 Marks)**

1. Astigmatism
2. Sensori-neural deafness
3. Epilepsy
4. Difference between giftedness and talentedness
5. Health impairments
6. Effects of behavioural disorders on learning.

## **SECTION C**

**Answer two questions from this section. Question one (1) is compulsory.**

1. As a specialist teacher, discuss the instructional strategies you would apply when teaching children with Visual Impairments? ( 20 Marks)
2. Mental retardation is caused by a number of interacting factors. Discuss. (15 Marks)
3. Critically analyse the different learning styles used by gifted and talented children (15 Marks).

**END OF THE EXAMINATION  
GOOD LUCK!!!**

# THE UNIVERSITY OF ZAMBIA

## *SCHOOL OF EDUCATION*

**2005 ACADEMIC YEAR SECOND SEMESTER**

**FINAL EXAMINATIONS**

**EPS 152 -SPECIAL EDUCATIONAL NEEDS**

**TIME – THREE (3) HOURS**

### **INSTRUCTIONS**

1. *THIS PAPER CONSISTS OF THREE SECTIONS*
2. *ANSWER **ALL** THE QUESTIONS IN SECTIONS A AND B*
3. *ANSWER TWO QUESTIONS FROM SECTION C. **QUESTION ONE IS COMPULSORY.** ALL QUESTIONS CARRY EQUAL MARKS.*
4. *THIS EXAMINATION CONTRIBUTES 50 % TO THE TOTAL COURSE GRADE.*
5. *CREDIT WILL BE GIVEN FOR ORDERLY PRESENTATION OF WORK.*

### ***SECTION A (10 MARKS)***

**Answer all the questions in this section. Each question carries 1 mark**

1. Which of the following is a type of cerebral palsy
  - a) Athetoid
  - b) Grandmal
  - c) Occulta
  - d) Juvenile arthritis
2. Which of the following is a genetic eye disease that leads to progressive blindness
  - e) Glaucoma
  - f) Retinopathy of Prematurity
  - g) Myopia
  - h) Retinitis Pigmentosa
3. Tourette syndrome is characterized by multiple sudden, recurrent and stereotyped motor movements or vocalizations.
4. 1 is where most of the child's brain is missing at birth.
5. dysphonia Is the voice quality disorder

6. Impairment in language \_\_\_\_\_ is the inability to apply language appropriate to a social context and discourse.
7. \_\_\_\_\_ has recurrent convulsions resulting from sudden excessive, spontaneous and abnormal discharge of neurons in the brain.
8. \_\_\_\_\_ is the lack of oxygen during birth process and can bring about hearing impairment.
9. A genetics condition, which is common in males where there is poor blood clotting and can result in massive bleeding from cuts, is called \_\_\_\_\_.
10. Excess \_\_\_\_\_ is thought to cause damage to the delicate structures of the inner ear called otoliths.

### **SECTION B**

**Write brief notes on each of the following concepts. Each concept carries (2) marks.**

1. Schizophrenia
2. American Association on Mental Retardation (AAMR, 1983) definition of mental retardation
3. Phenylketonuria (PKU)
4. Types of Spina Bifida.
5. Fetal Alcohol Syndrome.

### **SECTION C**

***This section has four questions. Answer two questions from this section***

***Answer question 1, which is compulsory and attempt any other question. Each question carries 10 marks.***

1. Language, perception and cognition are key factors in the development of communicative competence. Discuss
2. Critically analyze the types and causes of internalized behavior disorders.
3. With specific examples, discuss the types and causes of epilepsy.
4. Discuss of the areas in special education that require collaboration between the school and the family.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS, FIRST SEMESTER, DECEMBER 2005

EPS 231: SOCIOLOGY OF EDUCATION (DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS:

There are **TWO** sections in this paper. Section A has Objective Questions and contributes 20%, while Section B has Essay Questions and contributes 30% to the examination component of this course.

1. Answer **all the questions** in Section A in the Question Paper
  2. Answer **any three questions** in Section B
  3. Credit will be given for well thought out work.
- 

Computer No.-----

Name: -----

**SECTION A (20%)**

Answer **all** the questions in this Section in the Question Paper

**Circle the most appropriate answer.**

1. Ascribed status is used to describe a person who:
  - A. As a child, displays qualities of leadership
  - B. As an army colonel, is always discussed by his subordinates
  - C. As a judge, is chosen to handle more politically-inclined cases than his/her fellow judges.
  - D. As a husband, is highly respected by his wife.
2. Mr. Microphone Mwale, a teacher at Vubwi Basic School, was transferred to Katuta Basic School as a classroom teacher. This means that Mr Mwale achieved:
  - A. Upward social mobility
  - B. Horizontal mobility
  - C. Vertical mobility
  - D. Social mobility

3. Which of the following most accurately reflects the role of education in social mobility?
- A. Education yields greater mobility among those with lower class backgrounds than among those with middle class backgrounds
  - B. Education is connected with social class background and therefore social class background is more important than is education itself.
  - C. Education seems to yield social mobility regardless of the social class background
  - D. Education has an impact on social mobility mainly through the changes in values it produces.
4. The argument that jobs are rewarded according to their importance to the people in power is associated with:
- A. The Conflict Theory of Education
  - B. The Human Capital Theory
  - C. The Dynamics of Distributive System
  - D. Constitutive Ethnography
5. Which one of the following theories in Sociology of Education is free of the "black box of education" problem?
- A. Social Exchange theory
  - B. Technical Functional Theory
  - C. Labeling Theory
  - D. None of these
6. One of the major concerns of the labeling theory is . . . . .
- A. The Self-fulfilling prophecy of the teacher
  - B. The discipline in the classroom.
  - C. The concepts which teachers use to describe their students
  - D. Internal operations of the classroom.
7. Which of these perspectives do you think will answer the question "What does reason tell you sociology of education is"?
- A. Open systems model
  - B. Empirical perspective
  - C. Analytical perspective
  - D. Sociological perspective
8. A theory may not be different from a song like "Step Mother" because a theory usually.
- A. Influences people in their thinking
  - B. Talks about social issues
  - C. Contributes to social change in society
  - D. Is interesting and easy to read and understand.

9. Which one of the following scholars is associated with the New Sociology of Education Theory?
- A. Basil Bernstein
  - B. Samuel Bowles
  - C. Max Weber
  - D. Herbert Gintis
10. Which of the following is a micro-sociological theory?
- A. The Labeling Theory
  - B. The Conflict Theory
  - C. The Human Capital Theory
  - D. The Technical Functional Theory
11. Which one of these is an example of a diffuse role?
- A. A bank-teller dealing with a customer
  - B. A class teacher dealing with a pupil in the school.
  - C. A shop attendant dealing with a buyer in a local shop
  - D. None of these
12. Which one of these statements is indicative of the deviant subculture in a boarding school?
- A. Students like greeting friends when they go into classrooms
  - B. Students like decorating their lockers with the pictures from magazines.
  - C. Students imitate the way teachers speak
  - D. Students sneak out of the school
13. When one is playing a role which has contradicting expectations, he/ she is likely to experience-----
- A. Role frustration
  - B. Role conflict
  - C. Intra-role conflict
  - D. None of these conflicts
14. The most important idea in the Human Capital Theory is:
- A) Social reform
  - B) Social class struggles
  - C) Tracking
  - D) None of the above
15. A teacher's status in the in the school system is
- A) Achieved status
  - B) Scalar status
  - C) Functional status
  - D) Social position

**Circle the appropriate letter to show whether each of these statements below is True (T) or False (F)**

16. T. F. Talcott Parsons is very much associated with the development of the structural functional theory in 1950s.
17. T. F. The origin of the Conflict Theory can be traced to Max Weber's ideas about the functions of education.
18. T. F. Education is studied from the sociological perspective because Educational Theory is very closely related to sociology.
19. T. F. The Labeling Theory is closely related to the New Sociology of Education Theory
20. T. F. Sponsored mobility is commonly found in open societies.

**Fill in the blanks with the most appropriate words or phrases.**

21. According to-----, the type of leadership found in a certain society has a bearing on the functions of its education.
22. One of the scholars who is associated with the Human Capital Theory is -----
23. A----- is a diagram which shows the types of relationship found among students in a classroom.
24. The tendency to make decisions in committees is one of the characteristic of a -----
25. If one wants to understand a college by bringing its parts together as a whole, one can use an ----- approach.
26. Understanding sociology of education by looking at what the founding fathers say is sociology of education, is understanding it from the ----- perspective.
27. A high school teacher who does things to the best of his/her ability has the norm of -----
28. One of the concerns of the New Sociology of Education Theory is the -----
29. ----- is the movement of an individual or a group of individuals from one social position to another.

30. The device used to determine the extent to which various social classes in a given society make use of services in the society is known as-----

31. One of the views of sociology of education in the 1920s was that it was -----  
-----

**Match the words, concepts, names or phrases in Section A with those in Section B**

Section A

Section B

32. Sociology \_\_\_\_\_

A) Contest mobility

33. Ralph Turner \_\_\_\_\_

C) Auguste Comte

34. Leadership style \_\_\_\_\_

D) Reservoir of abilities

35. Bureaucracy \_\_\_\_\_

E) Community

36. Durkheim \_\_\_\_\_

G) Use of opportunities

37. Status \_\_\_\_\_

H) Democratic

38. Pool of capabilities \_\_\_\_\_

J) Educational Sociology

39. Functional theory \_\_\_\_\_

J) Max Weber

40. Selectivity Index \_\_\_\_\_

K) Robert Merton

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

Answer **Any Three Questions** from Section B.

1. There are many factors which have affected the status of teachers in Zambia. Choose only two factors and critically discuss how these factors have affected the status of high school teachers in Zambia.
2. With reference to the Labeling Theory, and using your experience as a classroom teacher, discuss how some pupils perform better than others in their school work.
3. From the historical and analytical perspectives, what is sociology of education? Be sure to explain historical and analytical perspectives.
4. "All things being equal, a young person looking for a job would choose one which could give him/her high social status in the community". Discuss this statement in relation to the supply and retention of high school teachers in the teaching service in Zambia.
5. Most of the institutions in this country, including the learning institutions such as colleges and universities, are pathological bureaucracies. Giving examples where applicable, discuss how the learning institutions are pathological bureaucracies.
6. Discuss critically, with relevant examples from the Zambian education system, the sources of role conflicts for a Zambian basic schoolteacher

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

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2005 ACADEMIC YEAR, SECOND SEMISTER FINAL EXAMINATIONS**

**COURSE: EPS 252- TEACHING CHILDREN WITH SPECIFIC LEARNING DISABILITIES.**

**INSTRUCTIONS:**

There are six questions, answer three questions. Question **one** is compulsory

This examination contributes 50% to the course grade.

Credit would be given for orderly presentation of material.

1. Ken is a ten year old boy who has just been noticed by his teacher as experiencing reading problems in class. Using this hypothetical case, identify the assessment tool you would use to assess him and suggest an appropriate intervention programme. ( **20 Marks**)
  
2. The process of acquiring mathematical abilities is a lengthy one. Discuss.(**15 Marks**)
  
3. Critically analyse the history of Specific Learning Disabilities (**15 Marks**).
  
4. Attention Deficit Hyperactivity Disorder is defined by three distinct sets of behaviour. What instructional approach would you apply to address these deficit areas in children with ADHD ( **15 Marks**)
  
5. Discuss how Writing Difficulties would interfere with the child's ability to learn in class? ( **15 Marks**)
  
6. Assessment is a crucial element in the education of children with Specific Learning Disabilities. Discuss ( **15 Marks**)

**END OF EXAMINATION  
GOOD LUCK**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2005 ACADEMIC YEAR, SECOND SEMISTER FINAL EXAMINATIONS**

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**END OF EXAMINATION  
GOOD LUCK**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2005 ACADEMIC YEAR, SECOND SEMISTER FINAL EXAMINATIONS**

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**END OF EXAMINATION  
GOOD LUCK**

The University of Zambia  
Directorate of Distance Education  
First semester, December, 2005

**Final Examination**

**EPS 261: Child – neuro-psychology**

**Time:** Three (3) hours

**Marks:** 100

**Instructions**

- This paper contains three (3) sections A, B and C.
- Answer all questions in section A and five (5) in section B
- Answer only three (3) questions in section C.

**Section A: Multiple choice questions; (20 marks)**

- Answer all questions. Each question carries two (2) marks.
  - Write your correct answers in the answer book – let provided.
1. A more suitable explanation of neuro-psychology is that it is.....
    - A: A study of molecular basis of nervous system
    - B: A study of brain – behaviour interactions.
    - C: A study of mind – heart interactions
    - D: A study of learning disabilities.
  2. Which of the following reasons is not quite relevant to significance of child – neuro – psychology?
    - A: understand correlation between brain lesion and body dysfunctionism.
    - B: identity impaired and unimpaired behaviour
    - C: promote an understanding of human brain functions and body environment.
    - D: promote an understanding of human brain and the physical environment.
  3. .... is the compensation for loss of function due to brain lesion.
    - A: critical periods
    - B: recovery of functions
    - C: plasticity
    - D: cerebral lateralization
  4. An average mass of a brain of a 75 year old lady is about.....
    - A: 1, 350 grams
    - B: 1, 450 grams

- C: 1, 000 grams
- D: 850 grams

5. Auditions or hearing actions are controlled in the .....lobes of the cerebral cortex.

- A: occipital
- B: temporal
- C: parietal
- D: frontal

6. Which one of the following directional terms correctly represents 'towards the top' of the human brain:-

- A: dorsal
- B: posterior
- C: anterior
- D: lateral

7. Cerebro – spinal fluid (CSF) is produced by human body cells called:.....

- A: neuroblasts
- B: motoneurons
- C: ependymal glial cells
- D: leucocytes

8. ....observed that various interacting areas of the human brain give rise to observable human behaviour.

- A: Rene' Descartes
- B: Jean Piaget
- C: Karl Lashley
- D: Alexander Luria

9. One major function of a nucleus in a neuron is to:.....

- A: control structural dimensions and processes.
- B: transmit information and fluids
- C: control permeability and diffusion pressure
- D: control blood pressure and sensation.

10. Which of the following basic composition accurately represents the human mid-brain?

- A: pontine, colliculus, brain stem
- B: cerebellum, medulla, colliculus
- C: hypothalamus, pontine, cerebellum
- D: medulla, epithalamus, hypothalamus

**Section B: Short answer type questions: (20 marks)**

Write brief notes on **five (5)** of the following terms / statements. Each item carries 4 marks.

11. (a) Cerebral lateralization
- (b) Brain versus cardiac controversies
- © Critical periods and plasticity
- (d) Lobes of the cerebral cortex
- (e) Structure of human brain
- (f) Grey, white and reticular matters
- (g) Executive functions
- (h) Balloonist theory

**Section C: Essays: (60 marks)**

Answer any **three (3)** questions in this section. Each question carries 20 marks.

12. Outline the role of child – neur-psychology in the education of children with special needs. Suggest how the field of child - neuro -psychology could be made popular in Zambia.
13. Discuss the Piagetian stages of cognitive development in children up to the age of 11. How would you use the theory to identify children with special needs.
14. Describe Alexander Luria's theory on the development of functional systems. What implications does it project on the education of children in Zambia?
15. With a labelled diagram, discuss the structure and functions of a neuron. How are messages transmitted from one neuron to another?
16. Discuss reasons and constraints in the assessment of special needs in children in Zambia. Suggest possible solutions.

**END OF EXAMINATION**

The University of Zambia  
School of Education  
Second semester, 2005

**Final Examination**

**EPS 262:** Teaching Children with Communication Disorders

**Time:** Three (3) hours

**Instructions**

- This paper contains three (3) sections A, B and C.
- Answer **all** questions in section A, **five** in section B and **three (3)** in section C.
- This examination contributes 50% to the course grade
- Credit will be given for orderly presentation of materials.

### Section A: Multiple-choice questions: (20 marks)

Answer all questions. Each question carries 2 marks. Write your correct answers in the answer book – let provided.

1. Mbewe has difficulties in sounding out words containing /l/; /s/; and /z/ when speaking. One would be safely right to conclude that her articulation problems are more in the area of:-  
  
A: distortions  
B: additions  
C: substitutions  
D: omissions
2. One of the following terms has very little to do with the stuttering in school pupils. Which one could it be?  
  
A: repetetion  
B: slow rise  
C: prolongation  
D: hesitation
3. .... is the long delay in recognizing certain words before one can make an accurate response to a new situation.  
  
A: apraxia  
B: perseveration  
C: anomia  
D: anoxia
4. Mudenda, a grade 5 pupil talks too softly during classroom discussion making the whole class to feel uncomfortable and unwilling to listen to him at times. His behaviour is an indication of .....disorder.  
  
A: phonasthenia  
B: Hysterical aphonia  
C: macrophonia  
D: Diplophonia
5. An infant has an intelligence quotient (IQ) of 100+. At which average age with all things being equal is the child likely to start inflected vocal play?

- A: 0 – 3months
- B: 3 – 6 months
- C: 6 – 9 months
- D: 9 – 12 months

6. .... theory acknowledges that a child has a capacity to learn through self – rewarding mechanism.

- A: constitutional
- B: autism
- C: nativistic
- D: operant conditioning

7. Which of the following teaching techniques is more appropriate in dealing with a pupil with spasmodic dysphonia: -

- A: talking less
- B: chewing while talking
- C: talking loudly
- D: mentoring others

8. .... is the inability of one to adequately deal with size relationships when doing certain classroom tasks.

- A: dyslexia
- B: anomia
- C: agraphia
- D: alculculia

9. On average .....% of children below the age of 15 in every 1, 000 are likely to show signs of voice disorders:-

- A: 52
- B: 40
- C: 3
- D: 5

10. A more suitable description of one's abnormal biting of the tongue when speaking resulting in misarticulation is: -

- A: malocclusion
- B: omissions
- C: lisps
- D: additions

## **Section B: Short answer type questions (20 marks)**

Write brief notes on any **five (5)** of the following items in relation to communication disorders in children. Each item carries 4 marks.

11. (a) Wernicke's aphasia
- (b) Language Acquisition Device (LAD)
- (c) Apraxia
- (d) Phonological disorders
- (e) Mono-pitch
- (f) Speech – language acquisition pre – requisites

## **Section C: Essays: (60 marks)**

Answer **three (3)** questions in this section. Each question carries 20 marks.

11. Discuss the nature of misarticulations in children. What teaching methods would you use to teach children with such problems?
12. Describe two voice related disorders common in children. Explain how you would teach pupils with each of the disorders mentioned above
13. Examine major stages in the acquisition of speech and language in children up to the age of 12 months. How would you use these stages to identify communication disorders in children?
14. Identify and discuss environmental factors likely to be contributing to stuttering in Children. What should the teacher do to help stutterers benefit from their classroom interactions.
15. Discuss reasons and constraints in the assessment of children with communication disorders. Suggest solutions to the identified problems.

**END OF EXAMINATION**

The University of Zambia  
School of Education  
2005 Academic year, second semester

**Final Examination**

**EPS 352: Classroom Organization and Management in Special Education**

**Time:** Three (3) hours

**Instructions**

- There are six (6) questions in this paper. Attempt only three (3).
- Question one (1) is compulsory.
- This examination contributes 40% to the course grade.
- Credit would be given for orderly presentation of materials.

1. Critically examine the time – table below for learner with severe intellectual disabilities for term III, 2005.

| Day<br>/<br>Time | 07: 30<br>08: 00 | 08: 00<br>08: 30   | 08: 30<br>09: 00  | 09: 00<br>09: 30  | 09: 30<br>10: 00 | 10: 00<br>10: 30 | 10: 30<br>11:00 | 11: 00<br>12: 00           |
|------------------|------------------|--------------------|-------------------|-------------------|------------------|------------------|-----------------|----------------------------|
| Mon              | a<br>s           | P.E                | Maths             | Lang              | B                | Practicals       | Maths           | Sports                     |
| Tue              | s<br>e           | Home-<br>economics | Home<br>economics | Home<br>economics | r                | A. D.            | L.              | Comp.<br>lessons           |
| Wed              | m<br>b           | Maths              | C.                | A.                | e                | Lang             | Lang            | Drama                      |
| Thur<br>s        | l                | Lang               | Needle-<br>work   | Needle –<br>work  | a                | Practicals       | Maths           | preventive.<br>maintenance |
| Fri              | y                | Maths              | A . D.            | L.                | k                | Lang             | Lang            | film<br>show               |

- (a) What are the merits and demerits in this time - table?
  - (b) Is it suitable for learners with severe intellectual disabilities? Give reasons.
  - (c) Propose changes and justify?
2. Evaluate the classroom management of pupils' personal information in special education classes in Zambia.

3. “ Certain special education classroom layouts are more satisfactory than others in that the teacher has easy access to each pupil and able to talk on a one – to –one basis.” (Coombs, 1995). Critically analyze the statement above.
4. Using examples, discuss two non – violent disruptive behaviours you are likely to encounter in a class. How would you deal with each of the behaviours mentioned above?
5. Teachers expect support from parents and head –teachers in their handling of disciplinary cases of pupils with special educational needs in their classrooms. Discuss the statement above.
6. Examine the role of body language in the classroom. What advantages and disadvantages does it provide in the teaching of pupils with special educational needs?

**END OF EXAMINATION**

The University of Zambia  
School of Education  
2005 Academic year Second semester

**Final Examination**

**EPS 372:** Teaching Children with Hearing Impairments

**Time:** Three (3) hours

**Instructions**

- There are five (5) questions in this paper. Attempt only three (3) questions.
  - Question one (1) is compulsory.
  - This examination contributes 40% to the course grade.
  - Credit would be given for orderly presentation of materials.
- 
1. You are asked to prepare a report on an assessment you carried out on one of the pupils suspected to have hearing impairments using an audiometer. Prepare a report and show why it is important to know the extent of the hearing loss. (20 marks)
  2. Identify and discuss teaching techniques you would use to teach a particular aspect of language to pupils with hearing impairments (10 marks).
  3. Pupils with hearing impairments should be included in the mainstream classes in Zambian schools. Critically analyze the statement above (10 marks).
  4. With aid of a labeled diagram, describe the structure and functions of the middle ear and ossicular chain. Explain how sound waves are transmitted and implications of identified ear infections (10 marks).
  5. What are the education implications of hearing impairments on the education provisions in Zambia? (10 marks).

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2005 ACADEMIC YEAR: SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**EPS 472 COUNSELLING IN CHILD DISABILITY – PRACTICAL**

**Time: three (3) hours**

**Instructions:**

- This examination contributes 40% to the course grade.
- This question paper has three questions. Attempt all the three questions.
- Credit will be given for orderly presentation of the work.
- All questions carry equal marks.

1. Using your experiences gained during the practicum period, comment on the following:

a)

- description of the institution you were attached to for the practicum
- how the institution gets its clients
- type of clients
- counselling procedures being used.

b) If you were in charge of the institution, what changes would you propose? Give reasons for your response.

c) Was the practicum helpful? Give reasons for your response.

2. You have counselled a client. Write a report which should cover the following areas:

a) client's relevant personal information

b) rapport creation

c) key issues for counselling

d) counselling theory and techniques chosen to help the client. Give reasons for your choice of the counselling theory and techniques.

e) summary of what was achieved with the client.

3. Below is a transcript of a counselling session between counsellor and client. Carefully read the counselling dialogue and answer the questions that follow.

**Transcript**

**Counsellor:** Wendy, I understand that there has been a problem in your maths class. Would you like to talk about it?

**Client:** I guess so.

**Counsellor:** you are feeling somewhat embarrassed about the problem and uncomfortable to talk about it with me.

**Client:** yes, I am, but I know that I need to talk about it.

**Counsellor:** Would you like to tell me what happened?

**Client:** my teacher caught me cheating on my math test. I have some bad grades in math this period. I knew had to do well on this test, but I was not ready for it.

**Counsellor:** How did you see cheating as helping?

**Client:** I was feeling a lot of pressure because I was not prepared for the test and my parents expected me to do well.

**Counsellor:** can you tell me what you have been doing that kept you from being prepared for the test?

**Client:** I am just getting to know Susan, and I have been spending a lot of time with her and not enough time studying.

**Counsellor:** Susan's friendship is very important to you.

**Client:** yes, I have never had a close friend before.

**Counsellor:** what might be some other ways you could still be friends with Susan and also keep up with your studies?

**Client:** well, I guess I could spend less time with her and spend more time studying.

**Counsellor:** you believe that you can spend less time with Susan and still be close friends?

**Client:** yes, I am sure she would understand.

**Counsellor:** what other things you could do that might help?

**Client:** May be we could spend time together studying instead of talking so much.

**Counsellor:** would you like to try one of these plans for the next week and see how it works?

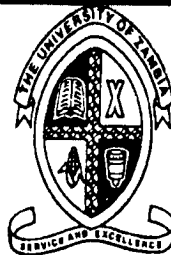
**Client:** ok. I would like to try studying with Susan.

**Counsellor:** all right lets meet next Tuesday at 1430 hours and see how well your plan worked.

### **Questions**

- a) What did the counsellor do or say to establish a relationship with the client?  
Was this the best way to establish the relationship? Give reasons for your response.
- b) How did the counsellor identify client's present problem? What was the problem?
- c) How did the counsellor evaluate client's present behaviour? What was the client's behaviour?
- d) What plans were worked out to help solve the client's problem?
- e) What commitment did the client give the counsellor in order to solve the problem?
- f) Do you think this was the best way to proceed to solve the problem? If yes give reasons for your response and if not, suggest how you would have done it.

**END OF EXAMINATION**



# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### DEPARTMENT OF IN-SERVICE EDUCATION AND ADVISORY SERVICES

SECOND SEMESTER

DECEMBER, 2005

ISE 132 ART AND DESIGN

PRACTICAL PAPER

MARKS: 10

TIME: 3 HOURS.

#### **INSTRUCTIONS:**

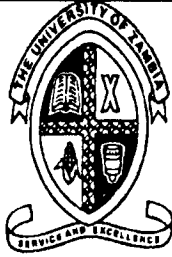
- THIS PAPER HAS FOUR (4) QUESTIONS. ANSWER ONE (1) QUESTION ONLY.
- WRITE YOUR COMPUTER NUMBER AND THE QUESTION NUMBER SELECTED BEHIND YOUR WORK.
- CAREFUL PRESENTATION OF YOUR WORK WILL EARN YOU MORE MARKS.

- 
1. Design a three dimensional object in colour.
  2. Paint three (3) wild animals drinking water.
  3. Paint an orchard with a variety of plants.
  4. Write the following passage using 'cursive lettering':-

#### **"THE VALUE OF THE ARTS"**

The arts are seen as distinct categories of understanding special forms of thought. They also give us a grasp of the growth and tenor of our civilization. Actually, the arts are ways of having ideas of brining out new insights and illuminations. Therefore, the arts must be taken by many.

.....END.....



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF IN-SERVICE EDUCATION AND ADVISORY SERVICES**

**ART AND DESIGN**

ISE 132 – SECOND SEMESTER

DECEMBER, 2005

MARKS: 30

TIME: 3 HOURS.

**INSTRUCTIONS:**

- THIS PAPER HAS SIX QUESTIONS. ANSWER THREE QUESTIONS ONLY.
  - QUESTION ONE (1) IS COMPULSORY.
  - EACH QUESTION CARRIES 10 MARKS.
  - CAREFUL PRESENTATION OF YOUR WORK WILL EARN YOU MORE MARKS.
- 

1. The creative process is a process with a beginning, a middle and an end resulting in a new idea. Who is a creative person?
2. Lettering is silent and permanent. How has lettering developed to the present day?
3. Who is a puppeteer, and what are the functions of his/her work?
4. How can Art today help to develop worthy citizens of a particular nation?
5. Outline the stages followed in the making of two of the following:
  - a) A Marionette involving any media.
  - b) A Mural by a grade six class.
  - c) A Mosaic as an in-door decoration.

GOOD LUCK & MERRY X-MAS



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**DISTANCE EDUCATION FINAL EXAMINATION – DECEMBER 2005**

**2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATION**

**COURSE: ISE 171 – INTRODUCTION TO FOOD AND NUTRITION SCIENCE**

**TIME: Three (3) Hours**

**INSTRUCTIONS: Answer four questions only. All questions carry 25 marks**

---

**Question 1**

A reduction in the rate growth is the first sign of insufficient food intake of a young child. Name and explain the most common indicators used to detect this.

(25 marks)

**Question 2**

In food and nutrition many technologies are used to describe behaviours that relate to human development. Define the following terms:-

(25 marks)

Risk factor

Nutrients

Metabolism

Enzyme

Cholesterol

**Question 3**

All cells need calcium (chemical symbol  $Ca$ ), but over 99% of calcium in the body operates inside bones and teeth strengthening them. What are the benefits of calcium in the diet besides contributing to bone strength? Explain the nine (9) factors hindering absorption of calcium from the intestinal tract.

(25 marks)

#### **Question 4**

Carbohydrates supply energy to the body - regulating the energy source in the blood stream. Explain when blood glucose is rated normal in millimetres of blood. At what rate does a person feel nervous, irritable, hungry and have a headache?

Which organ of the body controls the amount of glucose that enters the blood stream?

Describe the effects of insulin in the body and mention the four (4) hormones of the gastrointestinal tract. (25 marks)

#### **Question 5**

The proteins compose the major part of the body, about 16% of the body weight. Briefly explain the following:

Which part of the body requires day to day and minute to minute regulation and maintenance?

The content of the amino acids is the body.

The importance of the concept of biological value in treating some diseases, give examples and the major disease to protein deficiency. (25 marks)

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

**GOOD LUCK**

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

**UNIVERSITY FIRST SEMESTER EXAMINATIONS ---- DECEMBER 2005**

**ISE 181**

**INTRODUCTION TO SOCIAL STUDIES I**

**INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY**

1. Critically examine the sources available for the reconstruction of pre-colonial social studies of Zambia.
2. Account for the Luba and Lunda migrations into Zambia after 1600.
3. Explain the factors responsible for the rise and decline of the Chewa Kingdom of Undi
4. Why did the Lunda Kingdom of Kazembe decline?
5. What changes took place in the Lozi Kingdom because of the Kololo conquest in the early 19th century of the Kingdom ?
6. Was there a relationship between trade and politics in pre-colonial Zambia?
7. Of what significance were David Livingstone's journeys to Central Africa?

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

**UNIVERSITY FIRST SEMESTER EXAMINATIONS ---- DECEMBER 2005**

**ISE 181**

**INTRODUCTION TO SOCIAL STUDIES I**

**INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY**

1. Critically examine the sources available for the reconstruction of pre-colonial social studies of Zambia.
2. Account for the Luba and Lunda migrations into Zambia after 1600.
3. Explain the factors responsible for the rise and decline of the Chewa Kingdom of Undi
4. Why did the Lunda Kingdom of Kazembe decline?
5. What changes took place in the Lozi Kingdom because of the Kololo conquest in the early 19th century of the Kingdom ?
6. Was there a relationship between trade and politics in pre-colonial Zambia?
7. Of what significance were David Livingstone's journeys to Central Africa?

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

**UNIVERSITY SECOND SEMESTER EXAMINATIONS ---- DECEMBER 2005**

**ISE I82**

**INTRODUCTION TO SOCIAL STUDIES II**

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

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**SECTION A**

1. Compare and contrast the manner in which colonial rule was established and consolidated in North Western and North Eastern Zambia.
2. How did the colonial government attempt to administer Africans in the urban areas?
3. Critically examine the causes and effects of labour migration in colonial Zambia.
4. Examine the impact on Zambia of the 1914 - 1918 war.
6. Why did the Federation of Rhodesias and Nyasaland fail?
7. Why did the mineworkers on the Copperbelt go on strike in 1935?
8. How did the Economic Depression of 1930s affect Zambia?

**SECTION B**

9. (a) The health status of Africans in the colonial period. Cite **THREE** factors that contributed to the low health status of the Africans of this period.  
(b) What **TWO** socio-cultural values were responsible for continued high birth rates among Africans in the post-colonial period up to 1980?
10. High birth rates and high death rates characterised the population scenario among Africans in the pre-colonial period. State and describe **THREE** factors responsible for this situation.
11. Although Davies (1971) reports that 66% of Zambia's health infrastructure was laid down by 1964, most Africans continued to enjoy a low health status. What **THREE** factors were responsible for this and explain how they affected the Africans' health standards.

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF IN-SERVICE EDUCATION AND ADVISORY SERVICES

SECOND SEMESTER EXAMINATION – DECEMBER, 2005

COURSE: ISE 272 HEALTH EDUCATION

TIME: THREE (3) HRS.

MARKS: 100

## INSTRUCTIONS:

- There are six questions in this paper. Answer four (4) questions only. All question carry 25 marks.
- 

### Question 1

Define the following Terms found in Health Education and Promotion.

- (a) Planning
- (b) Health education
- (c) Programme
- (d) Programme plans
- (e) Health promotion

(25 marks)

### Question 2

Write brief notes on the following and give examples.

- (a) Intrinsic Authority
- (b) Felt needs
- (c) Back drop
- (d) Community Diagnosis
- (e) Levels and Target of Change.

(25 marks)

### Question 3

Programme Planning has seven (7) steps. With the aid of a diagram explain the essential components of programme plans.

(25 marks)

## Question 4

- (a) Programme Implementation has five (5) phases and at each phase certain activities are supposed to be carried out. With aid of a diagram illustrate the programme activities.
- (b) Mention the challenges to implementation that may come from a variety of sources.

(25 marks)

## Question 5

Programme evaluation has increased in importance and complexity over recent decades.

- (a) Explain the purposes and use of evaluation.
- (b) What is focus of Programme Evaluation in types of information.
- (c) Roles of Evaluation
- (d) What is Quasi Experimental Research Designs.

(25 marks)

## Question 6

Explain the concept of

- (a) Accountability and Programme evaluation
- (b) Causality
- (c) Accountability and Community Health Education

(25 marks)

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

### **UNIVERSITY SECOND SEMESTER EXAMINATION DECEMBER 2005**

**ISE 282: CURRENT ISSUES IN SOCIAL STUDIES**

**TIME :** Three (3) Hours

**INSTRUCTIONS:** Answer **Three** (3) Questions. Question **one** (1) is Compulsory

- 
- 1.(a) Although Namafe (1992) advances the thesis that floods are ‘a Friend ‘ among the Lozi people of the Zambezi flood plain, there are many instances in the recent past to support the view that floods are ‘an Enemy’. Discuss.  
(b) How can Zambia ensure that floods have less negative impact on the people?
  2. (a) Trace the origin of urbanisation and the impact it has had on urban services.  
(b) What challenges has urbanisation posed in Zambia’s leading cities and how can they be over come?
  3. What problems and challenges does Zambia’s position present for her sustainable socio- economic development.
  4. (a) Explain the institutional and constitutional changes in the Third Republic.  
(b) What are the Advantages and Disadvantages of economic Liberalisation and Privatisation?
  5. Indigenous farming practices like Chitemene have been described as ‘less a device of Barbarism than a Concession to the soils of Zambia’(Adoreol, 1983). Discuss.

**END OF EXAMINATION**

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

**END OF SECOND SEMESTER EXAMINATIONS DECEMBER 2005**

**COURSE: ISE 372 ISSUES IN HOME ECONOMICS**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS**

Read the instructions carefully before you start answering the questions'

Answer **FOUR** questions **ONLY**. Question 1 is compulsory.

Each question carries **25 marks**.

1. Define the concepts below:
  - a) Ecology (2 marks)
  - b) Human ecology (2 marks)
  - c) Paradigm (2 marks)
  - d) Conceptual framework (2 marks)
  - e) Reconceptualisation (2 marks)
  - f) Ecosystem (2 marks)
  - g) Family ecosystem (2 marks)
  - h) Natural environment (2 marks)
  - i) Human constructed environment (2 marks)
  - j) Human behaviour environment (2 marks)
  - k) Elements of the ecosystem (5 marks)
2. Briefly analyse the five areas of practice standards and the role of a home economist in each area of practice.
3. Make short notes on the three systems of action and mention three main assumptions of each system of action mentioned.
4. Compare and contrast the beginning of Home Economics in North America and Zambia.
5. Briefly discuss five issues in home economics and state why reconceptualisation is necessary.
6. Briefly explain five gender issues which have adversely affected the teaching of Home economics in Zambia.

END OF EXAM GOOD LUCK!

# THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION  
LANGUAGES AND SOCIAL SCIENCES EDUCATION DEPARTMENT

SECOND SEMESTER EXAMINATIONS  
LSE 232: ENGLISH TEACHING METHODS - PRIMARY  
NOVEMBER /DECEMBER 2005

TIME: Three (3) hours

MARKS: 100

## INSTRUCTIONS:

1. There are **two** (2) sections in this paper: **Section A** and **Section B**.
2. Answer either **Question 1** or **Question 2** from Section A and **Two** (2) others from Section B.
3. Ensure that you answer all parts of the questions you choose.
- 4 All questions carry equal marks.
- 5 Credit will be given for good English and orderly presentation.

## SECTION A

**Answer only one (1) question from this section.**

1. Define the following terms in language teaching. Give clear examples where necessary.
  - a. lesson objective
  - b. course aim
  - c. scheme of work
  - d. a lesson plan
  - e. **error** as opposed to **mistake** in pupils' writing.
  - f. linguistic competence
  - g. correlates of reading and writing.
2. Briefly explain, with examples where necessary, the following concepts in English Language Teaching (ELT):
  - a. content schema
  - b. ripple drill.
  - c. lesson planning.
  - d. the difference between letter and sound.
  - e. metacognition
  - f. literal comprehension
  - g. reading readiness.

## SECTION B

**Answer two questions from this section.**

3. Imagine, on your first posting, you were to be the one to introduce the New Break through to Literacy (NBTL) approach at a basic school.
  - a. Explain briefly to teachers who have not been oriented to NBTL what it is about.
  - b. Explain the procedure you would follow to teach a lesson in:
    - i. NBTL **or**
    - ii. SITE **or**
    - iii. ROC.
4. All pupils in primary school are eager to learn to read and write. Describe how you would help them develop their reading and writing skills at middle basic level.

**Construct** a lesson plan to teach them how to write:

- (a) a letter asking a friend in another town to send them some money for some use at school.
  - (b) a **similar** letter to their father.
5. Imagine that you are a Grade 9 teacher in an area of Zambia familiar to you (name it).
    - i. Present a list of **situations** outside the school in which your pupils will need English for **oral** communication. (Your list should include both **situations** and the **roles** they are likely to play.)
    - ii. Select **two** situations and construct **two** dialogues for each that will initiate (start) relevant speech inter-action.
  6. Study the **three** texts, **A, B and C** below and then **briefly** answer the following questions in relation to each text:
    - i. What is the test called?
    - ii. Is it a reliable test?
    - iii. Is it a subjective or objective test?
    - iv. Is it an integrated or discrete point test?
    - v. Is it a direct or indirect test?
    - vi. Which language teaching approach or methodology would you generally associate it with?
    - vii. Use one of the approaches/methodologies named in (vi) above to explain the relationship between the test and the language theory and the theory of learning underlying its construction.

**N.B. Do not answer the questions in the three texts.**

### **TEXT A**

Some words have been omitted in the story below. Write **one** word in each blank space to complete the story.

Once upon a time a farmer had three sons. The farmer was rich and had many fields, but his sons were lazy. When the farmer was dying, he called his sons to him. "I have left you

.....which will make you ....., " he told them. "But.....must dig in all ..... fields to find the .....where the treasure is....."

After the old man....., his three lazy sons.....out into the fields.....began to dig.

### **TEXT B**

Four answers are provided for each question. Indicate the correct answer by drawing a circle around the letter of your choice.

This dress belongs to Rose. It is .....

- a. the dress of Rose
- b. Rose's dress
- c. Roses' dress
- d. the dress of Rose's

### **TEXT C**

Your pen friend is going to visit your country for a few weeks. He /she wants to have information about the type of weather he/she will find at the time of the visit. He/she also wants to know what type of clothes to wear and also some ideas on how to behave while in the country. Write a letter to him/her explaining clearly what is considered to be acceptable behaviour and dress in that weather.

7. a. Explain what is meant by **reading as an interactive process**.  
b. Briefly explain the following methods of teaching initial reading:  
i. Phonics method  
ii. Look and say method  
iii. Whole word  
iv. Language experience method.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**SECOND SEMESTER EXAMINATIONS – DECEMBER, 2005**

***LSE 292: PRIMARY RELIGIOUS EDUCATION METHODS***

**TIME: 3HOURS**

**MARKS: 100**

**INSTRUCTIONS:** Answer fully **any three** questions.

1. Discuss the new Basic School Curriculum structure, naming the six new learning areas, their contributory subjects from the old curriculum and indicating why the (new) curriculum has been so designed.
2. What is Social and Development Studies (SDS)? In what respects does it compare and differ with the other learning areas? Explain.
3. Trace the history of curriculum integration in Zambia and suggest its advantages and disadvantages with regard to religious/spiritual and moral education.
4. What knowledge, skills and attitudes does Social, Spiritual and Moral Education (SSME) promote at college and school levels? Discuss, giving many examples.
5. Explain the difficulties involved in basing Moral Education (ME) on either religious beliefs or non-religious, secular principles.
6. Discuss the differences between the work of a priest, pastor or Church minister and that of a teacher/lecturer of RE/SDS or SSME. Indicate how a teacher/lecturer who is religiously committed can reconcile his/her religious and professional commitments.

-End-

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION LANGUAGES AND SOCIAL SCIENCES EDUCATION DEPARTMENT

### SECOND SEMESTER EXAMINATIONS LSE 232: ENGLISH TEACHING METHODS - PRIMARY NOVEMBER /DECEMBER 2005

**TIME:** Three (3) hours

**MARKS:** 100

#### INSTRUCTIONS:

1. There are **two** (2) sections in this paper: **Section A** and **Section B**.
2. Answer either **Question 1** or **Question 2** from **Section A** and **Two** (2) others from **Section B**.
3. Ensure that you answer all parts of the questions you choose.
- 4 All questions carry equal marks.
- 5 Credit will be given for good English and orderly presentation.

#### SECTION A

**Answer only one (1) question from this section.**

1. Define the following terms in language teaching. Give clear examples where necessary.
  - a. lesson objective
  - b. course aim
  - c. scheme of work
  - d. a lesson plan
  - e. **error** as opposed to **mistake** in pupils' writing.
  - f. linguistic competence
  - g. correlates of reading and writing.
2. Briefly explain, with examples where necessary, the following concepts in English Language Teaching (ELT):
  - a. content schema
  - b. ripple drill.
  - c. lesson planning.
  - d. the difference between letter and sound.
  - e. metacognition
  - f. literal comprehension
  - g. reading readiness.

## SECTION B

**Answer two questions from this section.**

3. Imagine, on your first posting, you were to be the one to introduce the New Break through to Literacy (NBTL) approach at a basic school.
- Explain briefly to teachers who have not been oriented to NBTL what it is about.
  - Explain the procedure you would follow to teach a lesson in:
    - NBTL **or**
    - SITE **or**
    - ROC.
4. All pupils in primary school are eager to learn to read and write. Describe how you would help them develop their reading and writing skills at middle basic level.

**Construct** a lesson plan to teach them how to write:

- a letter asking a friend in another town to send them some money for some use at school.
  - a **similar** letter to their father.
5. Imagine that you are a Grade 9 teacher in an area of Zambia familiar to you (name it).
- Present a list of **situations** outside the school in which your pupils will need English for **oral** communication. (Your list should include both **situations** and the **roles** they are likely to play.)
  - Select **two** situations and construct **two** dialogues for each that will initiate (start) relevant speech inter-action.
6. Study the **three** texts, **A, B and C** below and then **briefly** answer the following questions in relation to each text:
- What is the test called?
  - Is it a reliable test?
  - Is it a subjective or objective test?
  - Is it an integrated or discrete point test?
  - Is it a direct or indirect test?
  - Which language teaching approach or methodology would you generally associate it with?
  - Use one of the approaches/methodologies named in (vi) above to explain the relationship between the test and the language theory and the theory of learning underlying its construction.

**N.B. Do not answer the questions in the three texts.**

### **TEXT A**

Some words have been omitted in the story below. Write **one** word in each blank space to complete the story.

Once upon a time a farmer had three sons. The farmer was rich and had many fields, but his sons were lazy. When the farmer was dying, he called his sons to him. "I have left you

.....which will make you ....., " he told them. "But.....must dig in all ..... fields to find the .....where the treasure is....."

After the old man....., his three lazy sons.....out into the fields.....began to dig.

### **TEXT B**

Four answers are provided for each question. Indicate the correct answer by drawing a circle around the letter of your choice.

This dress belongs to Rose. It is .....

- a. the dress of Rose
- b. Rose's dress
- c. Roses' dress
- d. the dress of Rose's

### **TEXT C**

Your pen friend is going to visit your country for a few weeks. He /she wants to have information about the type of weather he/she will find at the time of the visit. He/she also wants to know what type of clothes to wear and also some ideas on how to behave while in the country. Write a letter to him/her explaining clearly what is considered to be acceptable behaviour and dress in that weather.

7. a. Explain what is meant by **reading as an interactive process**.
- b. Briefly explain the following methods of teaching initial reading:
  - i. Phonics method
  - ii. Look and say method
  - iii. Whole word
  - iv. Language experience method.

**END OF EXAMINATION**

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

**SECOND SEMESTER EXAMINATIONS**  
**LSE 332 -ENGLISH TEACHING METHODS II**  
**NOVEMBER /DECEMBER 2005**

**TIME:** Three (3) hours

**MARKS:** 100

**INSTRUCTIONS:**

1. Answer three (3) questions: One from Section A and Two from Section B.
2. Ensure that you answer all parts of your chosen questions.
3. Note that all questions carry equal marks.

**SECTION A**

1. Define and then explain the significance of each of the following concepts in English Language Teaching:
  - a. a lesson plan
  - b. the deductive approach
  - c. language drills
  - d. teaching aids
  - e. skimming
2. Discuss the trends in the development of Language Teaching Methodologies from the 1940s to 1980s.
3. Principles of Communicative Language Teaching can be very effectively used to teach continuous writing (composition) in secondary schools. State and then show how you would apply them to teaching senior secondary school composition.

**SECTION B**

4. Outline and explain the lesson procedure you would follow to teach a double period reading comprehension lesson to a Grade 10 class based on the following passage. The illustration must be included in your explanation.

## PASSAGE

On the first morning of the new year I went proudly into the junior school. My classmates were all gathered in the classroom but there was no teacher there. The class- teacher, my father, was busy with his duties as headmaster, and we were directed to wait quietly for him in our classroom. But during the holidays the school had been repainted, and the paint was still slightly wet. Every school was the same, a smart building with the walls white- washed at the top and painted with coal- tar at the bottom. It was the coal -tar that was still wet!

We began to play about. Our teacher did not come and we became more and more unruly. One of the boys pressed his hand on the wet coal -tar and then took hold of my clean white shirt. He left a great black stain. I was so angry that I too pressed my hand on the paint and then slapped the boy full in the face. The uproar from the classroom brought my father quickly upon the scene. There was immediate silence.

'What is the matter here?' he asked. The other boy at once showed his painted face and told my father the story. But he said it was an accident that he had put the paint on my shirt. On hearing him say this I stepped forward and began to give my version of the story. No sooner had I began to speak, however, than my father struck me so roughly



that I fell to the ground and for a minute was stunned. As I sat the rest of the morning in my desk, shaken and silent, I reflected that this was the way my father welcomed me into his class I could expect a hard year.

At lunch- time I hurried home and reported the whole incident to my mother. I begged her to send me away to attend standard I in some other school. I told her I could not face a year with my father as my teacher.

When my father came in, my mother immediately brought up the subject. She said that he had treated me most unfairly and that, even had I deserved punishment, he should have remembered my recent sickness and been more lenient with me.

But my father, as usual, had his reasons. Looking back now I realise that although the punishments my father dealt out to me were always severe, sometimes brutal, yet they were rarely unjust or unreasonable.

Now he explained to my mother, 'Look, Edzi, you know the rules in this town. If anyone strikes his neighbour in the face, he must be summoned before the chief. The fine is often heavy -\$5, a ram, bottles of gin. If I had not taken notice of this affair and the boy had appealed to his parents, they would have taken the matter up. We are strangers in this town and in my position, I want to avoid any quarrel with our neighbours. Now, if the child's parents come to see me, I can tell them that I have already dealt severely with Kofi, and they will be satisfied.'

#### *SECTION A*

1. On the first morning there was no teacher in the class because
  - A. the teacher was busy with the headmaster.
  - B. the teacher was the writer's father.
  - C. it was the first morning of the new year.
  - D. the writer's father was busy with his other work.
2. The teacher came quickly to the classroom because
  - A. he was late for class.
  - B. the boys were playing with wet coal-tar.
  - C. the class was making a lot of noise.

- ✓
- D. the writer had slapped a boy in the face.
3. The teacher struck his son because
- A. he did not believe his story.
  - B. he wanted to avoid a quarrel with the other boy's parents.
  - C. he believed the other boy's story.
  - D. he didn't want to be summoned before the chief.
4. Kofi's mother claimed that his father had treated him unfairly because
- A. he had forgotten that Kofi had recently been ill.
  - B. she had heard Kofi's story.
  - C. she felt he should always be more lenient with his own son.
  - D. his father had beaten Kofi.

#### SECTION B

True or false?

1. There were altogether three teachers in the junior department of the school.
2. When people were summoned before the chief, they were punished heavily.
3. This was Kofi's first year in school.
4. Kofi's mother was quite happy when his father punished him at school and not at home.
5. Kofi's mother did not accept her husband's reasons for punishing Kofi.

#### SECTION C

1. Can you find any evidence in the passage that indicates that Kofi's family had not always lived in this town?
2. What is the meaning of 'He killed three birds with one stone'? (Last paragraph) What is the usual wording of this expression?
3. Do you think that Kofi was even more unhappy after his father had stopped punishing him in the house? (Last paragraph) Find a phrase which supports your answer.

5. Carefully read the following passage below taken from *Six One - Act Plays for African School* by Philip J. Booth. Then explain how you would go about using it to teach a Literature lesson to a Grade 10 class focussing on Theme, Plot and characterisation. Propose teaching activities and materials you would use at each stage of the lesson to maximise pupil enjoyment.

#### PASSAGE

*(Enter ABU hurriedly from the left)*

**ABU:** Chief Kofi is here. Is everything ready?

**SAFFA:** All is ready except these men. I think they are becoming foolish. They do not like the way I propose to welcome Kofi.

**ABU:** Kofi must be received in the way fitting for a chief even though it takes us five years to replace what we offer him.

**SAFFA:** Go, all three, and lead Kofi to me.

*(ABU, GABRIEL, LAHAI go off left)*

**SAFFA:** Perhaps they are right. We have little money and little food. I hope that Kofi can understand that our life does not prosper in these present days. Perhaps it will take ten years before I can again welcome another chief without bringing ruin to my people. I hope the gods will give me wisdom to act in this affair.

*(Enter Kofi, Gabriel, ABU and CYRIL from the left. SAFFA stands and embraces KOFI.)*

**SAFFA:** Welcome, brother. Welcome, Kofi. My heart has been heavy in missing you for such a space of time.

**KOFI:** Saffa, my friend. The years have passed with an unbelievable slowness when I was unable to see you.

**SAFFA:** My joy at seeing you is too much to express.

**KOFI:** Words cannot tell the pleasure this meeting brings.

**SAFFA:** Leave us, my counsellors. Take the friends of chief Kofi to their lodging and see they are entertained. Lahai, give them to eat and drink all that they desire.

**LAHAI:** I shall do as you say.

*(LAHAI, GABRIEL, ABU and Cyril go off to the left. SAFFA and KOFI sit down.)*

**SAFFA :** Have you news for me?

**KOFI:** It may be so. I do not know what is news. I wish no more than sit and see you. You look well. Is all well in your chiefdom?

**SAFFA:** I am well. My people are suffering.

**KOFI:** I made enquiries for your well-being before I came. I was told that the present is very hard for your people.

**SAFFA :** You were told the truth. Our treasury is small. Our stores will not last long. Our crops will not be sufficient for my people in the time to come.

**KOFI:** My messengers were well informed. They told me so. And therefore I have taken certain precautions.

**SAFFA :** I do not understand you.

**KOFI:** I have brought many men with me. They are hunters. They are hungry men. In three days there would be little food in your chiefdom.

**SAFFA:** All the food I have is for you and your men.

**KOFI:** You are too generous. You would spoil the future of your people to give a worthy reception to your visitors. You are a proper chief.

**SAFFA:** I know what I have to do. Our customs must not be changed. You will stay till

your people need you again.

**KOFI:** You have said well, my brother. Now hear my secret. Each of the men has with sufficient food for the length of his stay. In my goods I have brought the wine we will drink for fully seven days. Do not protest. We are the chiefs and we make the customs.

*(SAFFA falls on his knees.)*

**SAFFA:** Oh, my gods. Hear my prayer. Send your blessings on Kofi. He has a generosity which cannot be equalled. You have given him understanding past that of mortal men. Praise him and help him.

*(KOFI raise SAFFA.)*

**KOFI:** Stand up, my friend. Things are not so serious. I know your customs tell you to entertain me. I know your present fortunes are not good. Therefore it is my duty to understand and to help.

**SAFFA:** If all men were like you the world would be at peace. My heart is too full with joy of your presence.

**KOFFI:** Nonsense, nonsense, nonsense. I shall leave you now. We can speak presently.

**SAFFA:** Ask counsellors to return. Let them share my joy.

**KOFFI:** This evening there will be feasting. Then we shall meet and drink to times past.

6. Explain and then evaluate the following substitution table based on the structure concept of *contrast*.

- a. Explain what is wrong with the table.
- b. Explain how you would improve it.
- c. Re- write the correct and improved version of the table.
- d. Explain how you would best use it to teach the structure: **contrast** in a Grade 9 lesson.

| 1                             | 2   | 3                                       |
|-------------------------------|-----|---|
| 1. the bus was already full   | but | The conductor continued selling tickets |
| 2. The thief ran very fast    | yet | But the crowd managed to catch him      |
| 3. John is a good speaker     | but | He is a poor reader                     |
| 4. Mary was very hard working | yet |   |

7. a. State the three techniques by which you as an English as a Second Language teacher would use to help your pupils in a secondary school in Zambia develop their oral/aural communicative competence.
- b. Using one of the techniques show how you would engage your pupils in a given grade (name it) into practicing speaking English.

**END OF THE EXAM**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**SECOND SEMESTER EXAMINATIONS**  
**DECEMBER 2005**

**LSE342: ENGLISH TEACHING METHODS (SINGLE MAJOR)**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS**

1. There are **FOUR** (4) questions in this question paper. Answer any **THREE** (3) of them fully.
2. All the questions carry equal marks.
3. Credit will be given for neat legible writing and appropriate use of English.
4. All the answers must be written in the official booklet(s) provided.
5. On the front cover of each booklet you use, indicate the number of the question(s) whose answer(s) it contains.

**QUESTION 1**

In an essay form, discuss in detail the features that distinguish a programme designed to teach English for Specific Purposes (ESP) and one designed to teach English for General Purposes (EGP).

**QUESTION 2**

First define functionalism as an approach to language description and then explain with concrete examples ways in which it has led to the communicative approaches to the teaching of English.

**QUESTION 3**

Design a set of cue cards to enable a grade 9 class to practise oral English in the context of socializing. In each cue card, each interlocutor should be made to have at least five turns, in at least two of which s/he must make two moves.

**QUESTION 4**

"There are basically two aspects of meaning, as Widdowson (1978) explains: signification and value. This is not a new insight. It is similar to what psycholinguists somewhere else called meaning and sense," said Dr Luangala in an LSE342 lecture. First explain with concrete examples what is meant by signification and value, and then explain the relevance of this dichotomy to processes of teaching L2 English.

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

**SECOND SEMESTER EXAMINATIONS  
DECEMBER, 2005**

**LSE 362: HISTORY TEACHING METHODS**

**TIME: THREE (3) HOURS**

**MARKS: 50**

**INSTRUCTIONS:**

1. Answer any three of the five questions given in this paper.
  2. Write the answer to each question on a separate sheet.
  3. All the questions in this paper carry equal marks.
- 

1. What are the attributes of a resourceful history teacher? In what ways can a history teacher motivate his or her pupils?
2. What role does evaluation play in teaching and how can it be effectively applied in history teaching?
3. Discuss the factors that contribute to creating a conducive teaching-learning environment in Secondary Schools. How can such factors be harnessed by a teacher so as to achieve effective history teaching and learning?
4. Give a detailed account of Comenius's life history and his philosophy of education. In what aspects is his educational philosophy relevant to the Zambian educational system?
5. Compare and contrast the indigenous education with the Western education in terms of their aims and teaching methodologies.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
LANGUAGE AND SOCIAL SCIENCES EDUCATION  
SECOND SEMESTER FINAL EXAMINATIONS, DECEMBER, 2005**

**LSE 372: AFRICAN LANGUAGES TEACHING METHODS 1**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS: Answer TWO questions from each section. All the questions carry equal marks.**

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**SECTION A**

1. Many African countries have heeded calls for the need to teach African languages in their schools and have formulated policies that are, by and large, favourable to the promotion of African languages. However, implementation of such policies has been ineffective. What have been the major problems that have worked against successful implementation of such policies in any African country of your choice?  
**(25 marks)**
  
2. Compare and contrast the audiolingual teaching method with the situational language teaching approach in terms of :
  - a) the underlying theory of language
  - b) the underlying theory of learning
  - c) the role of the teacher
  - d) the role of the pupil
  - e) the materials used**(25 Marks)**
  
3. Briefly explain what you understand by **five (5)** of the following terms as used in the teaching of intensive reading and literature.
  - a) literal comprehension
  - b) inferential comprehension
  - c) evaluative comprehension
  - d) thematic approach
  - e) single text approach
  - f) context question
  - g) essay question**(25 Marks)**
  
4. Ruiz has argued that there are three different orientations or attitudes language planners display to language issues involved in language planning. Explain these three orientations by relating them to the Zambian context where possible.  
**(25 Marks)**

## SECTION B

5. The lesson plan below is for an eighty-minute intensive reading lesson for a grade ten class. Study it very carefully and from what you know about the procedure for teaching such a lesson, write a commentary on it pointing out what you think is good or bad. Also suggest, if and where necessary, changes you would make to improve it. Give reasons for your suggestions. Imagine you have read the passage that was used in the lesson.

Step 1.

Teacher gives pupils a handout on which is printed a passage with ten comprehension questions below it. He tells the pupils that it is an extract from a (named Zambian language) novel.

Step 2.

He tells the pupils to silently read the passage in ten minutes. Pupils read the passage. Teacher moves around the class to ensure pupils are using good reading habits.

Step 3.

Teacher asks pupils if they enjoyed the story and if they could tell which novel the passage had come from.

Step 4.

Teacher tells pupils to answer in their exercise books the comprehension questions. He tells the monitor to collect all the exercise books when everyone has finished answering the questions.

Step 5.

Teacher ends the lesson by thanking the learners for their participation in the lesson. He carries the books away to mark. **(25 Marks)**

6. One of the principles of the Grammar translation method is that grammar is taught deductively. Write a detailed lesson plan for a forty-minute structure lesson in which you intend to teach demonstratives deductively in a Zambian language you know. **(25 Marks)**

7. Given the objective: *PSBAT explain the importance of proverbs in various social situations.*

Use the idea of **themes** as an organising principle to write a lesson plan showing how you would teach a grade 9 class to appreciate the importance of proverbs in social life. **(25 Marks)**

8. Design a detailed lesson plan in which you teach the present continuous tense inductively. Assume that you had taught in a previous lesson, the past continuous tense. **(25 Marks)**

END OF EXAM

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**SECOND SEMESTER FINAL EXAMINATIONS- DECEMBER, 2005  
LSE 392: RELIGIOUS EDUCATION TEACHING METHODS 1**

**TIME: THREE HOURS**

**MARKS: 100**

**INSTRUCTIONS:**

- i) Answer EITHER question One (1) or question Two (2), ONE question from Section A and ONE question from Section B. Question 1 is compulsory for 'P' and 'U' students. Question 2 is compulsory for 'T' students.
  - ii) If a question has parts, attempt all the parts in the question.
1. (a) List and explain four reasons used to justify having Religious Education (RE) in the school curriculum during the 19<sup>th</sup> century.  
  
(b) Discuss the three phases in the history of RE in Zambia. Show how this history has affected RE in Zambian High schools.
  2. Conformity Vs Experimentalism; Indoctrination Vs Critical thinking; Exclusivism Vs Pluralism. Discuss how these pairs of issues affect the teaching of RE in Zambia today.

**SECTION A: Theory**

3. According to *Educating Our Future* (MOE 1996), the school curriculum should enable pupils to develop 'a personally held set of civic, moral and spiritual values.' Explain how RE as a curriculum subject is contributing to the achievement of this educational goal or aim in Zambia.
4. (a) What is a 'theme' in RE teaching?  
  
(b) Discuss one of the thematic approaches to RE teaching in Zambia, highlighting its strengths and weaknesses.

**SECTION B: PRACTICE**

5. For each of the following test items that you may use in assessing and evaluating RE performance: Multiple-choice items and Essay items:
  - (a) Give an example (from either 2044 or 2046) with a Marking Key. (b) State its strengths and limitations. (c) State the factors that should be considered when constructing the test item.
6. (a) Explain clearly the following techniques, noting the differences between them: i) Scripted drama ii) Group work.  
  
(b) Select *three* objectives from either 2044 or 2046 and explain why one of the objectives is suitable for each of the techniques above.  
  
(c) Explain how you would use one of the techniques above to achieve the objective you have selected in (b) above.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

MSE 332: MATHEMATICS EDUCATION II

TIME: THREE (3) HOURS

INSTRUCTIONS: Attempt any FOUR (4) questions. Each question carries 25 marks. Marks for parts of questions are shown in square brackets [ ].

MARKS POSSIBLE 100

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1. (a) State briefly constructivists' explanation of the process of learning. In this context, distinguish between *trivial* (or *weak*) constructivists and *radical* constructivists.

[10]

- (b) Many mathematics educators around the world have accepted constructivism as a theory of learning. Discuss why this is the case, using either Piaget or Bruner or Vygotsky to support your arguments.

[15]

2. (a) (i) Define the term *problem solving*.

[ 2]

- (ii) List and explain the steps which if satisfactorily performed will result in successful problem solving.

[10]

- (b) The education policy document *Educating Our Future* states that: "The education provided in high schools should respond to the needs of the country for individuals who are soundly grounded in communication, mathematics, science and problem solving skills" (p. 60).

Discuss reasons why Zambia's current education policy as indicated in the statement above places emphasis on production of individuals who are competent in problem solving.

[13]

3. (a) (i) Define the term *audio-visual aid*. [ 3]  
 (ii) Describe an activity in school mathematics where you might use a named audio-visual aid. Justify your answer. [ 7]
- (b) "The teacher needs to establish a *relaxed classroom atmosphere* so that s/he has *time to think on the job*, *has time to listen to what pupils are saying*, and *to talk with the pupils*".

With reference to the statement above,

- (i) Explain what you understand by the expression *relaxed classroom atmosphere*. Illustrate your answer by examples from the high school mathematics classroom. [ 6]
- (ii) Give reasons why during a mathematics lesson the teacher might need to have time to:
- I.) Think on the job;
  - II.) Listen to what students say;
  - III.) Talk to individual students. [ 9]
4. (a) Explain what is meant by *research problem*. Using suitable examples, distinguish between a *researchable* and a *non-researchable* problem in mathematics education. [10]
- (b) List and explain in some detail **three** reasons why high school mathematics teachers need to engage in research activities in their field. In this connection, discuss how members of the mathematics department might collaborate in conducting research. [15]
5. (a) Discuss how classroom interaction analysis can enhance the quality of mathematics teaching. [ 8]
- (b) Discuss whether or not classroom interaction analysis can be meaningfully done and used in high school in Zambia. [ 7]
- (c) Explain what *activity based learning* means and discuss its place in the teaching of mathematics in high school in Zambia. [10]

6. The question below is from a 1995 School Certificate mathematics examination paper. For this question:

- (a) Provide a fully worked out solution to the ~~above~~ problem. [12]
- (b) Identify **three** concepts and **two** skills being tested in the ~~above~~ problem. [ 5]
- (c) State **three** difficulties pupils might encounter in solving the problem ~~above~~ and suggest **one** teaching strategy you would use to minimise the specific difficulties you have identified. [ 8]
- 

**Answer the whole of this question on a sheet of graph paper.**

A stone is thrown from the top of a vertical cliff. Its position during its flight is represented by the equation  $y = 56 + 10x - x^2$ , where  $y$  metres is the height of the stone above the sea and  $x$  metres is its horizontal distance from the cliff.

- (I) (i) Solve the equation  $0 = 56 + 10x - x^2$ .
- (iii) Explain briefly what the positive solution of this equation represents.

Some corresponding values of  $x$  and  $y$  are given in the following table.

|     |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|
| $X$ | 0  | 2  | 4  | 6  | 8  | 10 |
| $y$ | 56 | 72 | 80 | 80 | 72 | 56 |

- (II) (i) By considering the symmetry of  $y$  values in the table, state the value of  $x$  at which the stone reaches its greatest height.
- (ii) Use this value of  $x$  in the given equation to calculate the greatest height reached.
- (III) Taking 2 cm to represent 1 metre on the  $x$ -axis and 2 cm to represent 5 metres on the  $y$ -axis, draw the graph of  $y = 56 + 10x - x^2$  for values of  $x$  in the range  $0 \leq x \leq 10$  and values of  $y$  in the range  $55 \leq y \leq 90$ .
- (IV) Use your graph to find how far the stone travels horizontally while its height is more than 76 metres.
- 

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

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2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

MSE 932: MATHEMATICS EDUCATION IV

TIME: THREE (3) HOURS

INSTRUCTIONS: Attempt any FOUR (4) questions. Each question carries 25 marks. Marks for parts of questions are shown in brackets [ ].

MARKS POSSIBLE: 100

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1. (a) Define the term *teacher appraisal*. [3]

(b) The teaching service in Zambia has so far had two appraisal schemes, the old one used *Annual Confidential Reports* and the new one uses *Annual Performance Appraisal System (APAS) Forms*.

Suggest and explain three reasons that might have contributed to the decision to move from the use of *Annual Confidential Reports* to the use of *Annual Performance Appraisal System (APAS) Forms*. [10]

(c) Apart from the new system of collecting information for teacher appraisal, name three other sources of data collection that are commonly used in the *Zambian School system* and briefly evaluate their effectiveness. [12]

---

2. (a) Describe the meaning of the term *mathematical investigations* and explain how an investigative approach to the teaching and learning of mathematics can be a source of motivation to learners. [10]

(b) Some teachers of mathematics believe that an investigative approach to the teaching and learning of mathematics delays the completion of the syllabus. Explain with reasons whether or not you share this view. [15]

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3. (a) Calculate the volume obtained when the area bounded by the curve  $y^2 = 6x$  and the line  $y = 2x$  is rotated through  $360^\circ$  about the  $x$  – axis. [10]
- (b) (i) Suggest with reasons the pre-requisite knowledge you would expect learners to have for them to be able to solve the problem in (a) above. [6]
- (ii) Identify three difficulties high school learners might encounter in solving the problem in (a) above and explain how you would assist them overcome these difficulties. [9]
- 

- 4(a) Explain your understanding of:
- (i) learning mathematics *from* the environment. [7]
- (ii) learning mathematics *for* the environment. [7]
- (b) The table below is an excerpt from the High School Mathematics syllabus showing how environmental issues could be integrated into the teaching of mathematics.

| TOPIC                            | SPECIFIC OBJECTIVE<br>Boys and girls should be able to:  | NOTES   |
|----------------------------------|--|---|
| 2.<br>Operations on real numbers | 2.1 Use commutative, associative and distributive laws and apply ideas of closure on combined operations of +, -, x and $\div$ . | Environmental examples may be used e.g.<br>1. discuss whether planting the seed and improving the soil are commutative processes;<br>2. discuss whether reducing poverty and improving the environment are commutative processes. |

- (i) Critique the contents of the NOTES column from the point of view of the teaching of the concept of *commutativity*. [5]
- (ii) Critique the contents of the NOTES column from the point of view of the principle of integrating environmental issues in the teaching/learning of mathematics. [6]
-

- 5(a) It is said that calculators can aid the learning of mathematics if used *sensibly* and *efficiently*. Explain how, in the teaching of mathematics, a calculator can be used
- (i) sensibly [5]
  - (ii) efficiently [5]
- (b) Explain how calculators can hinder the learning of mathematics. [6]
- (c) Argue your case as to whether School Certificate examinations in mathematics should have a *log table* version only, a *calculator* version only, or both the *log table* and *calculator* versions. [9]
- 

- 6(a) Citing examples from Zambia, define the term *ethno-mathematics*. [5]
- (b) Discuss whether or not ethno-mathematics is legitimate mathematics. [10]
- (c) "That mathematics education has singularly failed so many people in not providing meaning for the subject at all, is a most sad commentary on the efforts of the teachers".

Discuss the above statement with reference to the virtual absence of ethno-mathematics in the high school mathematics curriculum in Zambia. [10]

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- 7(a) Suggest and explain **two** reasons why high school mathematics teachers need to be aware of the relationship between mathematics and language. [6]
- (b) It has been suggested that in thinking about language and mathematics education, it is possible to distinguish between *the language of the learner*, *the language of the teacher* and *the language of mathematics*.
- (i) Give **three** examples of differences between the language of the learner and the language of mathematics; and explain what problems these differences might cause for the learner if they are not in some way resolved. [9]
  - (ii) Define the term *code switching*. Explain how teachers might use code switching to bridge the difference between the language of mathematics and the language of the learner, in situations where the teaching and learning of mathematics occurs through the medium of a second language. [10]
- 

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS**  
**DECEMBER 2005**

**RS 102: INTRODUCTION TO RELIGIOUS STUDIES**

**TIME: THREE (3) HOURS**

**Marks: 100**

**INSTRUCTIONS:**

- 1. ANSWER THREE QUESTIONS ONLY**
- 2. Write clearly with absolute clarity**

=====

1. Write detailed notes in paragraph form on any **3** of the following:
  - a. Five pillars of Islam.
  - b. Four noble truths of Buddhism.
  - c. Li and Jen.
  - d. Doctrine of Anatta.
  - e. Kami.
2. Discuss why Mahatma Gandhi, who was prepared to defend the divisions of Hindu society into four castes, said, "I consider untouchability to be a heinous crime against humanity."
3. It is argued that 'Muhammad borrowed the concept of 'One God' (Monotheism) from Zoroastrianism, Judaism and Christianity'. With concrete reasons justify or dismiss the argument.
4. "It is necessary, in the first place to realize that though a reformer and perhaps from a priestly point of view he was a heretic." Critically discuss how the Buddha attempted to reform Hinduism and would you say he was justified or not?
5. "If Confucianism is a religion, then it is a very different kind of religion." Discuss.
6. (a) What are the three principles for human behavior which Taoism teaches? Do you agree with them? Give reasons.  
  
(b) Tao is sometimes called 'MOTHER'. For what reasons?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**RS 202: INDIGENOUS RELIGIONS IN CENTRAL AFRICA**

**INSTRUCTIONS:** Answer any three (3) questions. Depth, analysis, organisation and coherence will earn you marks rather than a reproduction of lecture notes.

1. "Witchcraft may be an attempt to explain events and activities, to account for misfortunes through the projection of human agency". Discuss.
2. "The imagined world of witches is essential to maintaining the moral and ethical order of the real world of everyday experiences". Discuss.
3. Describe and give examples of each of the following types of divination:
  - a) Manipulation of certain specific mechanical objects and interpretation of the results.
  - b) Observation and interpretation of behaviour of live animals or a dead one.
  - c) Possession by spiritual powers.
4. "A thorough survey of African traditional religion would mean 853 tribes to be studied in the African continent. We should obviously have to wait a long time for the needed 853 African scholars of religion to make their appearance. Despite this tremendous diversity, several common themes recur in African traditional religion: a close relationship between the living and the dead, the search for the abundant life and the importance of community" (Aylward Shorter). Analyse and discuss this observation.
5. In relation to rites of passage (*rite de passage*) or initiation rite, **EXPLAIN** the meaning of the following:
  - a) "All rituals, including initiation rituals, are events with a social meaning and symbolic actions" (La Fontaine, 1986).
  - b) "The function of rituals is to confirm the structure of the society. Through rituals, conflicts within society are made clear and may be solved. A ritual is a comment on the society" (Turner, 1981).
  - c) "There is a notion of power in rites. Power is ascribed to sacrificed objects and to the people performing the rites" (Mauss, 1972).
6. Clearly answer this question: Did Lenshina make an attempt to restore the religious position of the Bemba-speaking women? If so, how? (Do not attempt this question if you have not got the correct data).

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

## **DIRECTORATE OF DISTANCE EDUCATION**

### **2005 ACADEMIC YEAR FINAL EXAMINATION**

**RS 202:                      BANTU RELIGIONS IN CENTRAL AFRICA**

**TIME:                      THREE HOURS**

**INSTRUCTIONS:            ANSWER THREE QUESTIONS ONLY**

**MARKS WILL BE AWARDED ON MERIT:**

- **LEGIBILITY OF HANDWRITING**
  - **COHERENCE OF ESSAY**
  - **DEPTH**
  - **ANALYSIS AND SYNTHESIS**
- 

1.    What is witchcraft and how do Zambians perceive witches?
2.    What would be the differences between witchcraft and sorcery?
3.    Compare and contrast and account for Nupe and Gwari witchcraft.
4.    What is the essence of divination? Clearly explain three methods of divination.
5.    Describe any Zambian rite of passage that you are familiar with and comment on what is involved in the three stages of a rite of passage.
6.    What have Islam and Christianity done to Bantu religions?
7.    In what sense was Alice Lenshina Mulenga Lubusha reasserting Bemba religion in Christianity.

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

**THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS  
SECOND SEMESTER 2005**

**RS 312 THE IMPACT OF WORLD RELIGIONS ON AFRICA**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTION NUMBER ONE AND ANY OTHER THREE QUESTIONS OF YOUR CHOICE**

1. For next year's students of this course, write a scholarly introduction to the study of religion in Africa.
2. Identify pivotal issues in the history of the movement of conversion to Islam in African history.
3. Provide a critical account of the Christianization of the Kongo from 1491 to 1750.
4. Outline and evaluate the rise and fall of the Slave Trade?
5. After the slave trade how did Christianity develop in West Africa?
6. Trace some of the developments of Christianity in East Africa after 1844 to the present.
7. Describe and critically comment on the growth of Christianity in South Africa from the arrival of the first Christian missionaries in 1799 to 1994.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2005 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**RS 335: Introduction to World Scriptures**

**Instruction:** Answer any three (3) questions.

**Time:** Three (3) hours.

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1. a) Distinguish between a scientific and a religious approach to the study of scriptures.  
b) When interpreting scriptures, what are some of the factors to be noted?
2. Discuss the main events and their significance in the study of Judaism.
3. a) List and explain the differences in the two creation stories found in Genesis chapters 1 and 2. Why and how are the two stories different?  
b) 'The Exodus is a historical event.' Discuss.
4. a) What do we mean by the synoptic problem?  
b) State and explain the theory advanced to solve the synoptic problem.
5. a) Critically analyse the two stories in the writing of the Quran.  
b) Discuss two doctrines found in the Quran.
6. Write notes explaining the following terms:
  - a) Upanishad
  - b) Code of Manu
  - c) Bhagavad Gita
  - d) Rig and Atharva Veda
7. Discuss the following:
  - a) The sole canonical text in Theravada Buddhism
  - b) The sutras which has become one of the most influential of Mahayana scriptures.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**SECOND SEMESTER EXAMINATIONS, DECEMBER, 2005**

**RS 902: AFRICAN INITIATIVES IN RELIGION**

**TIME: 3 HOURS**

**MARKS: 100**

**INSTRUCTIONS:** Answer fully **any three** questions.

1. According to Calmettes (1978), the Lumpa Church represented a 'return to the past' covered by a 'form of Protestant ethic.' Similarly, according to Hinfelaar (1989, 1994), the Lumpa Church was a 'protest movement against established authority.'

Which of these two positions or approaches would you follow in explaining the Lumpa Church? Attempt to analyse and explain the Church along the same approach.

2. The three main teachings on which Mulolani's Church of the Sacred Heart (*Ba Mutima*) was based were: marital equality, child-like innocence, and falling back on African resources and discovering the African way to the Transcendent.
  - (a) State and explain in detail two of these teachings.
  - (b) Indicate what Zambian Christians today can learn from these teachings.
3. To what extent was the Ethiopian Church in Barotseland a protest movement against white racism and early colonial injustice?
4. What factors led to the rapid growth of the African Methodist Church in the 1930s and to its eventual decline in membership after Zambian Independence?
5. 'It was the catechist with his limited training and simple message but great authority who really carried the Mission Church into the bush in the first decades of the 20<sup>th</sup> Century...' (Hastings, 1979: 81).

With reference to William Wade Harris, critically discuss the meaning of this statement.

6. Clearly relate the conversion vision of Peter Mulenga and his own interpretation.

-End-