

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2015/2019 ACADEMIC YEAR FINAL EXAMS

COURSE CODE	COURSE TITLE
1. ADS 2210	ART HISTORY
2. AED 1110	PHILOSOPHICAL FOUNDATION AND DEVELOPMENT OF ADULT EDUCATION
3. AED 1210	PSYCHOLOGY OF ADULT LEARNING
4. AED 1410	SOCIOLOGY OF ADULT EDUCATION
5. AED 2110	PROGRAMME PLANNING AND EVALUATION
6. AED 2210	COMMUNITY DEVELOPMENT AND PLANNED CHANGE
7. AED 2310	INSTRUCTIONAL METHODS AND TECHNIQUES IN ADULT EDUCATION
8. AED 2410	NON FORMAL EDUCATION
9. AED 3525	APPLICATION OF STATISTICS TO ADULT EDUCATION
10. AED 4210	ORGANISATION THEORY AND MANAGEMENT
11. AED 4310	MASS EDUCATION AND DEVELOPMENT
12. AED 4512	CURRICULUM DESIGN
13. AED 4715	INTRODUCTION TO GERONTOLOGY
14. CSE 1010	INTRODUCTION TO CURRICULUM STUDIES
15. CSE 9020	CURRICULUM EVALUATION AND CHANGE
16. CSE 9095	CURRICULUM FOUNDATIONS AND PRINCIPLES
17. CVE 3010	CULTURE, GENDER AND DEVELOPMENT
18. CVE 3020	PUBLIC POLICY AND LEGAL EDUCATION STUDIES
19. DEP 3040	
20. DPE 1080	NATURE OF CHILDREN'S LEARNING
21. DPE 1111	FUNDAMENTAL CONCEPTS OF MATHEMATICS
22. DPE 1181	NATURE OF CHILDREN LEARNING
23. DPE 2015	INSPECTION AND SUPERVISION IN EDUCATION

24. DPE 2120	HOME ECONOMICS TEACHING METHODS
25. DPE 1080	NATURE OF CHILDRENS LEARNING
26. DPE 3020	COMMUNITY HEALTH AND NUTRITION
27. DPE 5050	PHYSICAL ACTIVITY,HEALTH AND COMMUNITY SPORTS
28. DPE 5150	SOCIOLOGY AND PSYCHOLOGY OF SPORTS
29. EAP 1020	LEGAL ISSUES IN EDUCATIONAL MANAGEMENT
30. EAP 2010	EDUCATONAL PLANNING
31. EAP 3010	MANAGEMENT OF FINANCIAL MATERIAL RESOURCES IN EDUCATION
32. EAP 3025	INTRODUCTION TO HIV AND AIDS ISSUES IN EDUCATION
33. EAP 4030	EDUCATIONAL POLICY
34. EAP 5225	ECONOMICS OF EDUCATION
35. EAP 5235	DEVELOPMET AND USE OF HUMAN RESOURCES IN EDUCATION
36. EAP 9012	EDUCATIONAL ADMINISTRATION AND MANAGEMENT
37. EAP 9025	ISSUES IN HIGHER EDUCATION
38. EAP 9031	THE HISTORY OF EDUCATION
39. EAP 9065	DENDER ISSUES IN EDUCATION
40. EAP 9075	INTRODUCTION TO ECONOMICS OF EDUCATION
41. EDU 1010	EDUCATION AND DEVELOPMENT IN ZAMBIA
42. EDU 2011	SOCIOLOGY OF EDUCATION
43. EDU 2015	INTRODUCTION TO SOCIAL PSYCHOLOGY
44. EDU 3011	EDUCATIONAL PSYCHOLOGY
45. EDU 3012	LEARNING PROCESSES – A SOCIOLOGICAL PERSPECTIVE
46. EED 1010	INTRODUCTION TO ENVIRONMENTAL EDUCATION
47. EED 1020	INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL EDUCATION
48. EED 2020	ENVIRONMENTAL ECONOMICS
49. EED 3010	EDUCATION FOR SUSTAINABLE DEVELOPMENT
50. EED 9062	ENVIRONMENTAL HAZARDS AND DISASTER
51. EPS 1010	DEVELOPMENTAL OUTCOMES

52. EPS 1020	COGNITIVE AND LANGUAGE DEVELOPMENT
53. EPS 1021	INTRODUCTION TO EDUCATION PSYCHOLOGY
54. EPS 1030	INTRODUCTION TO SPECIAL EDUCATION
55. EPS 1050	DISABILITY, SCHOOL AND SOCIETAL ATTITUDES
56. EPS 2021	PERSONALITY AND SOCIAL DEVELOPMENT
57. EPS 2042	COMMUNICATION DISORDERS
58. EPS 3010	SOCIAL ORGANISATIONS AND MANAGEMENT
59. EPS 3012	DYNAMICS OF SOCIAL AND EDUCATIONAL CHANGE
60. EPS 3020	VISUAL IMPAIRMENTS
61. EPS 3021	CLASSROOM ORGANISATION AND MANAGEMENT
62. EPS 3030	HEARING IMPAIRMENTS
63. EPS 3040	LEARNING AND MOTIVATION
64. EPS 3041	RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY (DEFERRED)
65. EPS 3050	TEACHING METHODS IN SPECIAL EDUCATION
66. EPS 3060	CLASSICAL AND CONTEMPORARY SOCIOLOGICAL THEORIES
67. EPS 4010	CONTEMPORARY SOCIAL ISSUES IN ZAMBIA
68. EPS 4020	
69. EPS 4022	MEASUREMENT AND EVALUATION
70. EPS 4025	PROBLEM SOLVING AND CREATIVITY (DEFERRED)
71. EPS 4032	INTELLECTUAL DISABILITIES
72. EPS 4311	IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATION
73. EPS 4330	GUIDANCE AND COUNSELLING
74. EPS 4332	WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES
75. EPS 5365	COUNSELLING IN SPECIAL EDUCATION
76. EPS 5035	PERSONALITY AND SOCIAL DEVELOPMENT
77. EPS 9001	INTRODUCTION TO EDUCATIONAL RESEARCH
78. EPS 9011	PROFESSIONALISM IN TEACHING
79. EPS 9045	BRAILLE EDUCATION
80. HME 1120	NUTRITION CHEMISTRY
81. HME 2120	HUMAN DEVELOPMENT AND FAMILY STUDIES

82. HME 2220	HOME MANAGEMENT
83. HME 3020	FASHION STUDIES
84. HME 3220	INTERIOR DESIGNS
85. HME 3520	FOOD MICROBIOLOGY
86. HME 9022	CONSUMER EDUCATION
87. ICT 1022	ICT METHODOLOGY
88. LSE 3010	CIVIC EDUCATION TEACHING METHODS
89. LSE 3020	GENERAL PRINCIPLES OF TEACHING AND ASSESSMENT
90. LSE 3030	ENGLISH TEACHING METHODS
91. LSE 3040	TEACHING AND LEARNING TECHNIQUES IN ENVIRONMENTAL EDUCATION
92. LSE 3050	FRENCH TEACHING METHODS
93. LSE 3060	METHODOLOGY IN GEOGRAPHY
94. LSE 3069	FUNDAMENTAL TOPICS IN SECONDARY SCHOOL GEOGRAPHY
95. LSE 3070	HISTORY TEACHING METHODS
96. LSE 4040	ADVANCED TEACHING AND LEARNING TECHNIQUES IN ENVIRONMENTAL EDUCATION
97. LSE 4060	SELECTED TOPICS IN GEOGRAPHY EDUCATION
98. LSE 4070	ADVANCED HISTORY TEACHING METHODS
99. LSE 4080	ADVANCED AFRICAN LANGUAGES TEACHING METHODS
100. LTC 1000	ORIGINS AND DEVELOPMENT OF LITERACY
101. LTC 2000	LITERACY AND LANGUAGE EDUCATION
102. LTC 4000	
103. MSE 3030	MATHEMATICS EDUCATION
104. MSE 3060	CHEMISTRY TEACHING METHODS
105. MSE9040	ADVANCED BIOLOGY TEACHING METHODS
106. MUS 3130	MUSIC TEACHING METHODS
107. PEM 1011	LANGUAGE AND COMMUNICATION SKILLS
108. PEM 1049	
109. PEM 2071	ORGANISATION SKILLS IN TEACHING
110. PES 1040	HISTORY OF PHYSICAL EDUCATION AND SPORTS

111.	PES 2040	
112.	RED 3030	SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS
113.	RED 4030	ADVANCED RELIGIOUS EDUCATION TEACHING METHODS
114.	RES 2010	INDIGENOUS RELIGIONS IN SOUTHERN AFRICA
115.	RES 3010	RELIGIOUS CONVERSION AND ITS IMPACT IN AFRICA
116.	RES 3020	SCRIPTURES OF WORLD RELIGIONS
117.	ZCC 2110	DEVELOPMENT THROUGH ZAMBIA CULTURES AND CEREMONIES
118.	ZCC 3000	TEACHING METHODS IN ZAMBIAN CULTURES AND CEREMONIES

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

FINAL EXAMINATION PAPER- NOVEMBER / DECEMBER, 2018

COURSE: ADS 2210: ART HISTORY

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS

1. Write your computer number.
2. Read through your questions carefully.
3. Do not start answering questions until you are told.
4. Answer only 3 questions. Question one is compulsory.

Questions

1. Prehistoric means before history or before written records were kept.
Explain how they managed to teach their children to make art.
Elucidate the genesis of their paintings and its purpose.
2. Sculpture is regarded as one Africa's greatest contributions to the world's cultural heritage.
Expand how this statement has become true, citing some traditional examples.
3. In European art, there were three major directions in which Artists did experiment their skills with subject matters.
What are these three major subject directions? Explain each one of them separately.
 - a) Expressing emotion
 - b) Structure, or composition
 - c) Imagination and dreamlike
4. What do you know about the Fauves?
What type of approach did they use as painters in their own right?
5. The German artists formed a group of Expressionism in which they tried to communicate their strong emotional feeling.
List down the causes and explain their experiences they had faced with during and after the war.

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
PHILOSOPHICAL FOUNDATIONS AND DEVELOPMENT OF ADULT
EDUCATION

AED 1110 EXAMINATION

DURATION: 3HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

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

SECTION A

1. Discuss the concept of critical thinking from the radical adult education philosophy. **(40 Marks)**

SECTION B

2. Identify and briefly describe Knowles five assumptions of adult learners. **(20 Marks)**
3. Analyse the basic principles of the progressive adult education philosophy. **(20 Marks)**
4. What is indigenous education? By use of examples identify the elements of adult education in indigenous education. **(20 Marks)**
5. Explain why pedagogical methods may not be the best methods to use among adult learners. **(20 Marks)**
6. African philosophy can be defined as the critical thinking of Africans. Discuss ethno philosophy and how it can be used in adult education. **(20 Marks)**

END.

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
2018/2019 ACADEMIC YEAR- FINAL EXAMINATIONS
COURSE: AED 1210- PSYCHOLOGY OF ADULT LEARNING

Time: 3 hours

INSTRUCTIONS:

- a) There are seven (7) questions, in this paper
 - b) Answer **compulsory** question ONE (1) and ANY other **two (2)** questions
 - c) All answers must be in essay format.
 - d) Question 1 carries 40 marks and the remaining ones carry 30 marks each
-

Questions

1. Explain, in detail, the meaning and goals of psychology. Using relevant examples from your own experience, outline and explain (5) reasons why adult educators should have a sound knowledge of psychology of adult learning?
2. What is the contribution of Edward Lee Thorndike to psychology? Focus your discussion around his ideas on 'trial and error' and on the laws of learning.
3. Identify and explain at least six (6) problems of adult learners in Zambia. How can psychology of adult learning effectively address each of the identified problems?
4. From the behaviourist point of view, explain what is meant by learning and what it takes for one to learn. What are the limitations of behaviourism as a learning theory?
5. Briefly explain the three (3) components of human personality according to Sigmund Freud and clearly exemplify how the first three (3) stages of psycho-sexual development affect human personality later.
6. Critically analyse life-span development from the perspective of Eric Erickson.
7. Write brief notes on the meaning of motivation in adult learning. Itemise and explain some strategies you would employ to motivate a group of adults planning to drop-out of adult literacy classes.

END OF EXAM

THE UNIVERSITY OF ZAMBIA

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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2018/2019 ACADEMIC YEAR EXAM

COUSE: AED 1410 (SOCIOLOGY OF ADULT DUCATION).

DURATION: Three hours

INSTRUCTIONS: Answer three questions only

1. Discuss the concept sociology. Further, with examples explain how sociology can be used to enhance the development of a country like Zambia.
2. Cultural adaptation is a normal process that occurs in our lives. Bearing in mind the stages of cultural adaptation, describe how you adapted to cultural change in this university as a first-year student.
3. With examples based on the Zambian context, demonstrate the role education play as an instrument of social change.
4. Fully define socialization. Further, delineate and discuss the five (5) agents of socialization. As you discuss support your points with clear example
5. Expound the characteristics of bureaucracy as propounded by Weber in his study of society.
6. In-depth, explain what lead to the birth and development of sociology.

THE END

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

**2018/19 ACADEMIC YEAR
FINAL EXAMINATION**

**AED 2110: PROGRAMME PLANNING AND EVALUATION IN
ADULT EDUCATION**

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY

1. With examples discuss the purpose and significance of planning. What pertinent questions are asked during the programme planning process and why do you need skills and competencies in planning as an adult educator?
2. Discuss the principles of planning and highlight the characteristics of a good plan. Why is planning referred to as a universal process?
3. Compare and contrast goal-based and goal-free models or approaches to evaluation stating the advantages and disadvantages of each. Give examples in your discussion.
4. Giving a diagrammatic illustration describe a logic model in evaluation planning. What are the benefits of logic modelling?
5. Describe a project life cycle. What are the similarities and differences between a project and a programme? Give examples in your description.
6. With relevant examples discuss the significance of evaluation in adult education giving the main types of evaluation. What are the characteristics of a good evaluation?

END OF EXAMINATION

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

FINAL EXAMINATIONS: 2015/2016 ACADEMIC YEAR

AED 2110: PROGRAMME PLANNING AND EVALUATION – FULL TIME

Instructions:

1. The examination paper has 3 sections
 2. Answer **any one question from sections 1 and 2 and any 2 questions from section 3.**
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Section 1: Answer any 1 question

1. Imagine you are a planning officer from FAWEZA and show as to how you would write a project proposal to the United Nations (UN) to source for funds.
2. Which one is the most appropriate planning approach for Adult Educators? Justify your answer by using examples based on Zambian scenarios.

Section 2: Answer any 1 question

3. Define and briefly describe the following concepts:
 - a. Accreditation
 - b. Measurement
 - c. Front-end analysis
 - d. Cost-effectiveness analysis
 - e. External evaluation
4. Discuss all the types of information yielded by evaluation. Show, by use of examples, which purpose of evaluation is at play with each type of the information.

Section 3: Answer any 2 questions from this section

5. 'Environmental scanning is vital to strategic planning'. Discuss
6. In your view, how can the purposes, goals and roles of evaluation be incorporated into adult education in order to make such an endeavour more sustainable?
7. Identify and critically discuss one model of programme evaluation.

END OF EXAMINATION, ALL THE BEST!!!

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2017/18 ACADEMIC YEAR
FINAL EXAMINATION

**AED 2110: PROGRAMME PLANNING AND EVALUATION IN
ADULT EDUCATION**

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY

1. With clear examples discuss needs assessment in programme planning and implementation. Who are the key stakeholders in a needs assessment and what are their roles?
2. Explain why planning is referred to as a universal process. What makes modern planning a scientific discipline? Give examples in your explanation.
3. Describe the main types of evaluation, giving advantages and disadvantages of each. What skills and competencies should programme evaluators possess?
4. Giving relevant examples compare and contrast programme monitoring and programme evaluation. What are the possible consequences of failure to monitor and evaluate programmes?
5. Giving a diagrammatic illustration, describe a programme planning and evaluation cycle. What is the significance of planning and evaluation in adult education?
6. With relevant examples discuss the relationship between planning, monitoring and evaluation. Why do you, as an adult educator, need knowledge, skills and competencies in these aspects?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
2018 ACADEMIC YEAR – FINAL EXAMINATIONS
COURSE: AED 2210 COMMUNITY DEVELOPMENT AND PLANNED
CHANGE

TIME: THREE (3) HOURS

INSTRUCTIONS: There are two sections in this paper. Before answering the question, read carefully the instructions for each section.

SECTION A

Instructions: Answer ONE (1) question from this section.

1. **Discuss** intelligently how knowledge of an environment identification of **needs planning** and **Prioritization of needs** act as important ingredients information of community Development project?
2. Give a detailed **discussion** on conflict and conflict resolution.

SECTION B

Instructions: Answer TWO (2) questions from this section

3. **Describe** in details strategies for **planning, implementing** and **evaluating** in planned change?
4. **Discuss** and **contrast** the relevance of Community Development (CD) and Community Organization (CO) to National Development?
5. **Explain** in details the meaning of the following concepts: - (a) Adult Education (b) Community School (C) Community Development (d) Self-help and (e) Community Organization.
6. Imagine you have just been appointed as the Lundazi District Community Development Officer. **How** can you successfully bring about development by using such principles of Community development as **attitude change, democracy, felt needs, culture** and **flexibility**.

END OF EXAMINATION

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

2017/18 ACADEMIC YEAR FINAL EXAMINATIONS

FULL TIME STUDENTS

**COURSE: AED 2310 - INSTRUCTIONAL METHODS AND TECHNIQUES IN ADULT
EDUCATION**

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

1. Discuss the criteria a facilitator or teacher of adult learners should use in selecting appropriate instructional techniques.
2. Discuss the following types of instructional methods:
 - a. Individual methods
 - b. Participatory method.Your discussion should include the main differences between the two methods and the situations in which they can be used.
3. Explain at least six conditions under which adult learners learn best and how they can be applied in adult education.
4. Discuss the resources an adult educator should have in order to carry out a lesson plan. Give examples.
5. Discuss the following types of instructional techniques:
 - a. Demonstration
 - b. Lecture
 - c. Seminar
 - d. Simulation

Your discussion should include situations in which they can be used, the advantages and disadvantages of using them, the procedure and physical requirements needed in order to use them.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
AED 2410: NON FORMAL EDUCATION EXAMINATION

DURATION: 3HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

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

SECTION A

1. After the war, it is said that three generations of southern Sudanese did not have an opportunity for proper education. Discuss at least four non formal education programmes that were offered in the new republic. **(40 Marks)**

SECTION B

2. Discuss with examples how non formal education can serve the functions of adaptation and compensation. **(20 Marks)**
3. Analyse the notion that non formal education centers on the development of realistic and practical skills and knowledge. **(20 Marks)**
4. What are some of the inadequacies of formal education? Explain how non formal education can be used to meet these inadequacies. **(20 Marks)**
5. Explain how the cost of running non formal education is much lower than the cost of running formal education. **(20 Marks)**
6. Discuss the role of non-formal education in poverty reduction in a developing country like Zambia. **(20 Marks)**

END.

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
2017/18 EXAMINATIONS
AED 2410 NON FORMAL EDUCATION

TIME: THREE HOURS

MARKS 100

Instruction

- 1. Answer three questions in this paper.**
- 2. Question ONE is compulsory**

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1. Should non-formal education be combined with formal education in the national curriculum? Discuss.
 2. Using clear examples, explain the assertion that the advantages of non-formal education are the demerits of formal education.
 3. In Zambia and most Third world countries, Non formal education has erroneously been reduced to mean skills training. Refute this statement by analysing how non formal education can contribute to national development using other forms of non-formal education.
 4. The cooperative movement in Zambia can benefit from the demand driven concept of non-formal education. Discuss using clear examples.
 5. The provision of non-formal education in the world in general and Zambia in particular is done by many players. Discuss how this suits well with the principles of adult learning.

END OF THE EXAMINATION

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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2017/18 ACADEMIC YEAR FINAL EXAMINATIONS

FULL TIME STUDENTS

COURSE: AED 3525-APPLICATION OF STATISTICS TO ADULT EDUCATION RESEARCH

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

1. A footwear store recorded the number of shoes sold on 52 consecutive Fridays. Here are the results:

62 21 4 26 7 38 32 64 12 38 45 6 33

55 62 48 49 7 9 41 21 30 31 3 25 57

48 8 18 43 72 23 5 8 37 31 31 39 65

53 4 75 17 14 61 50 51 38 36 40 49 63

- Construct a histogram for these data.
- Comment on the shape of the histogram

2. Discuss the following ways of analyzing data you have obtained from the field:

- Interpolation
- Stem plots
- Multiple bar diagram
- Median for both ungrouped and grouped data

Your discussion should include the advantages and disadvantages of using them.

3. Discuss the following ways of analyzing data you have collected from the field:

- Correlation
- Relative frequency polygon
- Pie chart

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

NOVEMBER 2018 FINAL EXAMINATION

AED 4210: ORGANISATION THEORY AND MANAGEMENT

INSTRUCTIONS:

- 1. Answer any three (3) questions**
 - 2. All question carries equal marks**
 - 3. Duration: 3 Hours**
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Question 1

The general definition of an organization is that, it comprises two or more people engaged in a systematic and coordinated effort, persistently over a period of time, in pursuit of goals which convert resources into goals and services which are needed by consumers. With the understanding of this definition, discuss in detail the **four (4)** characteristics of an organization

Question 2

Explain in detail the **Bureaucracy theory** of Max Weber. What were the strengths of this theory? Are they still valid? Discuss the concept in detail with suitable examples

Question 3

- (a) What are the **main causes** of conflict in an organization?
- (b) Write short notes on the following
 - (i) Latent conflict
 - (ii) Felt conflict
 - (iii) Conflict aftermath
 - (iv) Inter-personal conflict.
 - (v) Perceived conflict

Question 4

- (a) Explain Transformational leadership. This leadership style has come to stay. Comment on this statement.
- (b) **Path-Goal theory** of leadership is an amalgamation of **Contingency theory** and **Expectancy theory** of leadership. Explain this statement

Question 5

- (i) Discuss the functions of change in organizational viability and explain why organizations so often fail to manage change.
- (ii) Under what conditions does resistance to change develop? Does it show lack of awareness in those who resist?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
2017/2018 ACADEMIC YEAR- FINAL EXAMINATIONS
COURSE: AED 4310- MASS EDUCATION AND DEVELOPMENT

Time: 3 hours

INSTRUCTIONS:

- a) There are three (3) sections, with a combined total of seven (7) questions, in this paper.
 - b) Answer only **one (1)** question from **each** section.
 - c) All answers must be in essay format
 - d) Questions in sections A and C carry **thirty (30)** marks each.
 - e) The **only question** in section B carries **forty (40)** marks.
-

Section A.

- 1. Explain the meaning of mass education. Illustrate how the works of any organisation of your choice in Zambia fit into the concept of mass education.
- 2. Using clear examples, discuss the cycle of people power movement
- 3. What is power? Why should adult/community educators do power analysis before embarking on a mass education campaign?

Section B

- 4. What is meant by PEACE? How would you argue for or against the assertion that "*Zambia is a beacon of PEACE?*" Use clear and practical examples.

Section C

- 5. Zambia's Seventh National Development Plan (7NDP) is guided by the theme: "*Accelerating development efforts towards the Vision 2030 without leaving anyone behind.*" How can mass education help in achieving this?
- 6. Using clear examples from Zambia, categorise and explain the levels of consciousness as advanced by Paulo Freire.
- 7. What are the strengths and limitations of social media as instruments of mass/social movements?

**THE UNIVERSITY OF ZAMBIA
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**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
AED 4512 CURRICULUM DESIGN 2017/18 EXAMINATION**

Instructions:

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

SECTION A

- ① Situation analysis refers to a collection of methods that curriculum designers use to analyse internal and external factors so as to understand learners and education environment. Elect six any (6) approaches of needs analysis and explain how they can be used in designing an effective curriculum for adult learners.

SECTION B

1. With practical examples, write short notes to compare and contrast the following terms:
 - i. Templating and document review
 - ii. Synoptic and Synoetics
 - iii. Cognitive domain and Affective domain
 - iv. Functional analysis and observing the expert analysis
 - v. Core- curriculum and co-curriculum
- ② Discuss how an effective curriculum designing of adult learners can contribute positively to your society and national development at large.
- ③ With occurrences based on Zambian situation, discuss the major factors that can affect curriculum design and advocate any remedy to prevent curriculum innovation.
4. Explain with clear examples, how domains of knowledge and realms of meaning can serve in designing a curriculum.
- ⑤ Using a curriculum model of your choice, design a curriculum for an identified group of learners whilst putting into consideration all steps involved in that model.

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30
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THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

2017/18 ACADEMIC YEAR
FINAL EXAMINATION

AED 4715: INTRODUCTION TO GERONTOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY

1. Giving relevant examples discuss the opportunities and challenges of population ageing in the world. What do you think should be done to improve the welfare of the aged in Zambia?
2. Describe ageism giving its effect on the community and older persons. As an adult educator, what would you do to mitigate ageism?
3. As an adult educator, what programmes would you design for the aged to ensure that they remain active, engaged and intellectually stimulated in Zambia?
4. Discuss the impact of non-communicable diseases on the aged, families and countries globally. How can victims of non-communicable diseases be assisted?
5. Some people have complained about the increased retirement age for civil servants in Zambia and are suggesting that it be reverted to 55 years. What is your opinion on the above subject? Give reasons and examples for your position.
6. Discuss the significance of counselling in the lives of older persons. How does counselling differ from guidance? Give practical examples in your discussion.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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2017/18 ACADEMIC YEAR

FINAL EXAMINATION

CSE 1010: INTRODUCTION TO CURRICULUM STUDIES

TIME: THREE HOURS

INSTRUCTIONS

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

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Question One (Compulsory)

Curriculum is the very heart of the school system. There can be no school if there is no curriculum.

- i. Critically explain how the ideal curriculum is related to the entitlement curriculum.
(3 marks)
- ii. Briefly describe the relationship among curriculum elements. (5 marks)
- iii. With the aid of **three (3)** examples, explain why curriculum specialists may argue that there is a lot that modern formal education systems in Africa can learn from the African indigenous education. (6 marks)
- iv. Analyse the formal, informal and non-formal dimensions of a curriculum. (6 marks)

Question Two

Educational objectives are descriptions of the ends being sought in educating learners in the society.

- i. Why should curriculum specialists clearly understand the curriculum intent prior to the Curriculum development process? (3 marks)
- ii. Critically explain how the sociological/cultural and philosophical curriculum foundations influence the curriculum development process. (6 marks)

- iii. Critically, explain the significance of taking into consideration the following conceptions in curriculum development for Zambian schools;
- a) Social Reconstruction Conception
 - b) Cognitive Process Conception
 - c) Eclectic Conception. **(6 marks)**

Question Three

Bishop (1985) stated that curriculum is as broad as education, as large as life itself.

- i. Briefly explain **two (2)** reasons why it is important for curriculum specialists to have a clear understanding of the link between education and curriculum. **(3 mark)**
- ii. With the aid of relevant examples, analyse the **five (5)** categories of the affective domain under Bloom's taxonomy of educational objectives and explain in detail why learners need to be exposed to this domain during the learning process. **(12 marks)**

Question Four

Schools exist in society for the main purpose of transmitting existing knowledge, culture and traditions of the society to her learners.

- i. What is multi-cultural education? **(1 mark)**
- ii. Analyse any **three (3)** challenges of including the principles of multi-cultural education in the development of a curriculum for Zambian schools. **(6 marks)**
- iii. Explain how the following determine and shape a curriculum;
 - a. Technology
 - b. Inclusive education
 - c. Teaching and learning resources
 - d. National Politics **(8 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2018/19 ACADEMIC YEAR

FINAL EXAMINATION

CSE 1010: INTRODUCTION TO CURRICULUM STUDIES

TIME: THREE HOURS

INSTRUCTIONS

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

Question One (Compulsory)

Schools exist in society for the main purpose of transmitting existing knowledge, culture and traditions of society to her learners.

- i. What is the role of situational analysis in the curriculum development process?
(2 marks)
- ii. With the aid of examples, explain how the principles of functionalism, preparationalism and wholisticism of African Indigenous education can benefit modern formal education. **(6 marks)**
- iii. In the context of curriculum development, analyse the significance of the six (6) stages of the cognitive domain of Bloom's taxonomy. **(12 marks)**

Question Two

With an understanding of where curriculum change comes from, teachers and curriculum developers can relate more effectively to changing situations (Print, 2007).

- i. What is curriculum conception? **(1 mark)**
- ii. With the aid of relevant examples, explain any **two (2)** conceptions of a curriculum. **(6 marks)**
- iii. Explain how the following determine and shape a curriculum;
 - a. National politics
 - b. Inclusive education
 - c. Teaching and learning resources
 - d. Technology **(8 marks)**

Question Three

Decisions about curriculum content cannot be taken without careful regard to the abilities and interests for whom they are designed (Bishop, 1985).

- i. Using examples from your teaching subject briefly explain how the achieved curriculum is dependent on the available curriculum. **(5 marks)**
- ii. With the aid of examples critically explain why the understanding of psychological and sociological foundations of a curriculum by the developer is important for the selection of curriculum content. **(10 marks)**

Question Four

Effective curriculum implementation is the ultimate objective of the curriculum development process.

- i. With relevant examples, explain the relation between education and curriculum. **(2 marks)**
- ii. Critically explain the roles of curriculum elements as ingredients of curriculum development. **(8 marks)**
- iii. As a curriculum developer, explain with relevant examples, **any two** challenges you are likely to encounter when developing a multi-cultural curriculum in a Zambian context. **(5 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER/DECEMBER, 2018

CSE 9010: EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY.

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) [20 MARKS]

1. Using the ACTIONS Model, discuss the major factors that you should consider when selecting an educational technology.

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

2. Discuss the benefits of technology integration in teaching and learning.
3. Explain the concept of engaged/active learning. Discuss how you will apply this concept in the teaching learning process with suitable examples.
4. Select one of the following educational technologies and discuss its advantages and disadvantages in teaching.
 - a) LCD Projector
 - b) White Board
 - c) PowerPoint
 - d) Field Trip

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

END OF YEAR EXAMINATIONS: NOVEMBER, 2019

CSE 9010: EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY

TIME: THREE (3) HOURS

SECTION A (COMPULSORY) [20 MARKS]

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

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

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2017/18 ACADEMIC YEAR

FINAL EXAMINATION

CSE 9020: CURRICULUM EVALUATION AND CHANGE

TIME: THREE HOURS

INSTRUCTIONS

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

SECTION A

Answer all the two questions in this section

Question One (Compulsory)

- i. Using the teaching subject area of your specialization, apply the CIPP model to evaluate the effectiveness of its implementation. **(8 marks)**
- ii. Critically analyse the significance of any **four** educational indicators in the implementation of an effective curriculum. **(12 marks)**

Question Two (Compulsory)

- i. Drawing examples from the Zambian 2013 revised curriculum explain **five** reasons why the primary and secondary school Zambian curricula were reviewed. **(10 marks)**

- ii. With clear examples from your teaching subject area of specialisation analyse **five** principles of an effective curriculum reform and innovation. **(10 marks)**

SECTION B

Instructions: Answer only one question from this section

Question Three

- i. With the aid of examples analyse the significance of monitoring and evaluation of a curriculum project or programme. **(6 marks)**
- ii. Pointing out which one would be your preferred strategy of curriculum adoption, analysed **three** strategies that can be used to implement a curriculum change. **(9 marks)**

Question Three

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

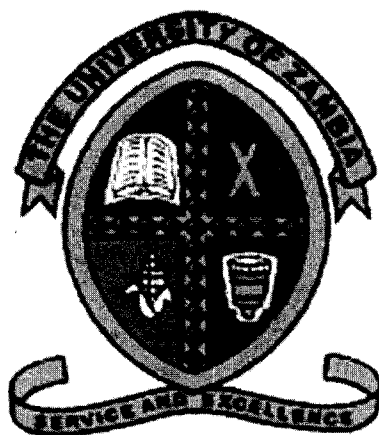
- i. Using **two examples**, critically explain why curriculum dissemination is preferred to curriculum diffusion as methods of communicating an educational innovation to adopters of a particular curriculum. **(5 marks)**
- ii. Using a relevant title of an evaluation study examine any **five** components of an evaluation proposal. **(10 marks)**

Question Four

Curriculum evaluation and curriculum change are process that may be difficult to separate.

- i. With the aid of **three** examples in education analyse circumstances where a curriculum evaluation may bring about curriculum change. **(6 marks)**
- ii. Analyse any **three** stages of a curriculum change process. **(9 marks)**

END OF THE EXAMINATION



School of Education
Department of language and Social Sciences Education
DECEMBER, 2017/2018 EXAMINATIONS
(CIVIC EDUCATION)

CVE 1020: INTRODUCTION TO GOVERNANCE

INSTRUCTIONS TO CANDIDATES

1. There are **FIVE (5)** questions in this paper
2. Question **ONE (1)** is compulsory.
3. Answer **any other two (2)** questions including question **ONE (1)** in this paper.

DURATION: THREE (3) hours

1. What is Civic Education and show how it is linked to governance and development in Zambia?
2. Discuss in detail types of governance during Zambia's pre-colonial, colonial and postcolonial age.
3. Explore the importance of political economy of Aid in developing countries.
4. Give a detailed description of the state and its functions in post colonial society.
5. Explain the importance of Civil Society Organizations (NGOs) in the governance system in Zambia.

END OF THE EXAMINATIONS.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
2019 ACADEMIC YEAR

FINAL EXAMINATION

CSE 9095: CURRICULUM FOUNDATIONS AND PRINCIPLES

TIME: THREE HOURS

INSTRUCTIONS

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

=====

Question One (Compulsory)

A curriculum is a plan for learning (Taba, 1962).

- i. Analyse the significance of situational analysis as the first stage in the curriculum development process. **(5 marks)**
- ii. Explain why Zambian education system has adopted a centralised curriculum rather than a decentralised curriculum. **(3 marks)**
- iii. With the aid of **three (3)** examples explain why curriculum scholars argue that there is a lot that modern education systems in Africa can learn from the African indigenous education. **(6 marks)**
- iv. Briefly explain **two (2)** differences between the academic and the cyclical models of curriculum development process. **(6 marks)**

Question Two

Missionaries and colonialists did not introduce education to the Africans.

- i. Analyse **one (1)** challenge of implementing African indigenous education today.
(3 marks)
- ii. Analyse the following principles of African indigenous education and curricula.
 - a. Functionalism
 - b. Perennialism
 - c. Communalism
 - d. Wholisticism**(8 marks)**
- iii. Analyse **two (2)** challenges of implementing African indigenous education today. **(4 marks)**

Question Three

Curriculum theory facilitates the understanding of the curriculum development, implementation, evaluation and change processes.

- i. With the aid of an example explain why the curriculum intent is important for curriculum development? **(3 marks)**
- ii. Critically explain the significance of the informal and non-formal dimensions of a curriculum to the education of a learner. **(6 marks)**
- iii. Explain any **three (3)** conceptions of the curriculum. **(6 marks)**

Question Four

Effective curriculum implementation is the ultimate objective of the curriculum development process.

- i) With relevant examples, explain the relation between education and curriculum. **(2 marks)**
- ii) Distinguish between psychological foundations and sociological foundations in relation to their influence in the curriculum development process. **(5 marks)**
- iii) Critically explain the roles of curriculum elements as ingredients of curriculum development. **(8 marks)**

END OF THE EXAMINATION



The University of Zambia

School of Education

Department of Language and Social Sciences Education

2018/2019 Academic Year Final Examination-November, 2019

CVE 3010: Culture, Gender and Development

Instructions

There are five (5) questions in this paper

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

Duration: 3 Hours

Marks: 100

1. Development is a result of the synergies created by both culture and gender. Discuss
[40Marks]
2. Using practical examples show how Globalization has impacted the Zambian society. **[30 Marks]**
3. National anthems are critical for reminiscing individual national identity and liberation foreign domination. Write and explain the meaning of all the three stanzas and the chorus of the Zambia National Anthem **[30 Marks]**
4. Explain in detail how empowerment, hard work, integrity and social justice are all indispensable for societal development **[30 Marks]**
5. In his recent utterances (24th September, 2019), Trump urges nations around the world to reject globalism and embrace nationalism. Evaluate this advocacy and state the pros and cons of this call on Zambia **[30 Marks]**

End of Examination



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

[Distance]

End of Academic Year Final Examination: September, 2019

Time: hours to hours.

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

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

1. In the words of W.F. Baber [Sapru, 2007, page 3], he argues that Public Sector has ten [10] key differences from Private Sector. Critically discuss any five [5] major differences between the Public Sector and Private Sector. **[40 Marks]**
2. Discuss the major Sources of Law that can be used in Zambian Legal System. **[30 Marks]**
3. Discuss any five [5] elements of a good Legal System and show how each of the element may enhance the democratization of a country. **[30 Marks]**
4. With the aid of a diagram, discuss the various kinds of Laws that exist, how do these various Laws influence citizens individually and severally. **[30 marks]**
5. With the aid of diagrams, discuss and analyse the various Theories of Policy Process that are used to generate Public Policies. **[30 Marks].**

THE END OF EXAMINATIONS.

SECTION B: Short answers**(30 Marks)**

Answer All Questions

1. Discuss briefly the following management theories.
 - a. Conflict theory (5)
 - b. Basic need theory (5)
 - c. Structured functionalist theory (5)
2. State the five key functions of a leader (5)
3. State three reasons why leaders fail in their duties. (3)
4. What does PESTEL stand for in Sports Management Studies (5)
5. Name two Ethical principles in Sports (2)

SECTION C: Essay Questions.**(50 Marks)**

Answer Two Questions

1. Discuss qualities that make a good and bad P.E teacher(25)
2. Discuss the key principles that inspire the National Sports Policy (25)
3. Discuss the measures taken by the Government to ensure that students in basic, high schools and high institution of learning take part in physical activities (25)
4. Discuss the importance of sports management and its impact on the development of sports in the country.(25)

7. Which approach refers to the traditional way of doing things?
- A. Classical approach
 - B. Scientific approach
 - C. Human capital approach
 - D. Symbolic interaction approach
8. is not the component of Sports Management.
- A. Motivation
 - B. Organization
 - C. Decision making
 - D. Workshops
9. Define a leader?
- A. Someone who manages people
 - B. Someone who has influence
 - C. Someone who is able to guide and facilitate development
 - D. Someone who manages people and resources
10. Which leadership styles focuses on strengthening the group.
- A. Autocratic
 - B. Democratic
 - C. Laissez faire
 - D. None

SECTION B: Short answers**(30 Marks)**

Answer All Questions

1. Discuss briefly the following management theories.
 - a. Conflict theory (5)
 - b. Basic need theory (5)
 - c. Structured functionalist theory (5)
2. State the five key functions of a leader (5)
3. State three reasons why leaders fail in their duties. (3)
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SECTION C: Essay Questions.**(50 Marks)**

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**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2018/2019 ACADEMIC YEAR FINAL EXAMINATIONS**

**PRIMARY CURRICULUM DEVELOPMENT & INSTRUCTIONAL DE
COURSE DEP 3040**

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. THE PAPER HAS THREE SECTIONS (A, B and C)
2. ANSWER ALL QUESTIONS IN SECTION A and B
3. ANSWER TWO QUESTIONS FROM SECTION C

SECTION A: Multiple choice questions.

(20 marks)

1. National sports policy philosophy of development is based on the following except...
 - A. Peace
 - B. Transparency
 - C. Gender
 - D. Accountability
2. What is Equity in sports management?
 - A. Gender inclusiveness in Sports
 - B. Equal social interaction in Sports
 - C. Equal opportunities to participation
 - D. All the above
3. Name one stakeholder that helps in reducing doping in Sports?
 - A. Ministry of Education
 - B. Ministry of Commerce and Trade
 - C. Ministry of Gender
 - D. Ministry of infrastructure development
4. The following are stages to effective teamwork except...
 - A. Forming
 - B. Storming
 - C. Norming
 - D. Function
5. Which one is NOT a basis of management theory?
 - A. Planning
 - B. Learning
 - C. Organizing
 - D. Controlling
6. Which of the following is not a characteristic of services?
 - A. Intangibility
 - B. Perishability
 - C. Durability
 - D. Heterogeneity



THE UNIVERSITY OF ZAMBIA
FINAL EXAMINATIONS 2018/19 ACADEMIC YEAR
DPE 1080: NATURE OF CHILDREN'S LEARNING

DURATION: 3 HOURS

MARKS: 100%

INSTRUCTIONS

1. Write your computer number **ONLY** on answer booklet provided.
2. Write all your answers in the answer booklet provided.
3. There are four sections in this paper.
4. Read the instructions in each section carefully.
5. **The marks in the brackets at the end of each question indicate the weight of the question.**

SECTION A

Briefly answer all questions from this section.

1. Childhood and Schooling
 - a) Ellen Key's asserted that "Public schools were murdering the souls of the children". Explain this assertion.
(2 Marks)
 - b) Explain Ellen Key's assertion that "The first right of a child is to choose parents"
(2 Marks)
 - c) According to Ellen Key when should parents "ask children's pardon"?
(2 Marks)
 - d) List five basic 'situatedness' of a pupil in his/her first term in grade 1.
(5 Marks)
 - e) Suggest five roles that a class teacher should perform to enhance formal learning possible for a learner experiencing primary education for the first time.
(5 Marks)
 - f) Which scholar advocated for children's interest first in learning and that children could be taught best allowing them to do things in the learning process?

(2 Marks)

- g) With the latest Revised Zambian Curriculum in mind, state the recommended percentage of play oriented learning in public Pre-Schools. (2 Marks)
- h) List three characteristic features of the modern model of childhood. (3 Marks)
- i) What is the recommended single contact period for lower primary in Zambia?

(2 Marks)

SECTION B

Answer one question in this section.

- 2. Discuss Jean Piaget's Cognitive theory and how you would use this theory in the primary sector of the Ministry of General Education. (25 Marks)
- 3. Apply Levy Vygotsky's Zonal of Proximal Development to teaching and learning in primary schools. (25 Marks)

SECTION C

Answer one question in this section.

- 4. Discuss the impact of the modern model of Childhood on a family's education and economy. (25 Marks)
- 5. Discuss the impact of Christianity on world history of childhoods in general. In the final analysis demonstrate how these impacts laid a solid foundation for modern pre-schools and primary education in Zambia. (25 Marks)

SECTION D

Answer one question in this section.

- 6. Discuss the physical development of a child from conception to 12years. In the final analysis state special needs that could be traced to the period between conception and birth. (25 Marks)
- 7. Demonstrate how you would apply Erick Ericson's theory of personality development to enhance effective teaching and learning in Zambian pre-schools. (25 Marks)

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2018/19 ACADEMIC YEAR FINAL EXAMINATIONS

DPE 1111: FUNDAMENTAL CONCEPTS OF MATHEMATICS

INFORMATION:

- This paper contains **five (5)** questions.
- Each question carries 25 marks.
- Marks for parts of questions are shown in brackets []

INSTRUCTION:

Answer **four (4)** questions only.

TIME ALLOWED:	3 hours	MARKS POSSIBLE:	100
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1. (a) The idea of number is as old as humanity itself, its representation however, continues to take different forms. Describe what was in use before the advent of numerals? [05]
(b) Discuss **two (2)** reasons why the idea of numerals was/is important. [12]
(c) The radix ensures that counting is orderly, easy and consistent. Explain what is meant by radix, illustrating with examples. [08]
2. The Roman numerals still have a wide usage in modern times.
(a) Describe **three (3)** areas or uses of the Roman numerals today. [06]
(b) What is 'subtractive principle' in the Roman numeration system? Illustrate with examples. [05]
(c) Express 1863 in Roman numerals. [02]
(d) Discuss **two (2)** reasons why the Hindu-Arabic numeral system was/is preferred to the Roman numeral system. [12]

- 3 (a) What is meant by *fallibilism* and *absolutism* in mathematics education? [06]
- (b) Distinguish between *absolutism* and *fallibilism*. [09]
- (c) Explain teacher and pupil activities you would expect to see in a class taught on fallibilism and absolutism principles. [10]
- 4 (a) Explain how you could introduce the concept of a *fraction* to primary school learners without necessarily beginning with a definition. [05]
- (b) (i) What are *equivalent fractions*? [03]
- (ii) Provide a *chart* that could be used to identify and explain *equivalent fractions*. [05]
- (c) Consider the following pairs of fractions: (i) $\frac{4}{7}, \frac{3}{7}$ (ii) $\frac{3}{8}, \frac{3}{5}$ (iii) $\frac{1}{4}, \frac{2}{3}$. Use these pairs of fractions to describe **three (3)** strategies which can be used to determine which fraction is greater or less than the other. [12]
- 5 (a) Name the Greek philosopher who spearheaded the abstract side of number study and explain what was involved. [05]
- b) Describe and illustrate *figurate* numbers. [06]
- c) Outline **three (3)** major contributions of the Greek classical period to the developments in mathematics. [09]
- d) Describe **two (2)** Euclid's *elements*. [05]

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
MID -YEAR EXAMINATIONS, 2018/9 ACADEMIC YEAR
DPE 1181: NATURE OF CHILDREN'S LEARNING

DURATION: 3 HOURS

MARKS: 100%

INSTRUCTIONS

1. Read the instructions carefully.
2. There are three sections in this paper. You will be given three hours to answer the questions in the sections.
3. Answer all questions in section A and B. Choose one question in section C
4. Write your computer number **ONLY** on answer booklet.
5. Write all your answers in the answer booklet provided.

SECTION A

1. A very experienced teacher was demonstrating how to perform *head stand* during a Physical Education practical lesson presentation. This type of teaching could have been influenced by the teaching theories of learning by _____
 - a) Albert Bandura
 - b) Maria Montessori
 - c) Charles Darwin
 - d) Peter Stern
2. The help that is rendered to a learner during the learning process is also referred to as _____
 - A. Improvisation
 - B. Scaffolding
 - C. Exercise
 - D. Proximomol

3. Who is associated with the founding of Kindergartens?
 - A. Frederick Froebel
 - B. Ellen Key
 - C. Kenneth Kaunda
 - D. John Dewey
4. Who advocated for a curriculum which included activities developed for the senses of touch, taste, sight, smell and hearing?
 - A. Maria Montessori
 - B. Jean Piaget
 - C. Friedrich Froebel
 - D. Chanda Peter
5. What is the duration for a single contact period for lower primary schools in Zambia?
 - A. 40 minutes
 - B. 45 minutes
 - C. 60 minutes
 - D. 30 minutes
6. Which scholar maintained that schools should be concerned with preparing children for the present realities rather than some vague time in future?
 - A. John Pestalozzi
 - B. Ellen Key
 - C. John Dewey
 - D. Erick Erickson
7. Which of the statements below explains why Froebel advocated for simple foods for children in pre-schools?
 - a) Children love milk for their bone and muscle development
 - b) Children's body systems is too tender to digest unhealthy foods
 - c) Simple foods fast food, easy to source and prepare for children
 - d) Simple foods cost cheaper than unhealthy foods on the market

8. Which one of the following is true about teaching at pre-school according to the
Zambian Revised Curriculum?
- A. 40% of the time should be play oriented
 - B. 100% of the teaching time should be in English
 - C. 60% of the time should be play oriented
 - D. Maths and Science should be taught in a laboratory
9. Which one of the following is not a value of play in learning?
- A. Play develops social skills such as communication and cooperation.
 - B. Children derive enjoyment and acquire competences
 - C. Play enhances language proficiency
 - D. Play is good should not be integrated in all subjects
10. Which one of the following factor does not affect learning?
- A. Teacher's attributes
 - B. Individual differences
 - C. Remembering and forgetting
 - D. Non availability of computers

(10 Marks)

SECTION B (SHORT ANSWERS)

11. a). Describe the Agricultural Model of Childhoods in World History. (3 Marks)
- b). Briefly explain the assertion that “despite the discovery of foods most grand
children could not live to see their biological grandparents”. (3 Marks)
- c). Explain how the agriculture model of childhood could not persist in
technologically advanced regions. (3 Marks)
12. a). Name the scholar who advocated for learning by imitation. (1 Mark)
- b). Suggest five reasons why it is important for teachers to recognise imitation as one
way of learning. (5 Marks)
13. a). Outline Jean Piaget's cognitive learning theory. (4 Marks)
- b). Given that most children in Zambia start primary school at the age of 7 years,
match Piaget's stages of cognitive development with pre-school and primary
school grades. (3 Marks)

14. Explain the following Ellen Key's assertions:

- a) "Public schools were murdering the souls of the children"
- b) "The first right of a child is to choose parents"
- c) "When should parents ask children's pardon?" (6 Marks)

15. a). Apart from Cognitive domain, List two other ways by which Bloom's taxonomy categorises learning. (2 Marks)

b). Outline the levels of learning under cognitive domain. (6 Marks)

16. List five characteristics of a good primary school teacher whose students would typically score higher marks in an academic examination. (5 Marks)

SECTION C (ESSAY)

Answer one of the following questions:

16. Discuss the factors that affect learning. (10 Marks)

17. Discuss Levy Vygotsky's theory of Zone of Proximal Development. In the final analysis describe how you would use this theory in teaching numeracy in primary schools. (10 Marks)

18. Discuss the impact of the modern model of Childhood on a family's education and economy. (10 Marks)



THE UNIVERSITY OF ZAMBIA
FINAL EXAMINATIONS 2018/19 ACADEMIC YEAR
DPE 2015: INSPECTION AND SUPERVISION IN EDUCATION
DURATION: 3 HOURS **MARKS: 100%**

INSTRUCTIONS

1. Write your computer number **ONLY** on answer booklet provided.
2. Write all your answers in the answer booklet provided.
3. There are four sections in this paper.
4. Read the instructions in each section carefully.
5. The marks in the brackets at the end of each question indicate the weight of the question.

SECTION A. Inspection

Briefly answer all questions from this section.

1. Excellence is not a destination but a journey (Unknown)
 - a) Define inspection. (2 Marks)
 - b) List five types of inspection (5 Marks)
 - c) What type of inspection would you conduct at an examination centre alleged to be involved in mal practices during an examination session? (2 Marks)
 - d) State a three step procedure that you could typically carry out, upon arrival at a school, on an inspection visit. (3 Marks)
 - e) Suggest five roles that an inspector of school may assume in performing his duties. (5 Marks)
 - f) Suggest the rationale for school inspection. (1 Marks)
 - g) Differentiate power from authority (5 Marks)
 - h) Mention the latest ~~title~~ for the person in charge of the quality of education in a province in Zambia Ministry of General Education. (1 Mark)
 - i) Name the Permanent Secretary for the Ministry of General Education. (1 Mark)
 - j) List five challenges facing the Zambia Inspectorate Department of the Ministry of General Education. (5 Marks)

- j) List five challenges facing the Zambian Inspectorate Department of the Ministry of General Education. (5 Marks)

SECTION B. Management of Quality Education and Supervision in Education

Answer one question in this section.

2. Discuss the three philosophical management theories of management of the quality of education. Which of the three would you recommend for the officers in charge to use. Suggest reasons for your recommendations. (25 Marks)
3. Describe the three types of supervision. Which one of the supervisions would you recommend for an inspector working with a novice teacher who is not proactive? (25 Marks)

SECTION C. Clinical Supervision

Answer one question in this section.

4. a) State five disadvantages of traditional inspections of schools where the purposes of school visit is not known and the outcomes of the data from inspections are used for teacher evaluation, such as appraisals. (10 Marks)
- b) Discuss Gall and Achenson's phases of clinical supervision. (15 Marks)
5. a) Outline the organisation authority structure of the Inspectorate Department of the Ministry of General Education at headquarters level. (5 Marks)
- b) State the source of power and authority for Inspectors from 1964 to 1991. (2 Marks)
- c) What are the consequences of obstructing the Education Officer, with the legitimate rights to monitor teachers. (18 Marks)

SECTION D. Power and Authority of Inspectors in Education

Answer one question in this section.

6. Briefly discuss the nine characteristic features of a teacher whose pupils are typically likely to obtain higher scores in an examination. (25 Marks)
7. Critically discuss the assertion that Inspectors in Education should ~~be~~ not performing dual roles. (25 Marks)

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2017/ 2018 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2018.

COURSE; DPE 2120 HOME ECONOMICS TEACHING METHODS

TIME; THREE 3 HOURS

MARKS; 100

INSTRUCTIONS ;

1. There are six 6 Questions in this paper.
2. Attempt four 4 questions only, each question carries 25 marks.
3. Present your answers clearly and orderly.

QUESTION 1.

Planning in advance helps the teacher to prepare schemes of work, lesson plans and records of work. Explain the formats of above in detail. What are the functions of schemes of work and lesson plans in the teaching profession?

QUESTION 2.

Why is it important to use group work method in teaching home economics? Explain the names of different groups. Discuss what and how to use activity method.

QUESTION 3.

Why are Teaching and Learning Aids important in the lesson? Discuss the three types of teaching aids include two examples for each group. What are the characteristics of teaching and learning aids.

QUESTION 4.

Explain the reasons for teaching Home Economics in schools. Why are lesson objectives important in the lesson plan. Mention why objectives have been divided into three groups by BLOOM J S.

QUESTION 5

Discuss the different types of evaluation in class. Mention the benefits of each. What are some of the things evaluated? How are the test questions divided into.

QUESTIONS 6

Briefly explain the duties of home economics teacher in the class room. How can the teacher motivate the class. What is problem solving in the class room?

THE END.

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2017/2018 ACADEMIC YEAR FINAL EXAMINATIONS

COURSE: DPE 3020-COMMUNITY HEALTH AND NUTRITION

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has three sections **A, B** and **C-section A** carries 20 marks and **section B** 40 marks and **section C** 40 marks
 2. Answer **ALL** questions in section A and B, answer **ONLY TWO** question from section C.
 3. Credit will be awarded to legible, good and orderly presentation of work.
-

SECTION A (20 MARKS)

ANSWER ALL THE QUESTIONS IN THIS SECTION. CIRCLE THE LETTER WITH THE CORRECT ANSWER. EACH QUESTION CARRIES 1 MARK

1. Community nutrition programmes focuses on ----
 - a) People, policy and programme
 - b) Individuals and community
 - c) Policy and community
 - d) None of the above
2. A programme planned to improve the nutrition of individuals and groups in the community is called -----
 - a) Community nutrition programme
 - b) Nutrition health programme
 - c) Public health programme
 - d) Nutrition education
3. A person suffering from a cardiovascular disease need a ----- diet
 - a) Low cholesterol, low fat and physical exercise
 - b) Low fat, low protein and physical exercise
 - c) Low cholesterol, high protein and physical exercise
 - d) High carbohydrates, low fat and physical exercise
4. Calculate the body mass index (BMI) for a patient whose height is 1.75m and weight is 99kg.
 - a) 29
 - b) 32
 - c) 39
 - d) 43
5. People who have no teeth require a -----
 - a) Soft diet
 - b) High fibre diet
 - c) Solid diet
 - d) Fried foods
6. The following are elements of primary health care;
 - a) Family planning, safe sanitation and maternal and child health
 - b) Traditional medicine and essential drugs
 - c) Food and nutrition, immunization and health education
 - d) All of the above
7. Which of the following is an example of abiotic component? .
 - a) Plants and air
 - b) Animals and water
 - c) Water and air
 - d) Microorganism and solar system

8. Goals for community nutrition programme aims at prevention, which of the following is NOT a goal for community nutrition programme-----
 - a) Promotion of good nutrition and health practices
 - b) Treatment of disease that have a nutrition problem
 - c) Identification of potential and existing nutrition problem and action for prevention
 - d) Removing of risk factors and screening
9. The following is an example of primary prevention;
 - a) Nutrition education
 - b) Screening for cervical cancer
 - c) Rehabilitating a person with health conditions
 - d) Medication
10. When you are teaching a group of women a new recipe for children under the age of five. The best methods to use are -----
 - a) Lecture and demonstration
 - b) Group work and discussion
 - c) Lecture and group work
 - d) Discussion and group work
11. In Zambia most people between the ages of 40 and 60 are suffering from diabetes. Diabetes in this case is referred to as a -----
 - a) Potential problem
 - b) Existing problem
 - c) Risk factor
 - d) Undesirable condition
12. When people are given food aid during natural disaster, this feeding programme is referred to as -----
 - a) General feeding
 - b) Emergency feeding
 - c) Feeding the vulnerable
 - d) Supplementary feeding
13. What is food security?
 - a) It relates to efforts to prevent terrorists from poisoning food supplies
 - b) It is about ensuring everyone access to food
 - c) Its components elements include availability, utilisation and stability as well as access
 - d) Food security focuses primarily on ending micronutrients malnutrition
14. What is the term for a severe shortage of food caused by crop destruction due to regional pestilences, weather, war or civil unrest?
 - a) Food insecurity
 - b) Shortage
 - c) Famine
 - d) Drought

15. With respect to the earth as a system, the hydrosphere is concerned with—
- a) Air
 - b) Rocks
 - c) Vegetation
 - d) Water
16. The process of developing and providing planned experience to supply information, change attitudes and influences behaviour is –
- a) Wellness
 - b) Coordinated school health
 - c) Health education
 - d) Health promotion
17. Family organization is one of the component of -----
- a) Human ecology
 - b) Family ecosystem
 - c) Family system
 - d) Symbolic interaction
18. The following are blocks to food path except -----
- a) Distribution
 - b) Production
 - c) Food
 - d) Food nutrition surveillance
19. Chronic diseases---
- a) Are genetically based
 - b) May be linked to diet
 - c) Result from eating animal proteins
 - d) A and B
20. Poverty is associate with ;
- a) Malnutrition
 - b) Lower life expectancy
 - c) Higher infant mortality
 - d) All of the above

SECTION B (40 MARKS)

ANSWER **ALL QUESTIONS** IN THIS SECTION. USE THE ANSWER BOOKLET PROVIDED

1. Define the following terms;
 - a) Nutrition status
 - b) Human ecology
 - c) Nutrition problem
 - d) Community**8 marks**
2. List the four (4) effects of drugs in food, nutrients intake, absorption, metabolism and functions of food. **2 marks**
3. Briefly explain the stages in family life cycle. **8 marks**
4. Outline the five (5) processes of programme planning for health education by Dignan and Carr. **5 marks**
5. The fundamental characteristics of family ecosystem. **2 marks**
6. Briefly explain the four (4) methods commonly used to assess the nutrition status of the population. **4 marks**
7. Family resources management includes the aspect of financial management, write two (2) reasons for budgeting. **2 marks**
8. Distinguish between health education and health promotion. **2 marks**
9. Policy formulation is one of the nutrition interventions. A policy can be terminated at evaluation stage give three (3) reasons why a policy can be terminated. **3 marks**
10. Briefly explain two ways of making nutrition education effective. **2marks**
11. State the role of diet therapy in HIV and AIDS. **2 marks**

SECTION C (40 MARKS)

ANSWER **ONLY TWO (2) QUESTIONS** IN THIS SECTION. EACH QUESTION CARRIES 20 MARKS

1. Group feeding programmes is one of the nutrition intervention programmes, discuss the four (4) different types of feeding programmes. Outline the disadvantages of group feeding programmes.
2. Discuss the blocks to the food path.
3. Is Zambia food secure? Argue against or for the statement.
4. The focus of community nutrition programmes is on prevention. In detail explain the three levels of prevention.
5. Human beings interact with the environment for their survival. Explain the three components of family ecosystem.

END

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2017/2018 ACADEMIC YEAR FINAL EXAMINATION

COURSE DPE 3020-COMMUNITY NUTRITION AND HEALTH

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. Read the instructions carefully before you start answering the questions. This paper has three sections **A**, **B** and **C**.
 2. **Section A** carries 20 marks and **section B** 40 marks and **section C** 40 marks.
 3. Use the booklet provided for section B and C.
 4. Credit will be awarded to legible, good and orderly presentation of your work.
-

SECTION A (20 MARKS)

Answer all the questions in this section. Circle the letter with the correct answer. Each question carries 1 mark

1. Community nutrition programmes focuses on ----
 - a) People, policy and programme
 - b) Individuals and community
 - c) Policy and community
 - d) None of the above
2. A programme planned to improve the nutrition of individuals and groups in the community is called -----
 - a) Community nutrition programme
 - b) Nutrition health programme
 - c) Public health programme
 - d) Nutrition education
3. In terms of nutritional status anthropometric refers to -----
 - a) Dietary assessment
 - b) Measurement of height and weight
 - c) Blood test
 - d) Observable on physical examination
4. A person suffering from a cardiovascular disease need a ----- diet
 - a) Low cholesterol, low fat and physical exercise
 - b) Low fat, low protein and physical exercise
 - c) Low cholesterol, high protein and physical exercise
 - d) High carbohydrates, low fat and physical exercise
5. A disease which occurs when the body fails to digest and metabolise the carbohydrates resulting in high sugar levels in the blood is called-----
 - a) Constipation
 - b) Diverticular
 - c) Diabetes mellitus
 - d) Steatorrhoea bowel syndrome
6. The following are elements of primary health care;
 - a) Family planning, safe sanitation and maternal and child health
 - b) Traditional medicine and essential drugs
 - c) Food and nutrition, immunization and health education
 - d) All of the above
7. Which of the following is an example of abiotic component
 - a) Plants and air
 - b) Animals and water
 - c) Water and air
 - d) Microorganism and solar system

8. Goals for nutrition aim at prevention which of the following is a goal for community nutrition programme-----
- a) Promotion of good nutrition and health practices
 - b) Treatment of disease that have a nutrition problem
 - c) Identification of potential and existing nutrition problem and action for prevention
 - d) All the above
9. The following is an example of primary prevention
- a) Nutrition education
 - b) Screening for cervical cancer
 - c) Rehabilitating person with health conditions
 - d) Medication
10. When you are teaching women a new recipe for children under the age of five. The best methods to use are -----
- a) Lecture and demonstration
 - b) Group work and discussion
 - c) Lecture and group work
 - d) Discussion and group work
11. In Zambia most people between the ages of 30 and 60 are suffering from diabetes. Diabetes in this case is referred to as a
- a) Potential problem
 - b) Existing problem
 - c) Risk factor
 - d) Undesirable condition
12. When people are given food aid during natural disaster, this feeding programme is referred to as -----
- a) General feeding
 - b) Emergency feeding
 - c) Feeding the vulnerable
 - d) Supplementary feeding
13. Family organization is one of the component of -----
- a) Human ecology
 - b) Family ecosystem
 - c) Family system
 - d) Symbolic interaction
14. The following are blocks to food path except -----
- a) Distribution
 - b) Production
 - c) Food
 - d) Food nutrition surveillance

15. What is food security?
 - a) It relates to efforts to prevent terrorist from poisoning food supplies
 - b) It is about ensuring everyone's access to food
 - c) Its component element include availability, utilisation and stability as well as access
 - d) It focuses primary on ending micronutrients malnutrition.
16. Which of the following does not currently present a significant health challenges in Zambia
 - a) HIV/AIDS
 - b) Malaria
 - c) Diarrhoeal disease
 - d) Cardiovascular disease
17. Health education is define as the following except----
 - a) Atool
 - b) A process
 - c) A service
 - d) Education
18. What liver disease is associated with alcohol consumption?
 - a) Diabetes
 - b) Asthma
 - c) Cirrhosis
 - d) Hepatitis
19. A buildup of cholesterol in the arterial walls is known as----
 - a) Plaque.
 - b) Pageant.
 - c) Sclerosis.
 - d) Sinus.
20. A stroke is a disruption of the flow of blood to the-----
 - a) Heart
 - b) Stomach and pancreas.
 - c) Head and brain.
 - d) Kidney

SECTION B (40 MARKS)

Answer **all** questions in this section

1. Define the following nutritional terms:

8 marks

- a) Community nutrition
- b) food path
- c) drug nutrient interaction
- d) Family life education

2. List any two (2) effects of drugs in food and nutrients intake. **2 marks**
3. Outline the four goals of community nutrition programmes. **4 marks**
4. Identify the stages in family life. **4 marks**
5. Family development theory has two concepts, name the two concepts. **2 marks**
6. Complete the following cyclic process in health programme planning according to Dignan and Carr.
 - a) Community analysis,
 - b) -----
 - c) -----
 - d) implementation
 - e) -----**3 marks**
7. What are the three components of food security? **3 marks**
8. Briefly explain the four methods used to assess the nutritional status of a population. **8 marks**
9. Mention any two (2) ways to make nutrition education effective. **2 marks**
10. What is a therapeutic diet? **2 marks**
11. What is the difference between an existing problem and a potential problem? **2mark**
12. Managing of resources in the family is very important. Give any two (2) benefits of planning a budget. **2 marks**

SECTION C (40 MARKS)

Answer **two (2) questions only** in this section. Each question carries 20 marks

1. Explain the three levels of prevention, your explanation should include illustrations. **(20 marks)**
2. Discuss the factors affecting food security in Zambia. **(20 marks)**
3. Identify and explain five types of the feeding programmes. **(20 mark)**
4. Discuss the blocks to the food path. **(20 marks)**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

END OF ACADEMIC YEAR EXAMINATION, 3rd DECEMBER 2018.

DPE 5150: SOCIOLOGY AND PSYCHOLOGY OF SPORTS
DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER **THREE (3)** QUESTIONS ONLY
ANSWER NOT MORE **THAN TWO (2)** QUESTIONS FROM **EACH** SECTION

SECTION A

1. According to Allen Guttmann (1994) the term modern sports should be seen in terms of the presence or absence of a unique set of systematically inter-related known structural characteristic. Identify these characteristics and explain how they make modern sports different from traditional games.
2. Missionaries and agents of colonialism such as sailors, soldiers, colonial administrators and traders introduced modern sports in Africa as a tool for “civilizing,” controlling and disciplining the Africans to realise colonial order. How did Africans indigenise modern sports?
3. The 1950s and 1960s marked the peak of Africa’s decolonisation and saw the emergence of continental sports bodies and games. Identify the important bodies and games that emerged during this period and explain how they fostered Pan-Africanist ideas.

SECTION B

1. According to Anthropologist Bea Vidacs, why is it important for African scholars to study sports?
2. In line with the Achievement Goal Theory in Sport and Exercise Psychology, what is meant by the motivational climate and how can a coach of young athletes create a suitable one?
3. Examine the Canadian Long-Term Athlete Development (LTAD) model with reference to the main stages of athlete development.

End of Exam

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

MID- YEAR EXAMINATION, JULY 2019.

DPE 5055 PHYSICAL ACTIVITY, HEALTH AND COMMUNITY SPORTS
DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY
ANSWER NOT MORE THAN TWO (2) QUESTIONS FROM EACH SECTION

SECTION A

1. What is the relationship between physical activity, health and non-communicable diseases?
2. With reference to Newell (1986), 'Constraints on the Development of Coordination,' describe one basic drill for 14-years-old children in your selected sport. Clearly define the purpose of the activity, and how you would manipulate either the task or the environment to make the drill (a) easier and (b) more challenging for the young athletes.
3. In his presentation, Pelle argued that 'allowing kids to fail is maybe the most critical external asset you can provide as a coach' in your view, (a) what did he mean in this statement? (b) What is your view of failure in sport development?

SECTION B

1. What are the key motivational principles that one should have in mind when motivating athletes from a Self-Determination theory point of view?
2. In line with the Achievement Goal Theory in Sport and Exercise Psychology, what is meant by motivational climate and how can a coach of young athletes create a suitable one?
3. Based on lectures by Professor Larissa Galatti, compare and contrast coach education and grassroots sports development between Zambia and Brazil.

End of Exam

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

MID- YEAR EXAMINATION, JULY 2019.

DPE 5061 SPORT, EDUCATIONAL POLICY AND EDUCATIONAL PRACTICE
DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER **THREE (3)** QUESTIONS ONLY
ANSWER NOT MORE **THAN TWO (2)** QUESTIONS FROM **EACH** SECTION

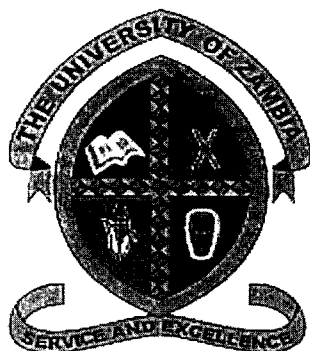
SECTION A

1. Examine some of the regional sports policies and protocols and highlight how they add value to the development of quality sports in southern Africa.
2. Examine key sports structures in the development and implementation of the National Sports Policy in Zambia.
3. Examine the successes and failures in the implementation of the National Sports Policy in Zambia.

SECTION B

1. Examine the status of the Physical Education and Sports policy in Zambia.
2. What important Physical Education and Sport policy framework changes have been made in Zambia in the past two decades and how have they influenced the status of the subject.
3. Discuss major curriculum changes that have been made in the teaching of Physical Education and Sport from primary, secondary to teacher education level in Zambia. How are these changes affecting the quality of the subject?

End of Exam



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FINAL EXAMINATIONS FOR 2017/2018 ACADEMIC YEAR
EAP 1020: LEGAL ISSUES IN EDUCATIONAL MANAGEMENT
REGULAR AND PARALLEL**

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a. This examination has **Three (3)** sections: **A, B** and **C**. Answer **One** question from each section
 - b. Each question carries 20 marks
 - c. You are required to read through all the questions carefully before selecting which ones to attempt.
 - d. Write legibly and do not cut words at the end of each line
 - e. Credit will be given for the use of practical examples in the presentation of answers
 - f. There are **Three (3)** printed pages in this examination
-

SECTION A

1. All teachers and educational managers of the 21st Century must be well acquainted with the legal aspects of education. Discuss
2. The Constitution of Zambia is the most important source of educational law in the country. Discuss the implications of the Supremacy of the Constitution, Constitutional Values and Principles and the Bill of Rights on the provision of education in Zambia.
3. Outline the legal character of Zambia's education system and discuss its implications on the provision of accessible, efficient, transparent and equitable quality education in the country.

4. "Any Education system is influenced by the laws of a given country." Substantiate this claim and show the relevance of the Judiciary to Zambia's Education System.

SECTION B

5. With emphasis on the "Powers of the Minister of Education" and "Administration of Education" in Zambia, discuss how the 1966 Education Act attempted to transform the provision of education in the post-independence era.
6. Identify the pertinent provisions of the Teaching Professions Act No. 5 of 2013 and discuss how their effective implementation is likely to professionalize teaching in Zambia.
7. In a school system, "discipline is described as respect for school rules and regulations and maintenance of established standard of behaviour and the violation of which attracts some sanction and punishment." In the context of this statement, explain the scope of disciplinary powers and authority of teachers over learners and discuss how various sources of educational law regulate punishment in Zambian schools.
8. "To promote responsible citizens out of school leavers, corporal punishment must be re-introduced in Zambian secondary schools." Argue for and against this statement.

SECTION C

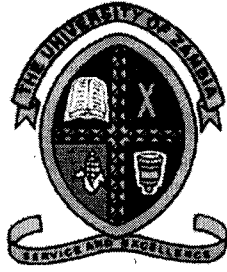
9. Identify four (4) forms of intentional torts common in Zambian schools and explain why most teachers are likely to be liable to these torts. What would you suggest to reduce these liabilities on school teachers?
10. At Kandile Secondary School, Mr. Mbeba was instructed by the school head teacher to do playground duty during the break time because Mrs. Maganizo was absent. Unpleased with this responsibility, especially that he had planned to prepare a Science lesson for his class, Mr. Mbeba walked around the playground for five minutes only and spent the remaining 15 minutes of the break time sitting in the laboratory preparing for his lesson. During that time, a fight ensued between two boys in the playground which no one attempted to stop. Mr. Tidyelepo's son was seriously injured and had to be taken to the hospital. Mr. Tidyelepo now plans to sue Mr. Mbeba and the school Head Teacher for compensation. Identify and discuss the key elements of negligence and substantiate whether or not Mr. Mbeba and the School Head Teacher could be found liable of negligence in the court of law.

11. Guen, a 15 year old grade 9 female learner at Nkumbu Junior Secondary School, was experiencing problems with Mathematics. Mr. Kafundisha offered to help her if she was willing to stay after school. He wrote a note to her parents, stating that she should stay after school for extra lessons in Mathematics. After a few extra lessons, Mr. Kafundisha started to make sexual advances to Guen; he asked her to start a dating relationship and meet in his office for sex during the time they were supposed to be having extra Mathematics lessons. She was flattered and agreed to his proposition. When her parents found out about the relationship, they accused him of defilement and reported him to the school authorities before taking the matter to Police. He argued that he did not know that the learner was a minor in that her behaviour was that of a mature person and that they had consensual sex.

With reference to some sources of educational law which regulate teacher-learner relationships in Zambian schools, discuss the legal validity of the arguments by Guen's parents and Mr. Kafundisha in this case and point out the likely implications of this situation on the teacher and the learner at this school.

12. Why should the government be more concerned with promoting equity and not equality when it comes to the provision of education from the Rights-Based Approach in Zambia? Suggest legal and policy measures the government should put in place to ensure equitable access to and participation in education by all Zambians in the 21st Century?

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 2010: EDUCATIONAL PLANNING
2017/18 ACADEMIC YEAR EXAMINATIONS
REGULAR/PARALLEL**

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) This examination has **NINE** (9) questions.
 - b) Answer any **THREE** (3).
 - c) Each question carries 20 marks.
 - d) You are required to read through all the questions carefully before selecting which ones to attempt.
 - e) Write legibly and do not cut words at the end of each line.
 - f) There is **ONE** (1) printed pages in this examination.
-
1. Any form of planning would not be complete without administrative implementation and monitoring. Discuss with practical examples.
 2. Explain in detail the relevance of control as a management function to planning in an educational organization.
 3. Educational planning makes valuable use of scientific methods and modes of thinking and yet it is not a science. How does educational planning become more of an art than a science?
 4. Describe the seven (7) tools of management used in educational planning.
 5. For an economist, the cost of something is not just the cash payment, but all the value given up in the process of acquiring the thing. Discuss the dynamics of how cost intersects with the economic considerations for education planning.
 6. "The school usually patterns citizens after the image of the state." Discuss this assertion, highlighting the pivotal role of politics in educational planning.
 7. Comment on the Multi or Inter-Disciplinary Character of Educational Planning.
 8. Show how the planning process can be characterized as a function of politics.
 9. Discuss the concepts of causality and randomization in statistics. Using practical examples, show how statistics can be used in educational planning.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
FINAL EXAMINATIONS FOR 2018/2019 ACADEMIC YEAR

**EAP 3010: MANAGEMENT OF FINANCIAL AND MATERIAL RESOURCES IN
EDUCATION**

REGULAR AND PARALLEL

TIME: THREE [3] HOURS

INSTRUCTIONS:

- A. Answer **THREE (3)** questions in this paper.
 - B. Each question carries **20** marks.
 - C. You are required to read through **all** the questions carefully before selecting which ones to attempt.
 - D. Write legibly and **do not** cut words at the end of each line.
 - E. Credit will be given for the use of **practical examples** in the presentation of answer.
 - F. There are **Two (2)** printed pages in this examination.
-

1. Effective and efficient use of resources in a school set up requires a well-trained manager in resource management. Critically analyze the competences needed by a school manager to justify the above statement.
2. Define autonomy and accountability. Describe and exemplify the forms of autonomy you have been exposed to in this course and show how they can help you to contribute to the smooth running of an educational institution.
3. There are four models of governance in school education. Identify and show how you would apply each of them in different scenarios of your choice as an educational administrator.
4. Optimal use of educational resources requires a perfect knowledge of the financing system as well as a clear definition of objectives and priorities in the educational, economic and social fields. Discuss.

5. Resources can be defined as basic tools necessary in the effective performance of tasks and for the growth and development of organizations. Identify and show how the various types of resources in the education sector can facilitate the realization of educational goals.
6. Define resource allocation in project management. Outline and clarify any six basic tips which deserve consideration when allocating resources for an educational project.
7. Costing and budgeting of the curriculum is an integral part of educational management. Discuss.
8. Auditing educational institutions is a systematic evaluation and documentation of financial statements, taxes, expenditures and incomes obtained by the educational organizations such as schools, colleges and universities. Using practical examples, differentiate internal auditing from external auditing.
9. By means of practical illustrations, critically examine the stakeholder relationships and partnerships in educational institutions.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

FINAL EXAMINATIONS FOR 2018/2019 ACADEMIC YEAR

EAP 3025: INTRODUCTION TO HIV AND AIDS ISSUES IN EDUCATION

REGULAR AND PARALLEL

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) This examination has Nine (9) questions. Answer any Three (3) questions.**
- b) Each question carries 20 marks.**
- c) You are required to read through all questions carefully before selecting which ones to attempt.**
- d) Write legibly and do not cut words at the end of each line.**
- e) Credit will be given for the use of practical examples in the presentation of answers.**
- f) There are Two (2) printed pages in this examination.**

-
1. The Ministry of General Education's objective is to provide training to all students in comprehensive, evidence-based SRH, life skills and HIV and AIDS interactive methodologies. Discuss how this course has contributed in achieving this objective.
 2. Discuss the counselling process you would give to a pupil who comes to you and request for Voluntary Counseling and Testing for HIV.
 3. The Ministry of General Education has incorporated sex education in the school curriculum. Discuss measures which need to be put in place to make this an effective programme. In your discussion, highlight the challenges the Ministry might encounter in the implementation of the programme.
 4. Discuss the overarching principles of the Sustainable Development Goals, showing how they can help mitigate HIV and AIDS and its impact.
 5. What attributes make a good leader? How can a school administrator show good leadership towards the fight against HIV and AIDS?
 6. With practical examples, illuminate the significance of social life skills in the prevention of HIV in the education system as a whole

7. Compare and contrast the public health approach to the criminal approach in dealing with HIV.
8. Discuss the impact of criminalizing HIV transmission on prevention technologies.
9. With clear and concise examples, show how disclosure and introduction of ARVs has brought hope to the education system.

END OF EXAMINATION

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

DURATION: THREE (3) HOURS

Instructions:

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

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

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

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

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 4030 – EDUCATIONAL POLICY
FINAL EXAMINATION 2017/2018

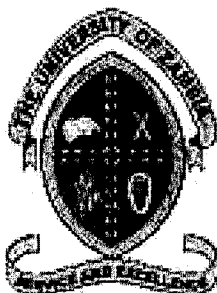
DURATION: THREE (3) HOURS

Instructions :

- A. Answer any three (3) from the given nine (9) questions.
 - B. Each question carries 16.5 marks
 - C. You are required to read through all the questions carefully before selecting which ones to attempt.
 - D. Write legibly and do not cut words at the end of the line
 - E. There is one (1) printed in this examination
-

1. The socio-economic situation of a country has a bearing on the direction of educational policy of a country. Discuss.
2. The FAD analysis helps policy analysts in narrowing their options as they endeavor to select the best choice state what the initials stand for and explain how they contribute to narrowing of options.
3. State and discuss at least four important reasons it is paramount to engage stakeholders in the policy formulation process.
4. Identify and discuss types of policies in terms of their scope and complexity.
5. Critically analyze the importance of education policy analysis .
6. The state of an education system is a very important indicator in determining the policy direction of the sector. Discuss this assertion in relation with Zambia's "Educating our Future" policy document.
7. In implementing policies, sometimes the policy outcomes are unintended and yet desirable. Explain this statement in the context of education in Zambia.
8. What are some of the major determinants of policies in the education sector?
9. Zambia has had three major educational policies since independence, explain how the political winds have shaped these policies.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

MID-YEAR FINAL EXAMINATIONS

2018/19 ACADEMIC YEAR

EAP 5225: ECONOMICS OF EDUCATION

TIME: THREE (3) HOURS

DATE: 10th July 2019

INSTRUCTIONS:

- a. *This examination paper has two (02) printed pages and contains (09) questions.*
 - b. *You are required to read through all the questions carefully before selecting the ones to attempt.*
 - c. *Answer any **THREE** (03) questions of your choice in the examination booklet provided.*
 - d. *Each question carries a maximum of **20 marks**.*
 - e. *Do not cut words at the end of each line.*
-

1. Critique the financing of Higher Education in Zambia making reference to Tax Funding, Student Loans, Cost Sharing and Revenue Diversification.
2. Discuss FOUR (04) challenges currently facing the public financing of education in Zambia.
3. Explain the *Human Capital Index* (HCI) and how Zambia's current index of **0.40** relates to the nation's developmental potential.
4. The Benefit-Cost Analysis can be an important tool for informing policy in the Zambia's education system. Describe the combination of variables that can lead to the adoption of the tool and articulate why these variables may not be a very accurate measure for the estimations?
5. Using examples drawn from the African continent, discuss the FIVE (05) major types of unemployment and give one possible remedy for each.

6. Elucidate the linkages among education, employment and economic growth of a developing country like Zambia.
7. Apply the rationale, approaches and models of Educational Planning to the development of Zambia's education system.
8. Describe the Human capital theory (HCT) framework and detail its strengths and limitations in educational research and policymaking in developing countries.
9. With reference to Zambia, what are the key determinants of teacher's salaries? How does Zambia compare in the Southern African Development Community (SADC) region?

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

MID-YEAR EXAMINATIONS 2018/2019 ACADEMIC YEAR

EAP 5235: DEVELOPMENT AND USE OF HUMAN RESOURCES IN EDUCATION

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

- a) There are **nine** (9) questions in this examination.
- b) Answer any **THREE** (3) questions.
- c) Each question carries 20 marks.
- d) Write legibly and do not cut words at the end of each line.
- e) Credit will be given for practical examples given in each answer.
- f) There are two printed pages in this paper.

-
1. Examine critically the education and training needs for Human Resource Officers in Zambia.
 2. Explain and discuss fully how human resources can be utilised effectively in an educational organisation of your choice.
 3. Critically evaluate different methods of performance appraisal and discuss fully the potential problem areas.
 4. Explain the concept of employee commitment and suggest how it might actually be created. Give examples that have contributed to your own strength commitment in any work situation.
 5. Assume that you or your group are Human Resource Management consultants whose main area of expertise is leadership training.

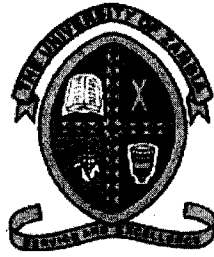
Design a leadership training programme for middle management staff in a work organisation of your choice.

Among others, you will need to:

- specify the objectives of the course;

- detail the timing of the course (number of days, etc);
 - outline each day's training in detail, including any tutor input, exercises, etc;
 - prepare an evaluation sheet for delegates.
6. As organisations become more technology-driven, which do you think will become more important - the management of the human element of the organisation or the management of technology. Discuss.
 7. Why is the recruitment and selection of staff the concern of all managers in an organisation? What are the pre-requisites of an effective recruitment and selection policy?
 8. Critically analyse the extent to which you believe that 'human resource management' differs from 'personnel management'.
 9. Discuss fully the range and scope of personnel activities within your organisation. Explain the underlying philosophies of managerial behaviour which influence the implementation of personnel practices and procedures.

END OF EXAMINATION



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

EAP 9012: EDUCATIONAL ADMINISTRATION AND MANAGEMENT
2017/18 ACADEMIC YEAR EXAMINATIONS

REGULAR/PARALLEL

TIME: THREE (3) HOURS

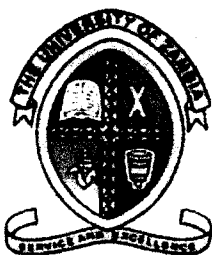
INSTRUCTIONS:

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

-
1. Outline the four major tasks of administrators/managers/leaders in curriculum implementation and describe some specific ways in which these tasks can be implemented in a Zambian public school.
 2. Ms. Bwalya, a new teacher, has to share a classroom with Mrs. Maambo. Ms. Bwalya allows her students to leave supplies and materials all over the classroom. She is not very organized herself and often leaves the room in disarray. Mrs. Maambo is very frustrated with the clutter and disorganization. Define the situation above and provide a management strategy for the harmonious existence of the two ladies in the school.
 3. Explain the **THREE (3)** stages of a record life cycle, importance of each stage and the appraisal procedure of the last stage.

4. How far has the information Communication Technology (ICT) modernised the record management system in institutions of learning. Further, identify one challenge about the same technology and suggest how that challenge can be overcome.
5. What is organisational climate? How does the climate of an institution of learning affect the effectiveness of that institution? Assuming you are a head teacher of a school, what Five (5) things would you recommend, with justification, every member of staff in your school should do for conducive school climate?
6. Discuss the management problems in the education system in Zambia and the measures both Government and other stakeholders have and are putting in place to address those challenges.
7. What is a Decentralised system in an organisation and does this system affect the efficiency and effectiveness of an institution of learning? Give examples from the Zambian education system.
8. Assuming you are a manager of an institution of learning. How would you ensure there is an effective delegation in your institution? Why is delegation of responsibility important to you as a manager and what would happen if do not delegate or you delegate poorly?
9. With practical examples, discuss operational and strategic decisions in an organisation of your choice in Zambia.

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



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

EAP 9012: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

2017/18 ACADEMIC YEAR DEFERRED EXAMINATIONS

REGULAR/PARALLEL

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

-
1. Explain the **THREE (3)** stages of a record life cycle, the importance of each stage and the appraisal procedure of the last stage.
 2. Educational leadership styles are based on the understanding that certain characteristics, such as physical energy and/or social interaction play a part in the way education is imparted. One of the leadership styles in educational institutions that focuses on student performance is Instructional Leadership which specifically looks at improving students' achievement. Discuss how this leadership style promotes learning achievements of learners.

3. Successful counselling requires preparation on the part the counsellor and client. Discuss what things are necessary and why they are important to prepare before a counselling session.
4. Managers are expected to use certain organisational strategies in stress management. Discuss some of the strategies a manager can use in stress management.
5. It is common sense that an effective school is roughly the same as a 'good' school. Discuss the historical background of the effective school movement and highlight the correlates of school effectiveness identifies by Edmonds (1982).
6. Discuss the theoretical bases of modern educational management and highlight and exemplify the key attributes that a modern manager should possess.
7. Discuss and exemplify the quadrants of time management. Using practical examples show how you, as a manger would overcome the roadblocks to time management.
8. Identify and briefly discuss the seven (7) principles of curriculum development that you have learned on this course. Use relevant examples/illustrations in your answer.
9. Highlight and discuss the intrinsic and extrinsic characteristics of electronic and physical records. What is the role of the management in managing records?

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

FINAL EXAMINATIONS FOR 2018/19 ACADEMIC YEAR

EAP 9025: ISSUES IN HIGHER EDUCATION

REGULAR AND PARALLEL

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) This examination has nine questions. Answer any three (3) from the nine (9) questions given below.
 - b) Each question carries 20 marks.
 - c) You are required to read all the questions carefully before selecting which ones to attempt.
 - d) Write legibly and do not cut words at the end of each line.
 - e) Credit will be given for the use of practical examples in the presentation of answers.
 - f) There is one (1) printed page in this examination.
-

1. Discuss the role of higher learning institutions in national development. Illustrate your answer with some practical examples.
 2. The history of Technical Education and Vocational Training in Zambia cannot be complete without considering W.A.B. Sounder's report. Justify with clear examples.
 3. What is academic freedom? Discuss the tenets of academic freedom as they relate to the growth of knowledge?
 4. A Dean of Students' Affairs responds to students' needs at a college or university, and plans programs for campus life. In detail, explain the various functions of the Dean of Students Affairs at the University of Zambia?
 5. What strategies can an ambitious university adopt in order to be among leading institutions of higher learning? Illustrate your answer with some practical examples.
 6. Trace the development of University education in Zambia. What do you consider to be the major milestones in the development of university education since 1964?
 7. Explain why higher education is expensive world over? Suggest how institutions of higher education can contribute financially and materially to supplement government effort in Zambia.
 8. Identify and discuss the roles of the various key players in the curriculum development process. Elucidate why the teacher is considered as *a light amidst darkness* in the curriculum development process
 9. Define Globalization and discuss, with examples, the positive and negative impact of globalization on higher education.
-

END OF EXAMINATION



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

EAP 9031- THE HISTORY OF EDUCATION
2018/2019 ACADEMIC YEAR FINAL EXAMINATIONS.

TIME: THREE (3) HOURS.

INSTRUCTIONS

- (a) There are nine (9) questions in this examination.
 - (b) Answer any three (3) questions from these.
 - (c) You are required to read through all the questions before selecting which ones to attempt.
 - (d) Each question carries 20 marks.
 - (e) Write legibly, and do not cut words at the end of each line
 - (f) Credit will be given for practical examples and for neat presentation.
 - (g) There are two (2) printed pages in this paper.
-

- 1) Discuss how the Christian attitude toward "Pagan learning" tended to stop schools and destroy the accumulated learning. Show how Christianity has contributed to the development of education in Zambia.
- 2) Discuss the factors that ensured the survival and preservation of learning during the Dark Ages. How such classical learning eventually did spread and got adopted by other countries
- 3) Relate the various factors that led to the rise of the term "University" and analyse how the "Studia Generale" contributed to the evolution of university education after the 12th century.
- 4) Identify and discuss three common methods used by Socrates to teach people about matters of society in Athens. Prove the significance of those methods in modern teaching.
- 5) Identify and discuss three major challenges most African states faced in developing education as they gained political independence in the 1960s and 1970s. Explain how those challenges were addressed in Zambia.
- 6) What role did education play in the growth of nationalism among African states in the twentieth century?

- 7) Make an analytical presentation of educational provision in the medieval period.
- 8) Define “renaissance” and discuss what transpired in the 14th, 15th and 16th centuries. Apart from the rebirth of the Greek and Roman learning, what else transpired during these 300 years?
- 9) Compare and contrast the Spartan education system with that of the old Athenian education system. How has each of these contributed to our modern education systems?

END OF EXAMINATION!!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 9065 - GENDER ISSUES IN EDUCATION
2018/2019 ACADEMIC YEAR EXAMINATION
TIME: THREE (3) HOURS **REGULAR/PARALLEL**

INSTRUCTIONS

- a. This paper has nine (9) questions. Answer only **THREE [3]** questions.
 - b. Read through all the questions before selecting which ones to attempt.
 - c. Each question carries **20 marks**.
 - d. This paper has **ONE [1]** printed page.
-

1. Gender refers to socio-cultural attitudes and behaviours. Explain clearly what is meant by gender identities, gender norms and gender relations in the education sector.
2. Discuss at least three basic kinds of gender stereotyping, bringing out their impact on individuals and the community. How can gender stereotyping be curbed?
3. The current gender situation in the education sector in Zambia seems to show some disparities. What has the Zambian government done to correct the situation?
4. Gender differences is not a new school of thought in our communities. Trace and discuss the origins of gender differences in education provision and achievement between 1890 and 1964.
5. Using relevant theories of gender you have learnt in this course elucidate the difference between feminine and masculine gender roles. Do these roles have any bearing on access and participation in educational achievement?
6. Critically discuss the 'Social Learning Theory' of gender in the developmental process of a child towards gender identity.
7. Define the concept of 'Feminism' and discuss its various forms. How has the feminism movement, with its forms helped promote access to educational provision?
8. Gender researchers study the impact of gender differences on resource distribution, power and opportunities. Explain the meaning of gender research and its roots.
9. Some traditional practices are harmful to both individuals and the society at large. Discuss some of the harmful traditional customs, bringing out their negative impact on the school going children and the society.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 9065 - GENDER ISSUES IN EDUCATION
2018/2019 ACADEMIC YEAR - DEFERRED EXAMINATION
TIME: THREE (3) HOURS **REGULAR/PARALLEL**

INSTRUCTIONS

- a. This paper has nine (9) questions. Answer only **THREE [3]** questions.
 - b. Read through all the questions before selecting which ones to attempt.
 - c. Each question carries **20 marks**.
 - d. This paper has **ONE [1]** printed page.
-

1. The current gender situation in the education sector in Zambia still shows some disparities. Explain these disparities, with examples, in detail.
2. What sex means in terms of your gender roles as a man or a woman can be quite acrimonious. Discuss.
3. Gender today is readily recognized as key to development. How is this reality related to the education of the mothers and to general productivity?
4. Educational gender-blind policies are not acquainted with gender differential needs and priorities. What are the effects of gender-blind sector policies?
5. What are the basic types of gender stereotyping? How can gender stereotyping be curbed?
6. The social construction of gender disparities in school is dependent on the immediate environment and a particular society as opposed to sex which is fixed. Discuss this contrast.
7. Explain clearly the modalities of implementing the Gender Policy taking into account the implementation framework advocated by the Ministry of Education.
8. Discuss the major tenets of Women in Development (WID). What were its major criticisms?
9. Define the concept of feminism and conservative approach by feminists as it applies to gender studies.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

EAP 9075: INTRODUCTION TO ECONOMICS OF EDUCATION

2017/18 ACADEMIC MID-YEAR EXAMINATIONS – REGULAR & PARALLEL STUDY MODES

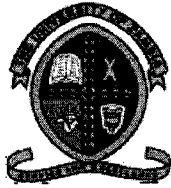
TIME: THREE (3) HOURS

INSTRUCTIONS:

- Answer any **THREE** (3) from the nine (9) given questions.
 - Each question carries **20 marks**.
 - You are required to read through all the questions carefully before selecting the ones to attempt.
 - Do not cut words at the end of each line.
 - There are two (2) printed pages in this examination.
-
- ✓ 1. Evaluate the phenomenon of Structural Adjustment Program (SAP) on Zambia's economy and its effects on the delivery of educational services between 1984 and 1992.
 2. What are Micro Politics? With relevant examples, discuss how Micro Politics affect the allocation of resources in institutions of learning in Zambia.
 - ✓ 3. Analyze the costs associated with university education, explaining in detail how each of them impacts on access, provision and financing of education at public institutions of higher learning in Zambia.
 4. Define exchange rates and critically discuss how they affect the demand and provision of education, giving examples from the Zambian scenario.

5. "Education is a worthy investment for any nation and people." Compare and contrast the private and social returns on investment in education at primary and higher/tertiary levels, and their implications on national development.
- ✓ 6. "Access to a good education is vital in ensuring young people thrive in today's globalised world." Describe in detail how the private sector is helping in meeting Zambia's unmet demand for education in the face of falling education aid.
7. Explain the existence of cost-recovery measures in the Zambian public education sector. Identify and fully explain the various cost-recovery measures which the government and learning institutions may put in place in order to cushion the cost of providing educational services.
8. The right to education is universal and therefore must be enjoyed by both girls and boys equally. Provide the rationale (background) and analysis for the policies that seem to favour increased female participation so as to accelerate equality in education provision and access in the Zambian education system.
- ✓ 9. Define the Economic Problem and give reasons why it exists and how it affects the provision of education in Zambia. What should the Zambian Government do to reduce its impact on education?

END OF EXAMINATION.



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
2017/2018 ACADEMIC YEAR DEFERRED EXAMINATIONS
EDU 1010- EDUCATION AND DEVELOPMENT IN ZAMBIA**

TIME: THREE HOURS

INSTRUCTIONS:

- (i) There are **three** sections in this paper. **Answer one question from each section.**
- (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 are **two** (2) printed pages in this paper.

SECTION A

1. Using practical examples, differentiate formal education from non-formal education.
2. The missionaries and the British South Africa Company played a huge role in the development of education in Northern Rhodesia between 1890 and 1924. Discuss.
3. The Phelps Stokes Commission's recommendations shaped the provision of education in Northern Rhodesia after 1924. Deliberate.
4. In 1991, the Zambian Government revisited its monopoly of control in all areas of public life including education, and reintroduced the principle of partnership in educational provision. Critically discuss the merits and demerits of this policy change.

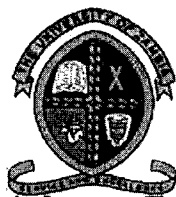
SECTION B

5. Explain the concepts of ruralization and diversification in education provision. How can the Zambian nation benefit from implementing such concepts?
6. Under the sixth National Development plan, the first objective was to increase access, efficiency and equity to quality Early Childhood Education and Basic Education. Discuss the various strategies that were to be undertaken to meet this objective.
7. What is poverty? Explicate the types of poverty and show how education can be used as an effective tool to alleviate the high poverty levels in Zambia.
8. What are the effects of debt on the provision of education and how can a nation reduce her indebtedness?

SECTION C

9. Name the partners of the Ministry of General Education in the provision of education. Clearly explain the role played by each partner in the effective delivery of education.
10. Critically discuss the relationship between modernization and education.
11. According to Human Capital theory human beings require capabilities to engage themselves in the development process. Identify and discuss the four capabilities that human beings need for them to contribute to development.
12. Education is a vital investment for human and economic development and it is influenced by the environment within which it exists. From this perspective, discuss the role of education in national development.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EDU 1010 - EDUCATION AND DEVELOPMENT IN ZAMBIA
2017/18 ACADEMIC YEAR - FINAL EXAMINATION

REGULAR & PARALLEL

TIME: THREE HOURS

INSTRUCTIONS:

- i. There are **three** sections in this paper. **Answer one question from each section.**
- 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 are two printed pages in this paper.

SECTION A

1. Identify the main characteristics of traditional education and show how they can make the Zambian school curriculum more relevant to the needs of the people.
2. Identify and discuss the importance of the three (3) stages of teacher education in Zambia.
3. Although the British South African Company (BSAC) neglected the provision of education to Africans between 1890 and 1924, they must be credited for the future development of a formal system of education for Africans in Northern Rhodesia. Discuss this statement.
4. Account for the factors that precipitated the 1977 Educational reforms and discuss how they influenced the provision of education in Zambia's Second Republic.

SECTION B

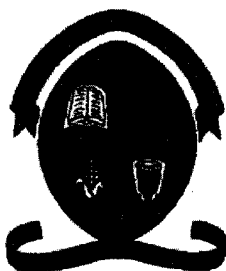
5. Examine the factors responsible for high poverty levels in Zambia and explain how education can be used as a panacea to overcome poverty in the country.

6. Compare and contrast government policies on partnership in education provision between the Second and Third Republics in Zambia.
7. The market model of education financing can be viewed as an impediment to promoting equality and equity in education. Discuss the demerits of adopting this model in Zambian educational institutions.
8. Discuss the importance of the Human Capital Theory in national development. Highlight the measures taken by the Zambian government to address the challenges of human resource after independence.

SECTION C

9. Employing Mark Blaug's (1973) common assumptions about education and employment, discuss with practical examples the relationship between education and employment
10. Compare and contrast the dependency theory with and the modernisation theory in their advancement of arguments towards the development process of nations.
11. Elucidate the barriers to equity and equality in education provision and show how the Zambian government is trying to promote equity and equality in educational provision.
12. Discuss with examples the educational developments which have taken place in Zambia between 1991 and 2018. What have been the weaknesses of Zambia's education system and how can they be overcome?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION
UNIVERSITY END OF MID-YEAR EXAMINATION, JULY, 2019

EDU 2011: SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

50 MARKS

NAME: _____

COMPUTER NUMBER: _____

INSTRUCTIONS:

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

SECTION A: (20%)

Circle the most appropriate answer

1. Which one of the following Sociologists is the founding father of Sociology of Education?
 - A. Herbert Spencer
 - B. Emile Durkheim
 - C. Talcott Parsons
 - D. Karl Marx
2. The first step in George Mead's theory of role taking is
 - A. Internalization
 - B. Play
 - C. Identity development
 - D. Organized games
3. Which theory of Education focuses on consensus in society?
 - A. Labelling theory
 - B. Conflict theory
 - C. New Sociology of Education theory
 - D. Functionalist theory
4. Socialization, as a sociological term, describes
 - A. How people interact during social situations
 - B. How people learn societal norms, beliefs, and values
 - C. A person's internal mental state when in a group setting
 - D. The difference between introverts and extroverts
5. Late President Chiluba favouredleadership style?
 - A. Laissez-faire
 - B. Initiative
 - C. Autocratic
 - D. Democratic
6. When Dr. Chakulimba lectures on the 'black box of education', what is he referring to?
 - A. That there is inadequate explanations regarding the structure of society
 - B. That there is speculations about what goes on in the classroom.
 - C. That there are a lot of black boxes in the University of Zambia for sale.
 - D. That society has a lot of information regarding the education.
7. The University of Zambia is a bureaucratic organisation, because it is not characterised by.....
 - A. Impartiality.
 - B. Hierarchy of authority.
 - C. Division of labour.
 - D. Election of Management.

8. Auguste Comte coined the academic discipline of Sociology in
A. 1883
B. 1838
C. 1837
D. 1887
9. A Sociologist of Education who tries to explain Sociology of Education using ideas of classical thinkers is doing that from an/a.....
A. Analytical perspective
B. Historical perspective
C. Empirical perspective
D. Open systems approach
10. The social position of children in relation to that of their parents is known as.....
A. Family mobility
B. Intra-generational mobility
C. Inter-generational mobility.
D. Sponsored mobility.

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

11. True False Bureaucracies are more likely to excel in organisations which experience constant technological change than in those involving routine tasks that are well specified.
12. True False Looking Glass Self theory is associated with George Mead.
13. True False In a study by Chakulimba (1982), a Lawyer was prestigiously ranked first among thirty jobs in Zambia.
14. True False Intra-role conflicts arise when the requirement and expectations of one role interferes with those of another role.
15. True False The Open systems approach focuses on the holistic view of the education system.
16. True False The roles of a teacher are said to be more specific than diffuse because they have clear boundaries and time limit.
17. True False Conflict theorists argue that most pupils who climb the education ladder are from affluent families.
18. True False Auguste Comte stated that there was need to have interdependency among social institutions.
19. True False A Zambian teacher needs to be a role model in society.
20. True False In Zambia, the Teaching Service Commission appoints, promotes and fires teachers in its role as a teachers' professional association.

Complete the blank spaces with the most appropriate word(s)/phrase(s) or sentence (s) (30 marks)

21. List three contemporary sociologists.

A.....

B.....

C.....

(3 marks)

22. List two macro theories that you learnt in EDU 2011.

A.....

B.....

(2marks)

23. Name the scholar associated with the term 'survival of the fittest'.

.....

(1mark)

24.was the scholar who did a number of studies on isolated children. (1 mark)

25. Mr. Tembo is a sociologist who has written a lot of books on the qualities of a teacher. List two qualities of a teacher that you learnt in EDU 2011.

A.....

B.....

(2marks)

26. What is a social role according to Diana Kendall et.al (2007)?

.....

.....

(2 marks)

27. A community has been defined in many ways by different sociologists, for example Warren, (1966). Define what a community in your own understanding.

.....

.....

.....

.....

.....

(3marks)

28. Who identified seven models of the school in an article titled “Popular Images of the School”?
.....(1 mark)

29. Socialization is said to be from to the
(2marks)

30. Outline the **three** fixed stages of development that Comte believed all societies moved through, in chronological order.
A.....
B.....
C.....
(3 marks)

31. What is a formal Social Organisation?
.....
.....
.....
.....
(2marks)

32. Give two Social functions of Education.
A.....
B.....
(2 marks)

33. John has encountered inter-generational social mobility. In four lines explain what this entails.
.....
.....
.....
.....
(2 marks)

34. Give one example of a political function of Education.
.....
.....
.....
(1 mark)

35. Tribalism is a sub-culture found in a school. What do you understand by the term tribalism?
.....
.....
.....
(I mark)

36. Pathological bureaucracy is also referred to as ‘sick bureaucracy’. Would you say that UNZA is an example of a sick bureaucracy? Give reasons for your positive or negative answer.

.....
.....
.....
.....
.....

(2 marks)

SECTION B (30%)

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

37. According to Basimiye, (1992) and Champion et. al., (1984), a social organisation is said to be a social unit that pursues specific goals which it is structured to render. List and explain four similarities and four differences of formal and informal aspects of social organisations.

38. (a) Define what Community or functional status is?
(b) Explain the importance of a status in relation to the teaching profession.

39. There are a number of leadership styles that teachers use in their classroom.
a. As a potential teacher, discuss the advantages of different leadership styles which teachers use in their classrooms.
b. Which leadership style do you think is best suited for use in a grade 8 classroom? Discuss your answer, giving examples from your experiences as a secondary school pupil.

40. You have been asked to make a presentation in a tutorial on a semi-profession status of teaching service in Zambia. Critically discuss what is meant by a semi- profession, and give your views on whether Zambia is practicing semi-professionalism in teaching or not.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
SCHOOL OF EDUCATION

2016/17 EDU 2012: EDUCATIONAL PSYCHOLOGY FINAL
EXAMINATION

TIME: THREE (3) HOURS

INSTRUCTIONS: There are five (5) questions in this examination paper. Question **one (1)** is **compulsory**. Choose the other two **(2) questions** to make it **three (3) answered questions**. All questions carry same marks with the total of 50% of this course. Write all your answers in the examination booklet provided.

1. The following terms in Educational Psychology have extensively been used. As student of Educational Psychology, your Headteacher has asked you to explain to him what they mean. What would be your explanation?

- a) Deferred imitation
- b) Teratogen
- c) Intelligence Quotient
- d) Cross- section design
- e) Negative reinforcement
- f) Sublimation **Or** Displacement

2. Ivan Pavlov saw that the dogs were responding not only on the basis of a biological need (hunger), but also as a result of learning called classical conditioning. With basic terms and examples, demonstrate and analyse classical conditioning.

3. There's no single widely accepted theory that can explain all of human motivation. Critically examine the following aspects of human motivation :

- a) Intrinsic and extrinsic motivation
- b) Learned helplessness
- c) Self-fulfilling prophecy
- d) Locus of control
- e) The need theory

4. The contributions of Russian psychologist Lev Semenovitch Vygotsky (1896- 1934)'s sociocultural perspective have continued to impact the Zambian education system. As a teacher, appreciate Vygotsky's philosophy as applied in education.

5. Language accomplishes its role in communication via a two- pronged process of sending and receiving. Identify and describe some of the main common features of language development (acquisition) in children.

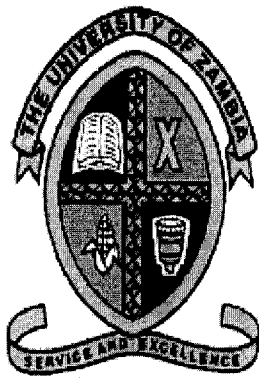
THE END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY,
SOCIOLOGY AND SPECIAL EDUCATION
EDU 2012 DEFERRED EXAMINATION 2017/18
TIME: THREE (3) HOURS

Instructions: There are four questions in this examination. Choose any three and write your answers in the provided booklet.

1. Account for sex differences in language acquisition in children.
2. Forgetting or 'disremembering' is a spontaneous or gradual process in which old memories are unable to be recalled from memory storage.
Using theories of forgetting, explain how forgetting takes place.
3. What are major differences between operant and classical conditioning theories?
4. Describe the characteristics of Piaget's preoperational stage.

THE END



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

UNIVERSITY END OF YEAR EXAMINATION – NOVEMBER / DECEMBER , 2018

EDU 2015: INTRODUCTION TO SOCIAL PSYCHOLOGY

TIME: 3 HOURS

100 MARKS

COMPUTER NO.

INSTRUCTIONS:

1. THERE ARE **TWO SECTIONS** IN THIS PAPER. **SECTION A** CONTAINS OBJECTIVE QUESTIONS ONLY AND **SECTION B** CONTAINS ESSAY QUESTIONS.
2. **ANSWER ALL QUESTIONS IN SECTION A. ALL ANSWERS FOR SECTION A SHOULD BE WRITTEN IN THIS QUESTION PAPER.**
3. ANSWER **ONLY TWO** QUESTIONS IN SECTION B. ANSWERS FOR SECTION B SHOULD BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.
4. ENSURE THAT YOU WRITE YOUR PARTICULARS, **CLEARLY** ON THIS QUESTION PAPER.

SECTION A

PART 1

Circle the letter against the most correct response. (20 marks)

1. Attribution Theory is
 - A. The process by which we form opinions about another.
 - B. Speculate about what goes on in the society.
 - C. The process by which we control our siblings.
 - D. The process by which we speak to others about a credible person.
2. The Prison Study was done by
 - A. Festinger, Schacter and Black.
 - B. Weiner and Jacobson.
 - C. Milgram and Johnson.
 - D. Max Weber and Karl Marx.
3. Social psychology is all about how.....
 - A. One lives in Africa.
 - B. How one thinks, acts and feels about himself and other people.
 - C. Isolated one is in the community.
 - D. The feudal system worked in Europe.
4. By studying social psychology you may-----
 - A. Become a capitalist.
 - B. Gain an understanding of social interactions and relationships.
 - C. Control the behaviour of children.
 - D. Control the behaviour of subjects in a kingdom.
5. In Early childhood a child has
 - A. Reflections of his or her images as a mass.
 - B. Poor ability to adapt to its environment.
 - C. All of the above.
 - D. No sense of place or person.
6. Stanley Milgram a social psychologist at Yale University carried out a series of studies on obedience in:
 - A. 1966
 - B. 1963
 - C. 1960.
 - D. 1968.

22. Illustrate the elaboration likelihood Model: Suppose you are to travel in Zambia and must decide between two options, renting a car or travelling by Mazhandu Bus. In the blanks below, indicate which persuasive route you would take, **central** abbreviated as **C** or **peripheral** abbreviated as **P** should be indicated in the examples below:
- On the basis of bus brochures, showing apparently wealthy and Dignified travellers dining in luxury on the bus while viewing the Victoria falls.
 - Your travel agent is an expert who has given advise to many of your Friends in the past, the agent therefore strongly recommends that you take the train. You decide to follow her advice you take the train.
 - A friend urges you to consider details you had not previously Considered such as traffic jams, waiting in line, additional cab fare, and so on. You seek additional information, and after weighing the relative expenses and conveniences for the four of you travelling together, you decide to rent a car. (6 marks)
23. Two individuals at a time participated in Milgram's initial study, but only one was a real subject. The other subject was an accomplice of the experimenter, an actor. By rigged drawing of slips of paper the real subject became the and the accomplice became the There were a total ofsubjects, or teachers, in the initial study. (3 marks)
24. What percentage of the subjects continued to obey instructions, thereby increasing the shock all the way to 450 volts?..... (1 marks)
25. claimed that he could train infants to become anything they wanted through social learning. 1 marks)
26. Inferences that people draw about causes of events, others' behaviour, and their own behaviour..... (1 mark)
27. A negative attitude held towards members of a group..... (1 mark)
28. Behaving differently, usually unfairly, toward members of a group (1 mark)

29. People who are not part of a group.....(1 mark)

30. One is said to bewhen the food intake decreases to the point of starvation. (1 mark)

SECTION B

CHOOSE ANY TWO FROM THE FOLLOWING QUESTIONS (40 MARKS)

1. Mr. Mwansa, a big businessman decided to fire an innocent employee simply because he was asked to do so by a very close friend of his who had quarrelled with this employee in a bar. Later on he felt cognitive dissonance. (a) Give a definition and explain cognitive dissonance by Festinger (1950). (b) Using the information you acquired in EPS 2015, how can this be resolved.
2. Kingsley Davis studies on isolation included three children. Write brief history on each child giving references to the different aspects of socialization as revealed by Kingsley Davis.
3. What is compliance in social psychology and how can it be used to help change the behaviour of an individual. Give two situations where compliance can be applied in social psychology.
4. Mr. Shukula has a disabled child and does not understand what social psychology is. Explain what social psychology is to Mr. Shukula by giving three practical examples in order to help him understand how to relate with his disabled child.

7. Mr Zulu was engaged in a counter-attitudinal behaviour. What were the contradictory cognitions.
 - A. One is a thought about his behaviour and the other about an important attitude.
 - B. One about persuasion and the other about attitude.
 - C. Attribution Dissonance and marginally behaviour.
 - D. Milgram's disorder and common sense.

8. Chibonga hears a speaker express a particular political attitude that is followed by a thunderous applause. Thereafter, Chibonga tends to express the same attitude. Give the example that relates learning theory to attitude change. Which form of learning best describes Chibonga's attitude.
 - A. Classical conditioning.
 - B. Operant conditioning.
 - C. Observational learning.
 - D. None of the above.

9. A -----is a person whose identity is surrounded by acts of deviance.
 - A. Primary deviant.
 - B. First time offender.
 - C. Secondary deviant.
 - D. Convicted thief.

10. Tabula Rasa is a concept that was developed by
 - A. John Locke.
 - B. Skinner and Watson.
 - C. C.H. Cooley.
 - D. J.B. Watson.

PART 2

State whether these statements are True or False. (20 MARKS)

11. T F Weiner, (1986) is the proponent of the Attribution theory.

12. T F Societies do create deviants.

13. T F In replications of the Milgram studies in several European countries, obedience levels were even higher than those in North America.

14. T F Criminal is a criminal in self-fulfilling prophesy.

15. T F Robert Rosenthal and Lenora Jacobson published the results of the Shock experiment.

16. T F The string bean look is common among females in their early 20s.
17. T F Examples of the Dual process theories of persuasion is the elaborate likelihood model.
18. T F Bulimia Nervosa people do not go on binges.
19. T F Founder of the Looking Glass Self theory was Charles Darwin.
20. T F The sleeper effect is when we forget the source of the message before we forget the message itself, however the message can have delayed effect on our attitudes. This increases the attitudinal change over time.

PART 3

Write brief notes on the following terms. (20 MARKS)

21.

A) Resocialization(2 marks)

.....

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B) Labelling Theory (2marks)

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

EDU 3011 – EDUCATIONAL PSYCHOLOGY

FINAL EXAMINATION 12th JULY, 2019

COMPUTER NUMBER.....

**TIME: 3 HOURS
MARKS: 50**

INSTRUCTIONS

This paper contains three (3) sections. Section A - Multiple choice questions; Section B - Short answer questions; and Section C – Essay questions.

SECTION A – Multiple choice

Instruction: There are 5 questions in this section. **Answer all questions. Each question carries 1 mark.** Circle the best answer of your choice.

1. twins are identical twins who share the genetic formation and come from the me fertilised ovum.
 - (a) Dizygotic
 - (b) Ontogenetic
 - (c) Monozygotic
 - (d) organogenesis
2. The embryonic period covers the period fromafter conception.
 - (a) 1 – 8 weeks
 - (b) 2 – 8 weeks
 - (c) 3 – 9 weeks
 - (d) 3 – 8 weeks
3. In order to show the difference between homozygous and heterozygous dominant, Mendel came up with terminologies. These are.....
 - (a) genotype and development
 - (b) genotype and phenotype
 - (c) polygenic and Multi-genic
 - (d) transmission and phenotype

4. Which one of the following facts is **correct** about teratogenic effects?
- (a) They are moderate during delivery
 - (b) They are lowest during the first trimester
 - (c) They do not influence child development
 - (c) They can be prevented
5. Polygenic or multigenic inheritance occurs when a character is influenced by more than of genes.
- (a) three pairs
 - (b) one pair
 - (c) two pairs
 - (d) four pairs

SECTION B: Short Answer Questions

Instruction: Answer all questions in this section. Marks for each question are indicated at the end of the question.

1. It is important to take into consideration ethical issues in most research work. Discuss why is this aspect considered as a very important component of research? Discuss. [3 Marks]
2. In research, one of the sampling procedure is purposive sampling. Give examples on how this can be done. [2 Marks]
3. Define the following reproductive technologies.
(i) Assisted reproductive
(ii) Artificial insemination
(iv) Vitro fertilisation (Test-tube fertilisation) [3 Marks]
4. The following were the test scores obtained by a Grade 8 class in English test.

45	46	68	51	51	57
63	66	59	62	41	48
58	42	37	42	40	43
52	30	56	46	37	44
49	44	53	43	49	32

- (a) Construct a frequency distribution table showing both tally marks and frequencies
 - (b) Make grouped frequency distribution indicating both tally marks and frequencies for each class interval using class size = 5 and start with 30 – 34 as the lowest class interval. [4 Marks]
5. Briefly explain the differences between psychology and educational psychology. [3 Marks]

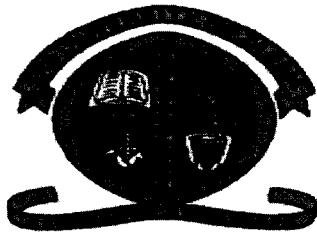
SECTION C: Essay Questions

Instruction: Answer any two (2) questions from this section. Each question weighs 15 marks.

1. From the following observations, calculate correlation coefficient (r): (5,2), (3,2), (5,6), (2,0) using the correlation formula. Marks will be awarded for each correct step.
2. Briefly discuss the following stages in prenatal development. Germinal period (ii) Embryonic period and (iii) Foetal period.
3. Adolescents are growing up in a materialistic society and this has had a profound effect on them and their families with whom they live with. Discuss.

4. Using practical examples, discuss how a teacher can apply Jean Piaget's theory to teach new concepts in mathematics to grade 5 pupils.

END OF EXAMINATION



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

UNIVERSITY END OF YEAR EXAMINATION, NOVEMBER 2019

EDU 3012: LEARNING PROCESSES-A SOCIOLOGICAL PERSPECTIVE

TIME: 3 HOURS

50 MARKS

COMPUTER NUMBER: _____

INSTRUCTIONS:

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

SECTION A (20%)

Answer all questions in this section. All answers should appear in this question paper.

Part A: Circle the most appropriate answer. (10 marks)

1. Which of the following is **not** a factor of teacher status?
 - A. Government regulations
 - B. Monopoly of knowledge
 - C. Political independence
 - D. Teacher's career change
2. The open systems model was initially developed by _____.
 - A. Max Weber
 - B. Ludwig Von Bertalanffy
 - C. Michael Young
 - D. Robert Merton
3. Which one of these statements is **incorrect** regarding the duties of the Teaching council of Zambia?
 - A. Licensing of teachers to work in Zambia
 - B. Deploying of Teachers
 - C. Disciplining of erring teachers
 - D. Affiliating of colleges of education
4. Which theory justifies the existence of social stratification in society?
 - A. Marxist
 - B. Human Capital
 - C. Labelling
 - D. Functionalist
5. Which one of the following is **not** a stage in George H. Mead's three stage theory of socialisation?
 - A. Imitation
 - B. Sensorimotor
 - C. Organised games
 - D. Play
6. From a Sociologist perspective, which factor does not greatly influence a person's socialisation?
 - A. Ethnicity
 - B. Social class
 - C. Gender
 - D. Blood type
7. Which type of leadership style has a communication pattern that always flows from top to down?
 - A. Authoritarian
 - B. Democratic
 - C. Laissez-faire
 - D. Permissive

8. Emile Durkheim, Herbert Spencer and Talcott Parsons are associated with which one of the following theories?
 - A. Conflict
 - B. New Sociology of Education
 - C. Functionalist
 - D. Human Capital
9. It is said that in an ideal bureaucracy there is no overlapping of work. Which characteristic of a bureaucracy does this statement describe?
 - A. Hierarchy of authority
 - B. Division of labour
 - C. Impersonality
 - D. Uniform rules and regulations
10. Which Sociologist was concerned with the interpretive understanding of human social action, and the meanings people attach to their own actions and behaviors and those of others?
 - A. Auguste Comte
 - B. Emile Durkheim
 - C. Karl Marx
 - D. Hebert Spencer

Part B: Circle the appropriate word to show whether these statements are True or False. (10 marks)

11. **True** **False** The *I do not know* option should not be included when analysing data for a prestige rating study.
12. **True** **False** Enlightenment thinkers emphasised on scientific approach for understanding society.
13. **True** **False** When applied to education, the labelling theory suffers from the *black box of education* problem.
14. **True** **False** Sociology of the founding fathers is the sociology of the contemporary sociologists.
15. **True** **False** Sociologists argue that *nature* has more influence on personality development than *nurture*.
16. **True** **False** The Conflict theory is considered the oldest of the main sociological theories.
17. **True** **False** Peer groups have an enormous socialising influence during adolescence.
18. **True** **False** The age at which midlife crises is experienced differs from society to society.
19. **True** **False** Scalar status refers to the teacher's position and prestige within the organized structures of the education system.
20. **True** **False** Most Sociologists believe that the effect of education on social stratification is greater than the effect of social stratification on education.

Part C: Complete the blank spaces with the most appropriate word(s), phrase(s) or sentence (s) (20 marks)

21. _____ is the transmission of genetic characteristics from parents to children.
22. State the Sociologist who argued that economic forces are key to understanding society and social change. _____.
23. The functionalist theory is also known as the _____ theory.
24. _____ is the belief that, societies like organisms would begin simple and then evolve to a more complex form in a process of adaptation to the environment.
25. During the _____ stage in Comte's *law of three stages*, people viewed the world and events as natural reflections of human tendencies.
26. The founding fathers of sociology are also known as _____.
27. When a person has difficulties in meeting the expectations of a single role, they may face what is called _____ conflict.
28. _____ mobility refers to a significant shift in social standing within a single generation.
29. Negative consequences that an element has for the stability of a social system are known as _____.
30. _____ is the set of behaviours, attitudes, beliefs and values that are characteristics of an individual.
31. List **three** roles of a teacher in the school that were identified by Havinghurst and Neugarten.
- i. _____
 - ii. _____
 - iii. _____
32. Identify any **five** major social institutions that are found in society.
- i. _____
 - ii. _____
 - iii. _____
 - iv. _____
 - v. _____
33. State **two** reasons why some professions such as Law and Medicine are slowly losing their professional status in Zambia.
- i. _____
 - ii. _____

SECTION B (30 %)

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

34. Discuss the social and political factors that led to the emergence of sociology as a separate discipline. (15 marks)
35. Using relevant examples, demonstrate ways in which the teaching occupation in Zambia can attain the status of a full profession. (15 marks)
36. Sociologists have developed a number of theories to explain social events, interactions and patterns.
 - a) Explain the importance of theories. (5 marks)
 - b) Using the New Sociology of Education theory, discuss school factors that negatively influence learner's chances of excelling in their academic pursuits. (10 marks)
37. Kingsley Davis and Wilbert Moore were of the view that social stratification in society is inevitable.
 - a) Using practical examples, discuss the degree to which you agree and disagree with Davis and Moore's assertion. (11 marks)
 - b) Outline the four basic principles of social stratification. (4 marks)
38. In the first topic of this course, you covered Emile Durkheim's creation of the field of Sociology of Education.
 - a) Discuss Durkheim's four themes of Sociology of Education. (10 marks)
 - b) With appropriate examples, qualify the statement that 'Sociology of Education is an important course in the teacher training curriculum.' (5 marks)

End of Examination

THE UNIVERSITY OF ZAMBIA

2018/19 UNIVERSITY EXAMINATIONS

EED 1010: INTRODUCTION TO ENVIRONMENTAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer Question 1 and two other questions.

1. "The current debate on the mining investment in Lower Zambezi National Park makes a sad reading in a country such as ours where there are clear policies and regulations governing the conservation of our natural resources" (*Lusaka Times*, November 1, 2019).
Argue for and against the development of a mine in the Lower Zambezi National Park (Raise at least five points for and five points against). (20 Marks)
2. With examples, write brief explanatory notes on three of the following concepts:
 - (a) Summative and formative evaluation
 - (b) Social and economic sustainability
 - (c) Egoistic and altruistic values
 - (d) Importance of prior knowledge in learning
 - (e) Land dereliction (15 Marks)
3. Explain the perspectives of environmental determinism, environmental possibilism, stop-and-go determinism in relation to natural resource use. You may wish to include in your discussion the work of Thomas Malthus, Ester Boserup and James Robertson to enhance your argument. (15 Marks)
4. (a) Discuss the impacts of climate change. (10 Marks)
(b) Suggest five measures that government can undertake to abate the effects of climate change. (5 Marks)
5. Explain the four elements of a curriculum and describe one curriculum model which you are conversant with. (15 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2018/2019 ACADEMIC YEAR FINAL EXAMINATIONS

**EED 1020: INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL
EDUCATION**

TIME : THREE HOURS

**INSTRUCTIONS: Answer THREE questions, QUESTION ONE IS COMPULSORY.
Credit will be given for use of relevant examples and illustrations.**

1. Write short explanatory notes on the following:

- a) Characteristics of marine environment.
- b) Pull and push factors in relation to population.
- c) Positive impacts of radiation.
- d) Five stages of Nitrogen cycle

(20 Marks)

2 a) Describe any three types of biodiversity.

(3 Marks)

b) With specific examples discuss the various ways of protecting biodiversity.

(12 Marks)

3 Several species interactions exist in the ecosystem. With specific examples discuss five common species interactions.

(15 Marks)

4 a) Define population ecology

(5 Marks)

b) With relevant examples explain various population distributions patterns.

(10 Marks)

5 A grassland area located near an active volcano is covered by molten lava and totally destroyed after a severe volcanic eruption.

(a) Give a detailed account of the ecological succession process the area mentioned above will undergo.

(10 Marks)

(b) Give a brief description of the main types of ecological succession. **(2 Marks)**

(c) With specific examples briefly explain the concept of ecological dominance.

(3 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2017/2018 ACADEMIC YEAR EXAMINATIONS
EED 2020: ENVIRONMENTAL ECONOMICS

TIME: THREE (3) HOURS

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

1. As an environmental economist in charge of the Ministry of Environment and Natural Resources in Zambia, what arguments would you put forward and against the establishment of an economic activity (use mining as an example) in the lower Lochniver national park ecosystem? **(20 Marks)**
2. What is meant by the blue and green economies? What are the approaches and objectives of a green economy and, how can the blue economy concept be applied to a country such as Zambia? **(15 Marks)**
3. With special reference to Zambia, identify and discuss credible linkages between governance, environmental sustainability and poverty alleviation. **(15 Marks)**
4. Trade can either be internal or external while investments can best be described using bonds, stocks, mutual funds and alternative investments. Discuss. **(15 Marks)**
5. Explain how the environment can benefit from economic growth using the environmental Kuznet's curve's stages of industrial development. **(15 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2017/18 ACADEMIC YEAR FINAL EXAMINATIONS

EED 3010: EDUCATION FOR SUSTAINABLE DEVELOPMENT

TIME: THREE (3) HOURS

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

1. You are on attachment in the Ministry of Finance and National Planning; explain to the Ministry the Economic, Environmental and Health benefits of using Bicycle transport in Chipata, Eastern Province of Zambia. (20 marks).
 2. One of the Sustainable Development Goals (SDG) is '*to end poverty in all its forms everywhere*'. Show why it important to eradicate poverty to attain sustainability (15mk).
 3. Explain the FOUR PILLARS of Sustainable Development. For each pillar show the core issues (15 marks).
 4. You have just been employed by the Lusaka City Council in the Environment and Health department; explain drivers and implications of conversion of agricultural highly productive land to built-up areas in Lusaka. (15marks).
 5. With specific examples explain why many environmentalists view the idea of Sustainable Development as an oxymoron (15 marks).
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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2017/2018 END OF YEAR EXAMINATIONS**

EED 9062: Environmental Hazards and Disaster Education

TIME: THREE (3) HOURS

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

1. Using the Disaster Management Cycle explain how flood hit areas in rural Zambia can be managed. (20 marks)

2. Describe how one can reduce the effect of drought as a disaster on access to quality education in rural parts of Southern Province. (15 marks)

3. Discuss the impacts of floods as a disaster on people's social welfare in Kabwe's Makululu Compound. (15 marks)

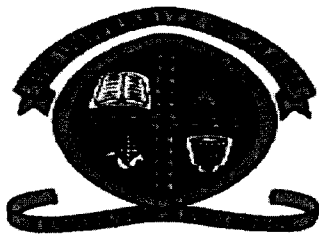
4. Discuss the following concepts;
 - (i) Modern Responses to Disasters.
 - (ii) Recovery Plan
 - (iii) Disaster Risk Reduction
 - (iv) Emergency Operation Plan
 - (v) Natural Disasters (15 marks)

5. Discuss the advantages of using the Community Based Approach in education and public awareness when managing disasters in schools. (15 marks)

END

OF

EXAMINATION



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

UNIVERSITY END OF YEAR EXAMINATION, NOVEMBER 2019

EDU 3012: LEARNING PROCESSES-A SOCIOLOGICAL PERSPECTIVE

TIME: 3 HOURS

50 MARKS

COMPUTER NUMBER: _____

INSTRUCTIONS:

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

SECTION A (20%)

Answer all questions in this section. All answers should appear in this question paper.

Part A: Circle the most appropriate answer. (10 marks)

1. Which of the following is **not** a factor of teacher status?
 - A. Government regulations
 - B. Monopoly of knowledge
 - C. Political independence
 - D. Teacher's career change
2. The open systems model was initially developed by _____.
 - A. Max Weber
 - B. Ludwig Von Bertalanffy
 - C. Michael Young
 - D. Robert Merton
3. Which one of these statements is **incorrect** regarding the duties of the Teaching council of Zambia?
 - A. Licensing of teachers to work in Zambia
 - B. Deploying of Teachers
 - C. Disciplining of erring teachers
 - D. Affiliating of colleges of education
4. Which theory justifies the existence of social stratification in society?
 - A. Marxist
 - B. Human Capital
 - C. Labelling
 - D. Functionalist
5. Which one of the following is **not** a stage in George H. Mead's three stage theory of socialisation?
 - A. Imitation
 - B. Sensorimotor
 - C. Organised games
 - D. Play
6. From a Sociologist perspective, which factor does not greatly influence a person's socialisation?
 - A. Ethnicity
 - B. Social class
 - C. Gender
 - D. Blood type
7. Which type of leadership style has a communication pattern that always flows from top to down?
 - A. Authoritarian
 - B. Democratic
 - C. Laissez-faire
 - D. Permissive