

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**POST GRADUATE**  
**2020-2021 ACADEMIC YEAR**

<b>AGS 6825</b>	<b>SUSTAINABLE LAND AND ENVIRONMENTAL MANAGEMENT</b>
<b>AGS 6845</b>	<b>RESEARCH METHODOLOGY</b>
<b>CVE 5210</b>	<b>ISSUES IN CIVIC EDUCATION</b>
<b>CVE 5220</b>	<b>PRINCIPLES AND THEORIES OF CIVIC EDUCATION</b>
<b>DPE 5105</b>	<b>LITERACY AND NUMERACY IN PRIMARY EDUCATION</b>
<b>DPE 5112</b>	<b>RECENT DEVELOPMENTS IN PRIMARY INSTRUCTION</b>
<b>DTM 9010</b>	<b>INSTRUCTIONAL METHODS AND TECHNIQUES</b>
<b>DTM 9011</b>	<b>EDUCATIONAL PSYCHOLOGY EXAMINATION</b>
<b>DTM 9015</b>	<b>EDUCATIONAL ADMINISTRATION AND MANAGEMENT</b>
<b>DTM 9025</b>	<b>ICT IN EDUCATION ( Distance)</b>
<b>EDR 5010</b>	<b>EDUCATIONAL RESEARCH METHODOLOGY AND PROPOSAL WRITING</b>
<b>EDR 5112</b>	<b>EDUCATIONAL RESEARCH METHODOLOGY IN SPECIAL EDUCATION</b>
<b>EPS 5310</b>	<b>LEARNING DISABILITIES – NEUROPSYCHOLOGICAL ASSESSMENT</b>
<b>EPS 5332</b>	<b>SPEECH AND LANGUAGE DISORDERS</b>
<b>EPS 5345</b>	<b>MONITORING &amp; EVALUATION IN SPECIAL NEEDS EDUCATION LEARNING</b>
<b>EPS 5375</b>	<b>HUMAN RIGHTS AND DISABILITIES</b>
<b>EPS 5395</b>	<b>VISUAL IMPAIRMENTS</b>
<b>GES 5312</b>	<b>CONTEMPORARY BIOGEOGRAPHY</b>
<b>GES 5142</b>	<b>POPULATION DYNAMICS AND DEVELOPMENT</b>
<b>GES 5252</b>	<b>PEDOLOGY</b>
<b>GES 5312</b>	<b>CONTEMPORARY BIOGEOGRAPHY</b>

**GES 5325 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**

**GES 5332 ENVIRONMENTAL MANAGEMENT PLANNING**

**GES 5355 POLITICAL ECOLOGY AND ENVIRONMENTAL GOVERNANCE**

**GES 5410 RESEARCH METHODOLOGY**

**LSE 3060 METHODOLOGY IN GEOGRAPHY EDUCATION**

**MDEA506 THE ORGANISATION &ADMINISTRATION OF PRIMARY & SECONDARY ED.**

**MDEA511 POLITICS OF EDUCATION**

**MDEA515 CONFLICT RESOLUTION, ISSUES AND PRACTICES**

**MDEA519 STRATEGIC MANAGEMENT IN EDUCATION**

**RED 5210 AFRICAN RELIGIOUS COSMOLOGY**

**RED 5320 HISTORICAL AND CURRENT ISSUES IN RELIGIOUS EDUCATION**

**THE UNIVERSITY OF ZAMBIA  
INSTITUTE OF DISTANCE EDUCATION  
MASTER OF SCIENCE IN SUSTAINABLE LAND AND ENVIRONMENTAL  
MANAGEMENT**

**AGS 6825 EXAM 2021**

**DATE: AUGUST/SEPTEMBER 2021,  
INSTRCTIONS: Answer all questions  
TIME ALLOWED: 3 HOURS**

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**QUESTION 1.**

- a. Define Regulatory policies and highlight any two examples where they are applied in the environmental management in Zambia (10 marks).
  - b. Discuss conditions under which regulatory policies are generally thought to be best applied (10 marks).
  - c. Distinguish between Regulations and Policies using suitable examples (10 marks).
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**QUESTION 2.**

Policies are government actions intended to change behavior of agents or actors. Discuss the components of a policy framework (20 marks).

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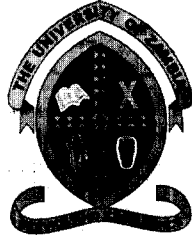
**QUESTION 3.**

- a. Environmental Management Policies are government actions intended to change behavior of agents or actors with regards to their interaction with the environment, while Policy Analysis consists of the evaluation of government decisions to change this behavior. Discuss the Four components of a Policy Framework giving suitable examples (20 marks).
- b. Define distributive policies and discuss their relevance in environmental management in developing countries (5 marks).

**QUESTION 4.**

Policy documents often have standard formats that are particular to the organization issuing the policy. While such formats differ in form, they usually contain certain standard components. Discuss the Five standard components of a standard policy document issued by different organizations (25 marks).

**GOOD LUCK**



## **THE UNIVERSITY OF ZAMBIA**

**AGS 6845 – RESEARCH METHODOLOGY – FINAL EXAMINATION 2021**

**INSTRUCTIONS: ANSWER ALL QUESTIONS AND WRITE LEGIBLY**

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

**TOTAL MARKS: 100**

1. Short essays. Write short explanatory notes on each of the following **[20 marks]**:

- a. Descriptive research
- b. Applied research
- c. Abstract
- d. Statement of the problem
- e. Materials and methods

2. Short answer questions **[20 marks]**

- a. An entrepreneur would like to know the pollution status of a given piece of land earmarked for an irrigation project. You have been presented with data on Lead (Pb) content of the soil at the proposed site. Your task is to evaluate whether or not the Lead concentration is within acceptable limits. This type of research is known as.....?
- b. You would like to investigate the consumption of charcoal in a particular community. The community is characterized by households with a wide range of monthly income. Assuming that the level of income is an important factor, what sampling method would you use to draw a representative sample?

- c. What term is used to describe a situation in which the effect of one factor on a given response variable is dependent on the level of the other factor?
- d. The table below shows examination marks obtained in the AGS 6845- Research Methodology Course at UNZA. What statistical method can you use to compare the mean score between females and males?

Serial#	Gender	Final Exam score (%)
1	Male	59.0
2	Male	56.0
3	Female	80.5
4	Male	34.0
5	Female	88.0
6	Female	60.0
7	Male	52.0
8	Male	69.0
9	Male	51.0
10	Female	60.0
11	Female	48.0
12	Female	41.8

- e. A researcher investigated the effect of fecal sludge on Zinc concentration in Chinese cabbage (*Brassica rapa*) grown for a period of six weeks. Fecal sludge was applied at rates of 0, 5, 10 and 20% and Zinc concentration measured at harvest. What statistical method can be used to evaluate the effect of fecal sludge on Zinc concentration in the crop?
- f. Calculate the mean sum of squares (MS) for a data set which gives a sum of squares (SS) value of 30 from an experiment with three (3) treatments.
- g. Given that you want to draw a sample of 30 individuals from a population consisting 70 females and 30 males, calculate the number of females in your sample using proportionate sampling.
- h. The process of sub-dividing experimental units into homogeneous sub-groups is known as.....
- i. The allocation of treatments in such a way that every experimental unit has an equal chance of receiving a treatment is called.....

- j. A researcher investigated the effect of distance from a mine tailings dam on copper concentrations in the soil. Copper concentrations were measured at distances of 5, 100 and 500 m away from the tailings dam. How many treatments are in this study?
3. A researcher investigated the relationship between zinc concentration in the soil and zinc concentration in a leafy vegetable growing in contaminated soil. Concentrations of zinc were measured in both the soil and the vegetable. These data are presented in Table 1 below. [25 marks]

- a. Identify the independent and dependent variables [2 marks].
- b. State the null and alternative hypothesis [2 marks]
- c. Using the output below, show and interpret the equation that describes the relationship between zinc concentrations in the soil and the vegetable [6 marks]

Call:

```
lm(formula = Veg ~ Soil, data = Exams_2021)
```

Residuals:

Min	1Q	Median	3Q	Max
-33.686	-14.635	-1.252	19.414	35.513

Coefficients:

	Estimate	Std. Error	t value	Pr(> t )
(Intercept)	-58.94	43.18	-1.365	0.19948
Soil	302.80	97.42	3.108	0.00995 **

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Signif. codes:

0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 22 on 11 degrees of freedom

Multiple R-squared: 0.4676, Adjusted R-squared: 0.4192

F-statistic: 9.662 on 1 and 11 DF, p-value: 0.009954

- d. Predict the zinc concentration in the vegetable for a soil with zinc concentration of 0.45 µg/kg [2 marks].

- e. Comment on the utility of the model in (c) above [4 marks].
- f. Estimate the change in zinc concentration in vegetables associated with one unit increase in zinc concentration in the soil [2 marks].
- g. Calculate the correlation coefficient between the two variables in the study [2 marks].
- h. Given that data from an experiment can be described using the following model for a multiple linear regression analysis:
- $$y = 0.41x_1 - 0.32x_2 + 35.32.$$
- Interpret the equation [5 marks].

**Table 1: Zinc concentrations in soil and vegetable**

Zinc content in soil (µg/kg)	Zinc content in vegetable (µg/kg)
0.46	58.75
0.39	26.07
0.33	40.89
0.37	52.45
0.51	119.50
0.53	77.95
0.46	114.65
0.41	90.00
0.42	87.65
0.55	101.20
0.42	72.80
0.48	76.35
0.38	42.70

4. You are provided with data for 20 UNZA MSc students as tabulated below (Table 2).

[15 marks]

- Classify the data in columns 2 to 5 either as qualitative or quantitative [2 marks].
- Differentiate between qualitative and quantitative data [4 marks].
- Present the field of study for the 20 students using a pie chart [2 marks].
- What statistical method would you use to describe the relationship between height and shoe size [2 marks].
- Taking gender to represent a stratum, and assuming there is a wide variation in shoe size between the two genders in the population, define the term **population** and state the sampling method you would use to draw a sample from the given population. Give reasons for your answer [3 marks].
- Calculate the number of students for each gender in a sample of 8 students. [2 marks].

**Table 2: Selected data for 20 MSLEM students at UNZA**

Student	Gender	Field of study	Height (cm)	Shoe size (cm)
1.	Male	Mines	174	23
2.	Male	Agriculture	181	25
3.	Male	Education	175	29
4.	Female	Agriculture	174	23
5.	Female	Agriculture	165	25
6.	Female	Agriculture	167	20
7.	Male	Mines	163	24
8.	Male	Mines	179	25
9.	Male	Education	184	27
10.	Male	Mines	173	31
11.	Female	Pharmacy	169	23
12.	Female	Mines	176	22
13.	Male	Pharmacy	171	17
14.	Female	Agriculture	189	22
15.	Male	Mines	185	23
16.	Male	Education	182	32
17.	Female	Agriculture	154	23
18.	Female	Education	139	25
19.	Male	Agriculture	149	27
20.	Male	Mines	157	27



5. Given that statistical results from an experiment can be summarised in the Analysis of Variance (ANOVA) Table presented below. Answer the following questions:

[20 marks]

**Table 3: Analysis of variance table from an experiment**

Source	df	SS	MS	F	p-value
Biochar	3	10442.2	3480.75	z	0.0001
Error	x	10762.0	y		
Total	47	21204.2			

- What type of ANOVA is presented above? [2 marks]
- What does the **p-value** represent? [2 marks]
- Identify the independent variable [2 marks]
- How many treatments were in this experiment? [2 marks]
- Calculate **x**, **y** and **z** [3 marks]
- Calculate the number of observations in the experiment [2 marks]
- Do the results above show any treatment effect on the response variable assuming a 5% level of significance? [2 marks]
- What type of data can you analyse using the ANOVA test? [2 marks]
- List any two assumptions for the ANOVA test? [2 marks]
- State one way of checking any of the assumptions listed in (i) above

[1 mark]

**END OF EXAMINATION!**

**THE UNIVERSITY OF ZAMBIA  
Institute of Distance Education**

**2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS**

**CVE 5210: ISSUES IN CIVIC EDUCATION**

**DURATION: THREE HOURS**

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

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1. What are state-society relations? In your view, is it correct for modern public management to advocate for a shift from “government” to “governance”?
2. Efficient and effective service delivery is possible under whichever political and economic system. Discuss.
3. What would be your comment on the assertion that only public sector reforms based on New Public Management (NPM) are suitable for Zambia and other developing countries?
4. Explore public sector reforms in Zambia since 1964. In your view can public sector reforms be effective without decentralization?
5. New public Governance (NPG) is premised on the realisation that the state sector, the nonprofit sector and the private sector all have weaknesses and strengths. In light of the foregoing statement explain how collaborative public management works.

**END OF EXAMINATION**

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

**Final Examination for 2020/21 Academic Year: Part One**

**CVE 5220: Principles and Theories of Civic Education**

**Instructions:**

- a. There are five questions in this paper.**
- b. Answer Question One (1) and any other Two (2) questions.**

1. The recent held elections in Zambia demonstrates that Civic Education is an important element in democratic governance. Discuss this statement in the light of the overwhelming voter turnout that characterised polling stations across the country especially among the young and old people alike. **[40 Marks]**
2. There is a widespread agreement among the scholars and practitioners of Civic Education that Civic Education for and through is critical as opposed to Civic Education about. Discuss. **[30 Marks]**
3. The meaning of Civic Education also known as Citizenship Education is dependent on the context' Discuss the authenticity of this statement. **[30 Marks]**
4. Civic Education like any other emerging discipline is anchored on models or theories. Discuss any two (2) models or theories that you learnt in class. **[30 Marks]**
5. Discuss three (3) dominant classifications of Civic Education. **[30 Marks]**

**End of Examination**

**THE UNIVERSITY OF ZAMBIA  
INSTITUTE OF DISTANCE EDUCATION  
MASTERS OF EDUCATION IN PRIMARY EDUCATION  
FINAL EXAMINATION, AUGUST, 2021.**

**COURSE: DPE 5105: LITERACY AND NUMERACY IN PRIMARY EDUCATION**

**MARKS: 100%**

**TIME: THREE HOURS**

**INSTRUCTIONS**

1. There are **TWO** sections in this paper, **A** and **B**.
  2. Answer only **three** questions in all.
  3. Question 1 in section A is **compulsory**, and you should answer **two** questions from **section B**; one from **part I** and the other from **Part II**.
  4. In section A, question 1 carries **40 marks** and the questions in section B carry **30 marks** each.
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**SECTION A**

**Question 1:**

Answer all parts in this question in sufficient detail. The questions involve concepts either in literacy or Numeracy.

- i) Arithmetic is an understatement when referring to numeracy; state and explain other domain areas of 'content' that are equally involved in numeracy.
- ii) With the aid of examples, explain the relationship between phonics and phonemic awareness?
- iii) "Numeracy is not less than mathematics, but more" (Johnston & Tout, 1995, p. xiii). Explain this statement illustrating with examples.
- iv) How has spoken language or speech been represented in graphic form in writing systems of the world and what are the advantages and disadvantages of each writing system?

## **SECTION B: Answer any two questions from this section**

### **Answer one question from Part I**

#### **PART I**

##### **Either Question 2**

Mathematics should be experienced and understood with confidence in order for it to be functional, that is, to be at a level of 'active sub-conscious in a learner.

- i) Explain what the statement above means
- ii) Discuss the implications of the statement above to a teacher in terms of approaches to teaching and learning of mathematics

##### **Or Question 3**

Teaching and learning numeracy has more to do with 'dispositional aspects' to the subject than anything else.

- i) Explain in detail what is meant by 'dispositional aspects' of numeracy
- ii) Outline **three (3)** ways/strategies that could be employed in numeracy education

### **Answer one question from Part II**

#### **PART II**

##### **Either Question 4**

Learning to read is a complex process because it involves a multitude of sub-skills, motivational factors and attitudes.

- i) Using the **five** component skills of reading proposed by the National Reading Panel of the USA (2000), discuss how initial reading is taught in Zambia.
- ii) How much attention is paid to each of the component skills?

**Or Question 5**

Why has it been difficult to raise the literacy levels of primary school leavers in Zambia?  
Suggest interventions that you think can work to improve literacy levels in primary school learners.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF PRIMARY EDUCATION**

**2021 ACADEMIC YEAR FINAL EXAMINATION (DISTANCE)**  
**MASTER OF EDUCATION IN PRIMARY EDUCATION**

**DPE 5112: RECENT DEVELOPMENTS IN PRIMARY INSTRUCTION**

**Instructions**

- i. Answer **question one** and any other **two** questions
- ii. Write your computer number on all the answer scripts.
- iii. DO NOT WRITE YOUR NAME on any answer script.
- iv. There are TWO (2) printed pages in this examination.

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**Question One (Compulsory)**

- i. Using clear examples discuss **five (5)** reasons why primary education is regarded as a critical foundation for any education system. **(10 marks)**
- ii. Analyse **five (5)** qualities that any primary school teacher should have in order to effectively teach at primary school level. **(10 marks)**

**Question Two**

In all the planning of any education system educationists believe that the learner should be at the centre of it all.

- i. Explain with the aid of **four** examples why the learner centered approach to teaching and learning is one of the most effective strategies to use to teach learners in primary school. **(8 marks)**
- ii. Analyse three challenges that a primary school Zambian teacher may face when using the learner centered approach in teaching? **(7 marks)**

### Question Three

You have been asked by your head teacher to prepare a presentation to make during a CPD session with your colleagues in the school about the project method of teaching in primary school. Use the following aspects to make such a presentation.

- a. Explain **four (4)** benefits of the project method of teaching and how it is related to the competency based curriculum? **(8 marks)**
- b. Analyse **four (4)** challenges that are likely to be faced by the teacher and learners when using this method in Zambian primary schools. **(7 marks)**

### Question Four

The problem solving teaching method and the discovery teaching method are some of the teaching approaches that can be used in primary school teaching.

Critically analyse **three (3)** advantages of each of the two mentioned methods and also describe two (2) educational situations when a teacher in primary school can use each one of them. **(15 marks)**

### Question Five

The COVID 19 pandemic has affected learning among primary school learners in a very significant way.

- i. Critically explain **four (4)** lessons that primary schools and the Ministry of General Education in Zambia should learn from this pandemic in terms of preparing for future instances and effective teaching and learning when such disruptions occur. **(8 marks)**
- ii. Describe **three (3)** teaching strategies that teachers in primary schools should employ in order for learners to catch-up in their lessons without compromising the quality of learning when schools are reopened after the closures due to COVID 19. **(7 marks)**

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**END OF THE EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**Final Examination for 2020/21 Academic Year**

**DTM 9010: Instructional Methods and Techniques**

**Instructions:**

- a. There are five questions in this paper.
  - b. Answer Question One (1) and any other Two (2) questions.
- 
1. Design a lesson plan on any of the 21<sup>st</sup> Century teaching and learning skills [40 Marks]
  2. Effective teaching and learning is dependent on clear pedagogical practices. Discuss the authenticity of this statement. [30 Marks]
  3. Teaching and Lecturing are said to be one side of the same coin. In the light of this statement discuss this possibility. [30 Marks]
  4. What is your understanding of teaching for critical thinking and show its relevance in today's teaching and learning? [30 Marks]
  5. Discuss any three (3) teaching and learning techniques that you have learnt and show how they aid teaching and learning in schools [30Marks]

**End of Examination**

# THE UNIVERSITY OF ZAMBIA

## POST GRADUATE DIPLOMA IN TEACHING METHODS

DTM 9011 - EDUCATIONAL PSYCHOLOGY EXAMINATION

23<sup>RD</sup> AUGUST 2021, PM

### INSTRUCTIONS:

- There are two sections (A and B) in this examination paper.
- Answer section questions according to the specific instruction(s) given
- The examination lasts three hours
- All your answers should be written in the answer booklet provided

**SECTION A****Compulsory Question****50 Marks**

1. Educational Psychology is the application of Psychology in an attempt to understand factors that affect learning and education. One of the factors that affect trainers and trainees alike is STRESS. Learners/Educators in particular and people in general experience stress in their daily lives. Discuss stress, in the context of:
  - (a) What it is
  - (b) Its causes
  - (c) Its symptoms and/or signs
  - (d) Its management

**SECTION B****Answer any two questions.****50 Marks**

1. State and discuss the three main types of education and four approaches thereof covered by educational psychology.
2. Discuss in detail personality growth and development according to Sigmund Freud  
OR according to Erik Erikson.
3. As an educational psychologist, in waiting, identify and elaborate on any five benefits of education to society and the individual.

**THE END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2020/21 ACADEMIC YEAR EXAMINATION**

**DTM 9015: EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

**TIME - THREE (3) HOURS**

**INSTRUCTIONS:**

Read the following instructions carefully

- i). This exam contributes 50% to the course grade.
  - ii). There are six (6) questions in this paper. Answer any three questions provided.
  - iii). All answers must be written in the official booklets provided.
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- 1). Imagine you have just been appointed as the Managing Director for a newly created multi-million company GOFORWARD-Zambia. With reference to Henry Fayol's 14 principles, explain how you would apply the said principals in GOFORWARD-Zambia to transform its fortunes? [10 Marks]
- 2). With respect to cadreism in Zambia which has been described as a cancer by many commentators; discuss how you could apply Maslow's pyramid of needs to bring order and sanity in the city of Lusaka. [10 Marks]
- 3). Change Management is a critical component in education administration and management practice. With illustrations from the education sector, critically analyse the above statement. Demonstrate how you would effectively manage resistance to change in your work organisation. [10 Marks]
- 4). Conflict Management is necessary in education administration and management. With reference to any education institution of your choice, discuss this statement. Analyse the strategies you would adopt to manage conflict in your work organisation? [10 Marks]
- 5). 'Every effective management requires well-coordinated elements of communication'. Critically discuss these elements in the communication process. [10 Marks]
- 6). Identify and explain some of the behaviours that support autocratic leadership style. What are the merits and demerits of this leadership style? [10 Marks]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**END OF YEAR EXAMINATIONS: AUGUST/SEPTEMBER, 2021**

**DTM 9025: ICT IN EDUCATION (DISTANCE)**

**INSTRUCTIONS**

ANSWER ANY THREE (3) QUESTIONS

TOTAL MARKS OBTAINABLE: 60

TIME: THREE (3) HOURS

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1. Discuss the principles that you should consider while using educational technologies in the classroom as a teacher. [20 marks]
2. Outline potential risks students can be exposed to when they are using social media and explain measures that should be put in place by school management to protect students against these risks. [20 marks]
3. Write brief notes on anyone of the following educational technologies:
  - a. Projected aids
  - b. Non-projected aids [20 marks]
4. Discuss anyone of the following models:
  - a. LoTI Model
  - b. SAMR Model
  - c. TPACK Model [20 marks]
5. Discuss the benefits of using ICTs in education with regard to:
  - a. The teachers
  - b. The students
  - c. Assessment
  - d. The parents [20 marks]
6. Discuss the major issues you would consider when evaluating:
  - a. Hardware [10 marks]
  - b. Digital media [10 marks]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY POSTGRADUATE EXAMINATIONS, AUGUST 2021**  
**INSTITUTE OF DISTANCE EDUCATION**  
**PROGRAMME: MASTER OF EDUCATION IN PRIMARY EDUCATION**  
**EDR 5010 – EDUCATIONAL RESEARCH METHODOLOGY AND PROPOSAL**  
**WRITTING**

**TIME: THREE HOURS**

**INSTRUCTIONS**

1. There are five questions in this paper. Answer **question one** and any other **three questions** of your choice from the remaining four.
  2. Write your computer number clearly on the Answer Booklets
  3. Credit will be given for well thought out presentation
-

**Q1.** Research is the systematic process of discovering new knowledge by either developing new concepts or advancing existing knowledge and theories, leading to a new understanding that was not previously known. To do this, there is need for a well thought out research plan (research proposal). Briefly explain clearly, the important role played by each of the following parts of a research plan or proposal.

- a) Research title
- b) Research Background
- c) Purpose of study
- d) Problem statement
- e) Research Objectives
- f) Literature review
- g) Research Method
- h) Theoretical Framework
- i) Sampling

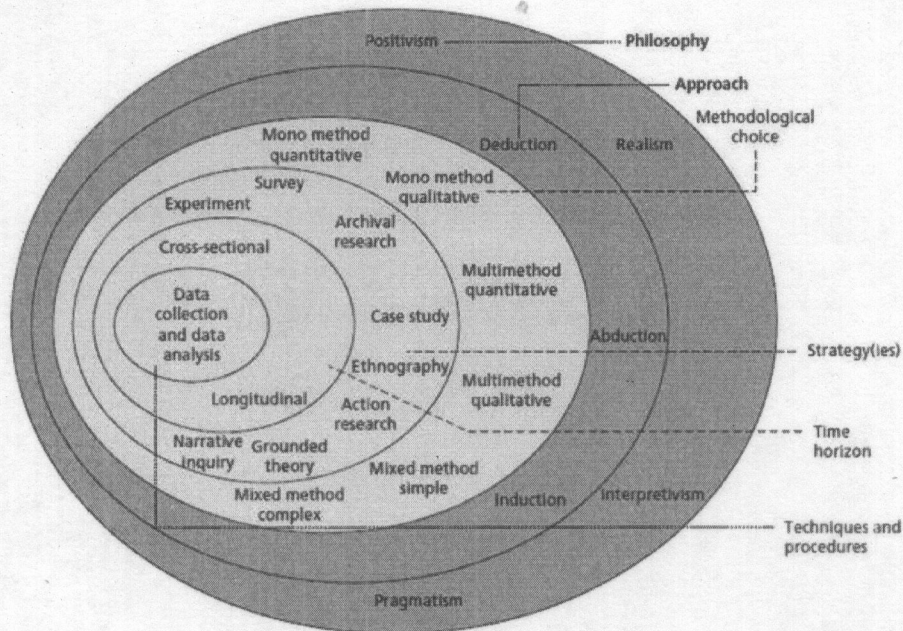
**Q2.** a) Although research can take many forms, there are **three main purposes of research: Exploratory, Descriptive, and Explanatory**. Provide your understanding including the aim of each of these three types of research.

b) Research can be divided into **two main types**: *basic research* (also known as pure research) and *applied research*. Explain what each type of research is all about and its focus.

c) Research methods for data collection fall into one of two categories: inductive methods usually associated with qualitative research, or deductive methods usually associated with quantitative research.

- i) Explain the difference between inductive and deductive methods of data collection.
- ii) Provide five fronts on which qualitative research differs from quantitative research.

- Q3.** Research philosophy deals with the source, nature and development of knowledge. In simple terms, a research philosophy is belief about the ways in which data about a phenomenon should be collected, analysed and used. Write short explanatory notes on the ontological assumptions of the four research philosophies (Positivism, Realism, Interpretivism, and Pragmatism) presented in the outer ring of the research onion below.



Research philosophy in the 'research onion'

- Q4.** The following are the different Methods of sampling from a population. Briefly explain what is involved in each of the methods of sampling listed below.
- Simple random sampling
  - Systematic sampling
  - Stratified sampling
  - Clustered sampling
  - Convenience sampling
  - Quota sampling
  - Judgment (or Purposive) Sampling. ...
  - Snowball sampling
- Q5.** Identify some ethic rules that should be considered when conducting a research and explain why it is important to consider each of the identified ethical rules.

**End of Examinations**



THE UNIVERSITY OF ZAMBIA  
INSTITUTE OF DISTANCE EDUCATION  
2020/2021 SEMESTER TWO ACADEMIC YEAR EXAMINATION  
MASTER OF EDUCATION (SPECIAL EDUCATION)

**EDR 5112: EDUCATIONAL RESEARCH METHODOLOGY IN SPECIAL EDUCATION**

**Time: Three Hours**

**Instructions**

- a. This examination contributes 50% to the course grade
  - b. There are five questions
  - c. Answer three questions
- 

1. Identify and justify when to use the following quantitative research designs: **(17 marks)**
  - a) Survey research design
  - b) Causal comparative/ex-post facto research design
  - c) Correlational research design
2. Describe the elements of a research proposal **(17 marks)**
3. Identify data analysis techniques used in qualitative studies and justify their purpose **(17 marks)**
4. Using examples, explain three ways of presenting data in a quantitative study **(17 marks)**
5. Why should a researcher use the following instruments? **(17 marks)**
  - a). Questionnaire
  - b). Interview guide
  - c). Focus Group Discussion Guide
  - d). Participant observation Guide
  - e). Document Checklist

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS**

**COURSE: EPS 5310- LEARNING DISABILITIES-NEUROPSYCHOLOGICAL ASSESSMENT**

**DURATION: THREE HOURS.**

**INSTRUCTIONS:**

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

1. Reading Difficulties is one of the most commonly diagnosed Learning Disability. Outline the core deficits of children with Reading Difficulties (**20 Marks**).
2. Write short notes on Three of the following assessment tools (**15 Marks**)
  - a) NEPSY
  - b) Kaufman Assessment Battery for Children (K-ABC)
  - c) Wechsler Intelligence Test for Children (WISC)
  - d) Panga Muntu Test
  - e) Basic Skills Assessment Tool (BASAT)
  - f) BANUCA
3. Children with Specific Learning Disabilities are often over-represented or underrepresented in the education system. This is largely attributed to inadequate knowledge among practitioners and a lack of culturally sensitive assessment tools. You have just been appointed as District Education Standards Officer for a newly created district and you wish to strengthen the quality of education for children with Specific Learning Disabilities in your district. You have invited all the Special Education teachers and Education Standards Officers in charge of Special Education for a symposium. Prepare a presentation focusing on the following:
  - a) Definition of Specific Learning Disabilities (**5 Marks**).
  - b) With relevant examples, explain the causes of Specific Learning Disabilities (**10 Marks**).
4. Critically analyze the defining characteristics of Attention Deficit Hyperactivity Disorders that can inform the assessment process (**15 Marks**).
5. You have a child with Mathematical Disorders in your class. Prepare teaching strategies you can apply in supporting this child (**15 Marks**).

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

The University of Zambia  
Institute of Distance Education  
School of Education  
2021 Academic Year Examinations

**EPS 5332 - SPEECH AND LANGUAGE DISORDERS**

**DURATION: 3 HOURS**

**INSTRUCTIONS**

There are 4 questions in this papers. Write any 3 questions of your choice.

1. Analyse the importance of screening and assessment of language disorders. Describe some tools used in screening and assessment.
2. 'There is no single approach that will work with all disorders. A successful therapy will use a holistic approach'. Analyse approaches to therapy by using appropriate examples.
3. Distinguish between fluency and articulation disorders.
4. What may cause expressive language disorders? Suggest rehabilitation strategies for persons with this problem.

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2020/21 ACADEMIC YEAR EXAMINATION**

**EPS 5345: MONITORING & EVALUATION IN SPECIAL NEEDS EDUCATION  
LEARNING INSTITUTIONS**

**TIME - THREE (3) HOURS**

**INSTRUCTIONS:**

Read the following instructions carefully

- i). This exam contributes 40% to the course grade.
- ii). There are two sections in this paper.
- iii). Answer all the questions in section A
- iv). Answer only three (3) questions in Section B. (Answer question 1 which is compulsory and any other two in Section B).
- v). All answers must be written in the official booklets provided.

**SECTION A**

**[10 Marks]**

**Answer all the questions in this section**

- 1) The real focus of Results-Based Management (RBM) approach is on
  - A. Deliverables or the Outputs of a project or effort
  - B. The Outcome of a project or effort
  - C. The overall result, or Goal, of which the project is one cause
  - D. The work plans, or Activities needed to get a project or effort done
- 2) The Logical Framework Approach:
  - A. Is, in reality, a Results Based Management system
  - B. Is the same as a Results Matrix
  - C. Includes the internal (results chain) and external (Conditions Precedent and Assumptions/Risks) causal logic of a project
  - D. All of the above

- 3) Once a project is defined the LogFRAME should:
- A. Not be altered
  - B. Be refined during implementation as a result of team learning
  - C. Be discarded and implementation plans used if it is place
  - D. Published immediately as a good practice example
- 4) The Logical Framework Approach is most valuable:
- A. When used for project design, exclusively
  - B. When used for M&E, exclusively
  - C. When the basis for implementation work planning
  - D. When used throughout the project cycle to integrate learning and improvement
- 5) A well-crafted LogFRAME design guarantees that the project will be managed well during implementation.
- A. True
  - B. False
- 6) To be most effective, Project LogFRAME should be
- A. Prepared by expert consultants
  - B. Prepared by Project Management and stakeholders
  - C. Prepared by clients
  - D. Prepared by the Project Management team
- 7) The Outcome of a project is the set of results a project team can produce?
- A. True
  - B. False
- 8) The Outcome of a project.
- A. Is the change in clients'/beneficiaries' behavior
  - B. Is a reformulation of the project Outputs using performance indicators
  - C. Is the actual products or services the implementers can deliver
  - D. Should include as many results as possible to assure sufficient value
- 9) The Outcome can be measured by:

- A. The effect a project has on its clients' behavior or performance
- B. The degree to which the project's Outputs are completed on a timely basis
- C. The degree to which project disbursements are on track
- D. The leading indicators of Goal level results

10) The End-of-Project success is measured at the:

- A. Output level
- B. Activity level
- C. Goal level
- D. Outcome level
- E. All of the above

## Section B

**There are five (5) questions in this section, question 1 is compulsory. Answer any other two questions in addition to the compulsory one** **[30 Marks]**

- 1) Imagine that you have been appointed to work with a Community based organisation whose core mandate is to promote parental involvement in the education of children with Physical disabilities and Health Impairments.
  - i. Discuss why parents should be involved in the education of their children with Physical disabilities and Health Impairments.
  - ii. Explain how parents could be involved in the education of children with Physical disabilities in Zambia. [10 Marks]
- 2) Imagine you have been appointed to serve as an M & E Manager for Ministry of General Education. One of your first task is orient newly deployed teachers on the need for embracing Monitoring and Evaluation in their operations. With that in mind,
  - i. Distinguish between the terms 'Monitoring' and 'Evaluation'
  - ii. Discuss the purpose of 'Monitoring' and 'Evaluation'
  - iii. Highlight how teachers can apply the concept of 'Monitoring' and 'Evaluation'[10 Marks]
- 3) As M & E senior manager, you have been tasked to develop an M&E plan for a newly created project funded by UNESCO to promote the advancement of girl-child education

in Zambia. Develop a monitoring and evaluation (M&E) plan for your intervention. The M&E plan should include the following key elements:

- i. Introduction
- ii. Program description (goals and objectives)
- iii. M&E Framework(s)
- iv. Indicators
- v. Data sources, collection and reporting systems
- vi. Plans for data use and dissemination

[10 Marks]

- 4) Compare and contrast between the the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation and the Development Assistance Committee (DAC) evaluation of the OECD. Discuss the inherent merits and demerits of each of the two evaluation standards above.

[10 Marks]

- 5) Critically with illustrations, discuss indicators, their importance and key criteria to consider when selecting indicators for programme/project evaluation.

[10 Marks]

END OF EXAMINATION

# **THE UNIVERSITY OF ZAMBIA**

## **INSTITUTE OF DISTANCE EDUCATION**

### **2020/2021 ACADEMIC YEAR FINAL EXAMINATION**

#### **EPS 5375 HUMAN RIGHTS AND DISABILITY**

#### **INSTRUCTIONS**

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

#### **QUESTION 1**

Services for Persons with Disabilities have been seen as a sign of goodwill from society. Using the concept of Human Rights, Discuss the change in perception for service delivery for persons with disabilities. (15 MARKS)

#### **QUESTION 2**

In order to have well implemented advocacy for Persons with Disabilities, certain principles need to be at the core of this advocacy. Critically analyse the principles for good Human Rights advocacy. (12.5 MARKS)

#### **QUESTION 3**

Inclusive Education is seen to be based on Human Rights. Show how Inclusive Education is premised on Human Rights. (12.5 MARKS)

#### **QUESTION 4**

We may not be able to provide for all the needs of Persons with Disabilities but we can have some core provisions. With Specific illustrations, discuss the core provisions for Persons with Disabilities. (12.5 MARKS)

#### **QUESTION 5**

Zambia has some legal and Policy frameworks aimed at protecting the rights and privileges of Persons with Disabilities but the plight of these members of the society are still far from being met. With reference to the appropriate legal and policy frameworks, discuss the factors that could explain the poor Human Rights implementation for persons with Disabilities in Zambia. (12.5 MARKS)

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2020/21 ACADEMIC YEAR EXAMINATION**

**EPS 5395: VISUAL IMPAIRMENTS**

**TIME - THREE (3) HOURS**

**INSTRUCTIONS:**

Read the following instructions carefully

- i). This exam contributes 50% to the course grade.
- ii). There are three sections in this paper.
- iii). Answer all the questions in section A and B.
- iv). Answer only three (3) questions in Section C. (Answer question 1 which is compulsory and any other two in Section C).
- v). All answers must be written in the official booklets provided.

**SECTION A**

**[10 Marks]**

**Answer all the questions in this section**

- 1. What is complete blindness?
  - A. Legal blindness
  - B. Partially blind
  - C. Blind at one eye
  - D. None of the above
  
- 2. What is low vision?
  - A. Can read with glasses
  - B. Can read by being close
  - C. Partially blind
  - D. All of the above

3. What is clouding in the Lens of the eye?

- A. Short sightedness
- B. Long sightedness
- C. Cataracts
- D. None of the above

4. A child who is blind may need support for\*

- A. Identifying which background sounds are important
- B. Knowing where his/her possessions are located
- C. Understanding how food is prepared
- D. All of the above

5. Which of the following are not considered to be Daily Living Skills? \*

- A. Food preparation and eating
- B. Hobbies and sports
- C. Money management
- D. Personal hygiene and dressing
- E. Personal organization and use of time

6. Blindness means that a person does not see anything at all. True or False?

- A. True
- B. False

7. In addition to the Common Core Curriculum, how many different areas of The Expanded Core Curriculum must be taught to students who are blind/visually impaired.

- A. 5
- B. 9
- C. 7
- D. 3

8. Students who are blind or visually impaired should not be held to the same expectations of work quality as their sighted peers. True or False?

- A. True

areas of classroom accommodation of visual impaired pupils in an inclusive school anchored on (i) Welcoming the pupils, (ii) Safety, (iii) Teaching Tips, (iv) Assignments and Examinations. [10 Marks]

- 2) Imagine that you have been requested to sensitize members of the public on visual impairments. Critically, discuss the following areas below:
  - i. Discuss the various major causes of visual impairment?
  - ii. Describe how the community could identify the presence of visual impairment?
  - iii. Discuss the various treatment options for visual impairments ? [10 Marks]
- 3) Critically discuss the concept of delivery of 'Expanded Core Curriculum' in the Zambian education system for learners with visual impairments. Examine the areas of intervention within the delivery of Expanded Core Curriculum. [10 Marks]
- 4) Critically discuss with illustrations the disablers to academic success of learners with visual impairments in Zambia. [10 Marks]
- 5) With reference to your lived experience, provide a critique on the relevance of the following placement options for learners with visual impairments in Zambia. (Use of illustrations and specific examples will attract more marks)
  - i. Special school
  - ii. Special education unit
  - iii. Mainstream classes
  - iv. Inclusive Education. [10 Marks]

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**INSTITUTE OF DISTANCE EDUCATION**

**2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS**

**GES 5312: CONTEMPORARY BIOGEOGRAPHY**

**TIME:** Three Hours

**INSTRUCTIONS:** Answer any four questions. All questions carry equal marks.  
Candidates are encouraged to use examples and illustrations wherever possible

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- 1 Write short explanatory notes of the following g terms as used in this course
  - a) Bio- indicators for ecological and environmental monitoring
  - b) Adaptation of fauna in arid and semi-arid areas
  - c) Impact of invasive species
  - d) Types of biodiversity
- 2 Compare and contrast the coniferous forest and savannah biomes in relation to its, location, climate, dominant type of vegetation, and examples of animals that live in the biome.
3. Discuss the impact of invasive species to natural resources and the environment.
4. Explain the main causes of biodiversity loss and describe ways of protecting biodiversity.

5. With relevant examples, discuss three approaches to contemporary biogeography
  
6. Two students visited two locations and counted the number of lichens on nine trees in each place. They cut out 20 cm squares of acetate sheet to use as quadrats, which they attached to the bark of the tree trunk using adhesive tape. They then counted how many separate lichens they could see in each of their quadrats. Their results are below.

	Sam- ple 1	Sam- ple 2	Sam- ple 3	Sam- ple 4	Sam- ple 5	Sam- ple 6	Sam- ple 7	Sam- ple 8	Sam- ple 9
<b>London</b>	4	6	11	13	4	2	6	2	4
<b>North Wales</b>	21	13	18	7	16	2	5	19	15

- a) Calculate the mean number of lichens per tree for each location. Give your answer to one decimal place.
- b) State the economic role of lichens
- c) Explain the importance of quadrat sampling in the study of ecology especially biodiversity

---

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS

GES 5142: POPULATION DYNAMICS AND DEVELOPMENT

**TIME:** Three Hours

**INSTRUCTIONS:** Answer question one and any other three questions. Use of an approved calculator is allowed. Candidates are encouraged to use illustrations wherever appropriate.

- 
1. Table 1 presents the population for Country X in 2020.
- a) Construct a population pyramid for Country X and comment on its shape
  - b) Calculate the following ratios for Country X and comment on your results
    - i. Sex Ratio
    - ii. Child dependency ratio
    - iii. Old-age dependency ratio
    - iv. Dependency ratio

**Table 1: Population for Country X in 2020**

Age	Males	Females
0-4	3495401	3453986
5-9	3460159	3432514
10-14	3456761	3424408
15-19	3040244	3017976
20-24	2446397	2442396
25-29	2003162	2025995
30-34	1906846	1925346
35-39	1776391	1790725
40-44	1471118	1452309
45-49	1069571	1036746
50-54	819858	790086
55-59	614409	618498
60-64	438793	474807
65-69	313468	359469
70-74	207907	244490
75-79	128397	155666
80-84	68179	86445
85-89	26003	35420
90+	7,034	10556

Source: Hypothetical

2. "The movement of people is critical to the spread of disease" (Luriea and Williams 2013). Discuss.
3. Analyse the assertion that 'fertility transition in sub-Saharan Africa has been so late and slow'.
4. Discuss the proximate determinants of mortality.
5. Evaluate the statement that 'migration is a feminist issue'.
6. Write short explanatory notes on ALL of the following:
  - a) Incidence rate versus prevalence rate as measures of morbidity
  - b) Todaro and Smith's (2012) three objectives of development
  - c) Direct versus indirect measures of migration
  - d) Coale's (1973) 'ready, willing, and able' preconditions for sustained fertility decline
  - e) Climate and migration.

---

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2020/21 ACADEMIC YEAR EXAMINATIONS**  
**GES 5252: PEDOLOGY**

**TIME:** Three hours

**INSTRUCTIONS:** Answer any four questions. All question carry equal marks. Candidates are encouraged to use of illustrations wherever appropriate.

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1. Write short explanatory notes on ALL of the following:
    - (a) Structural differences between 1:1 and 2:1 clays
    - (b) Development of a spodic horizon
    - (c) Effect of profile mixing in soil development
    - (d) Determination of the moisture control section
    - (e) The difference between a mineral and an organic soil.
  2. Describe the similarities and differences between Pedology and Edaphology.
  3. 'Structure is an important physical property of soil and its use'
    - (a) What is soil structure?
    - (b) How is soil structure described?
    - (c) How does soil structure relate to other soil properties such as porosity, bulk density and infiltration?
  4. Explain the environmental conditions found in locations where Andosols form and unique processes that take place in them.
  5. Explain how a Soil Surveyor uses the knowledge of factors of soil formation during aerial photo or satellite interpretation.
  6. Using any two examples, explain how environmental managers use soil survey information in their work.
- 

**END OF EXAMINATIONS**



**THE UNIVERSITY OF ZAMBIA**

**INSTITUTE OF DISTANCE EDUCATION**

**2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS**

**GES 5312: CONTEMPORARY BIOGEOGRAPHY**

**TIME:** Three Hours

**INSTRUCTIONS:** Answer any four questions. All questions carry equal marks.  
Candidates are encouraged to use examples and illustrations wherever possible

---

- 1 Write short explanatory notes of the following g terms as used in this course
  - a) Bio- indicators for ecological and environmental monitoring
  - b) Adaptation of fauna in arid and semi-arid areas
  - c) Impact of invasive species
  - d) Types of biodiversity
- 2 Compare and contrast the coniferous forest and savannah biomes in relation to its, location, climate, dominant type of vegetation, and examples of animals that live in the biome.
3. Discuss the impact of invasive species to natural resources and the environment.
4. Explain the main causes of biodiversity loss and describe ways of protecting biodiversity.

5. With relevant examples, discuss three approaches to contemporary biogeography

6 Two students visited two locations and counted the number of lichens on nine trees in each place. They cut out 20 cm squares of acetate sheet to use as quadrats, which they attached to the bark of the tree trunk using adhesive tape. They then counted how many separate lichens they could see in each of their quadrats. Their results are below.

	Sam- ple 1	Sam- ple 2	Sam- ple 3	Sam- ple 4	Sam- ple 5	Sam- ple 6	Sam- ple 7	Sam- ple 8	Sam- ple 9
London	4	6	11	13	4	2	6	2	4
North Wales	21	13	18	7	16	2	5	19	15

- Calculate the mean number of lichens per tree for each location. Give your answer to one decimal place.
- State the economic role of lichens
- Explain the importance of quadrat sampling in the study of ecology especially biodiversity

---

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2020/21 ACADEMIC YEAR SUPPLEMENTARY EXAMINATIONS**  
**GES 5325: ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**

**TIME:** Three Hours

**INSTRUCTIONS:** Answer question one and any other three. Candidates are encouraged to use illustrations wherever appropriate. Use of an approved calculator is allowed.

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1. The Ministry of Works and Supply has plans to construct a network on roads and tollgates in Vubwi District. Its permanent Secretary presents this plan to cabinet asking for approval, and argues that although the project costs a lot of money at present, it will yield very significant benefits for the next 20 years. He presents the following summary of costs and revenues shown in Table 1.

Table 1 Summary of costs and benefits for proposed road project

Activity	Year of activity	Costs (million ZMW)	Benefits (million ZMW)
Road Construction	0	400	
Resurfacing of road	5	5	
Resurfacing of road	10	7	
Resurfacing of road	15	10	
Collection of toll gate fees	From year 3 to year 20		10 annually (once tollgates are operationally)

The government currently spends ZMW 3million annually on resurfacing the gravel roads and patching up the few dilapidated bituminous roads in Vubwi district.

- (a) Using a discount rate of 10%, conduct a cost-benefit-analysis, and advise the cabinet accordingly.  
(b) Briefly explain why high discount rates are discouraged in natural resources conservation  
(c) Why is cost benefit analysis preferred over financial analysis in natural resources management?

2. Discuss the extent to which the following concepts can be used to describe the environmental landscapes in Zambia
- Hartwicks rule
  - Pollution haven hypotheis

2. . Discuss the potential use of the hedonic pricing method for valuating environmental services in Zambia.
3. Explain the factors leading to increasing water insecurity in Zambia and suggest solutions to the identified factors.
4. Using COMACOs 'Its Wild', discuss the use of ecolabels as an economic and pedagogical instrument for natural resources management in a developing country.
5. 'Some communities in Eastern Zambia have benefited from community forestry management through carbon trading'. Explain the advantages and disadvantages of this approach.

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**END OF EXAMINATION**

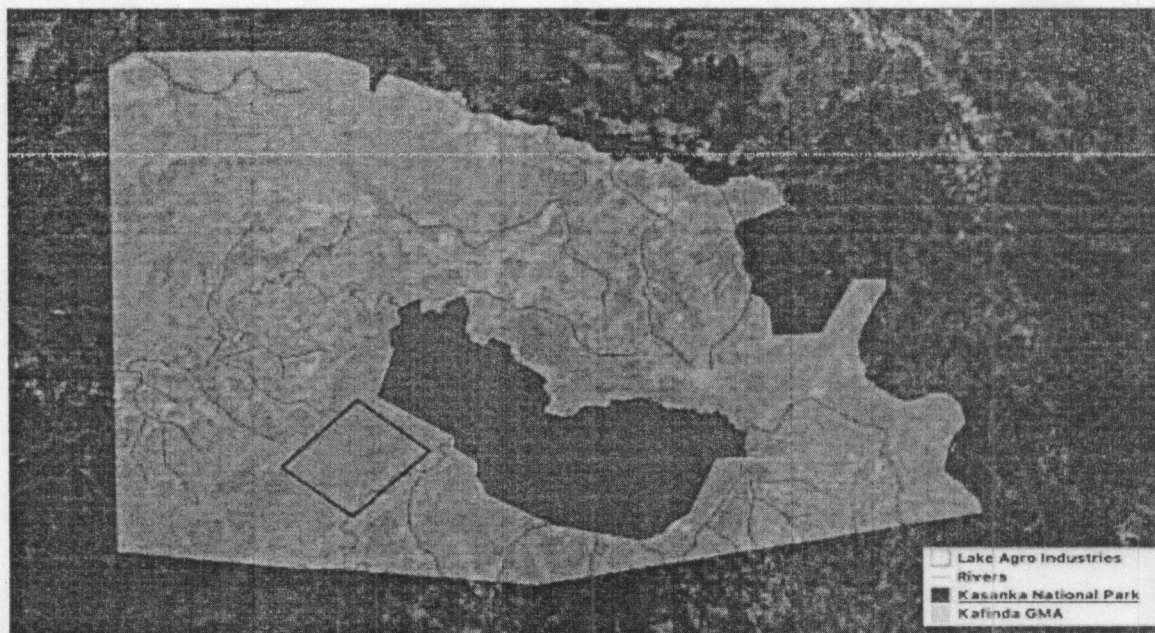
**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2020/2021 ACADEMIC YEAR FINAL EXAMINATIONS**  
**GES 5332: ENVIRONMENTAL MANAGEMENT AND PLANNING**

**TIME:** Three Hours

**INSTRUCTIONS:** Answer question one and any other three questions.

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1. Kasanka National Park – home to the world’s largest mammal migration – is under threat from commercial agricultural development. The park receives the highest level of protection within Zambia, because of its unique habitats that support threatened flora and fauna. The Game Management Areas (GMA) surrounding the park are critical to the whole region’s ecosystem and the local communities who depend on them. It is these that are under threat, particularly the Kafinda GMA, which is allegedly being illegally deforested by the Lake Agro Industries for agricultural purposes. It has been reported that Lake Agro Industries have already cleared over 560ha of pristine woodlands (figure 1) and have since applied to ZEMA to clear additional 7,000 ha for commercial agriculture and associated infrastructure. (<https://cczambia.com/proposed-world-heritage-site-under-threat/> Accessed 05/08/2021).



Explain how you would carry out a risk assessment to help ZEMA in its decision making.

2. For each of the following, **state** its importance in sustainable development
  - a) Environmental Auditing,
  - b) Strategic Environmental Assessment,
  - c) Environmental Project Brief,
  - d) Environmental Policy and
  - e) Environmental Management Plan.
3. 'Environmental planning and management is applicable at all levels of society from individual to global level'. Elucidate.
4. Describe five contemporary environmental problems and suggest how they can be addressed.
5. Environmental governance involves management of competing interests between and among sectors in the economic landscapes. For each of the following, suggest how you would minimize conflicts between:
  - a. Agriculture and Forest management,
  - b. Wildlife conservation and human settlement expansion,
  - c. Mining and wetland conservation.
6. Account for the increased water insecurity in Zambia and suggest options to the problem.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**INSTITUTE OF DISTANCE EDUCATION**

**2020/2021 ACADEMIC YEAR SUPPLEMENTARY EXAMINATIONS**

**GES 5355: POLITICAL ECOLOGY AND ENVIRONMENTAL GOVERNANCE**

**TIME:** Three Hours

**INSTRUCTIONS:** Answer any four questions. All questions carry equal marks. Candidates are encouraged to use illustrations wherever appropriate.

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1. Using political ecology approaches, discuss the loss of national forests in Zambia over the last five years.
2. Explain four types of social movements and account for the failure of most social movements on environment in Africa.
3. Explain the advantages and disadvantages of the absence of a national policy in the mining sector and clearly identify winners and losers.
4. Explain five major global environmental challenges and suggest options for addressing them.
5. Explain the narratives and counter narratives that have arisen in relation to the COVID-19 pandemic and elaborate how the pandemic is shaping the global and local political economies.
6. 'Access to social services for the majority in urban areas of Zambia is a function of power relations rather than a citizen's right' Discuss.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2020/2021 ACADEMIC YEAR FINAL YEAR EXAMINATIONS**  
**GES 5410: RESEARCH METHODOLOGY**

**TIME:** Three Hours

**INSTRUCTIONS:** Answer any two questions from section A and any two questions from section B. Candidates are encouraged to use illustrations wherever possible. Use of an approved calculator is allowed.

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**Section A**

1. Explain the differences between a typical qualitative research and a typical quantitative research in terms of the following:
  - a. Philosophical basis
  - b. Methods of sampling
  - c. Methods of analysis
  - d. Generalizability
  - e. Measures of quality of research.
2. Briefly explain the steps in content and thematic analysis.
3. Explain the steps that you would take to carry out a systematic literature review.

**Section B**

4. With an example, explain how you would conduct a Chi-Square test (Contingency Table, Raw Data). You must clearly state the variables of interests that you wish to test; state the hypotheses to be tested; and provide an indication of the interpretation of the results you would expect.



5. “Life insurance companies are keenly interested in predicting how long their customers will live, because their premiums and profitability depend on such numbers. An actuary for one insurance company gathered data from 100 recently deceased male customers. He recorded the age at death of the customer plus the ages at death of his mother and father, the mean ages at death of his grandmothers (Gmothers), and the mean ages at death of his grandfathers (Gfathers)” (Keller, 2001:604).

Formulate the appropriate hypotheses and interpret the output provided below.

SUMMARY OUTPUT								
Regression Statistics								
Multiple R	0.860842746							
R Square	0.741050233							
Adjusted R Square	0.730147085							
Standard Error	2.664074928							
Observations	100							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	4	1929.516954	482.379238	67.96663	4.858E-27			
Residual	95	674.2430463	7.09729522					
Total	99	2603.76						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	3.243821219	5.423411981	0.59811448	0.551186833	-7.523013	14.010655	-7.52301286	14.0106553
Mother	0.450858288	0.054501503	8.27240099	8.00281E-13	0.3426591	0.5590575	0.34265912	0.55905745
Father	0.411183477	0.049788304	8.258636	8.55827E-13	0.3123412	0.5100258	0.3123412	0.51002576
Gmothers	0.016553	0.066107372	0.25039567	0.802822094	-0.114687	0.1477927	-0.11468673	0.14779273
Gfathers	0.086858322	0.065656685	1.32291664	0.189038646	-0.043487	0.2172033	-0.04348668	0.21720332

6. With a specific example, explain how you would apply the Analysis of Variance (ANOVA) in a study. Specify the variables of interest that you would wish to analyse; state the hypotheses; and provide a summary of the likely relationship between the variables and their interpretation.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2020/2021 ACADEMIC YEAR FINAL EXAMINATION**  
**LSE 3060: METHODOLOGY IN GEOGRAPHY EDUCATION**

**TIME: THREE (3) HOURS**

**TOTAL MARKS: 50 MARKS**

**INSTRUCTIONS:** Answer **THREE (3)** questions one of which must be **question one (1)**.  
Credit will be given for use of relevant examples and illustrations.

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- Q1.** Given part of the needed features for a lesson plan, such as; **Class:** 11 A; **Date:** 20/01/2022, **Duration:** 40 minutes, **Topic:** World Population; **Sub-Topic:** Population Change, prepare a detailed geography lesson plan. **[20 Marks]**
- Q2.** Discuss *five* factors you need to consider, as a geography teacher, in the choice of a teaching method. **[15 Marks]**
- Q3.** Explain *five* roles of assessment in geography education. **[15 Marks]**
- Q4.** Imagine you have been tasked to present a paper to newly employed teachers on motivation in teaching geography. Using Darge's (1993) suggestions, discuss *five* ways of enhancing motivation in geography education. **[15 marks]**
- Q5.** Explain *five* reasons why professional development is important for teachers of geography. **[15 Marks]**
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***END OF EXAMINATIONS***



# ZIMBABWE OPEN UNIVERSITY

"Empowerment Through Open Learning"



IN COLLABORATION WITH



## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT**

**MDEA506: THE ORGANISATION AND ADMINISTRATION OF  
PRIMARY AND SECONDARY EDUCATION**

July/August 2021

Time: 3 Hours

### **INSTRUCTIONS**

Answer any **THREE** Questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

**MDEA506: THE ORGANISATION AND ADMINISTRATION OF PRIMARY AND SECONDARY EDUCATION**

**PAGE 1 OF 2**

**ANSWER ANY FOUR QUESTIONS**

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1. Discuss the extent to which the aims and objectives of the Zambian Primary and Secondary education have been achieved in the context of a social, economic and political agenda of Zambia. [100]
2. Examine the extent to which universities can be regarded as organisations. [100]
3. Assess the importance of the following management functions in a secondary school environment: leading, controlling, planning, organizing and give examples to illustrate. [100]
4. Discuss the place of centralization in a primary school. [100]
5. Assess the merits and demerits of cost-sharing in your country's education system. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA511: POLITICS OF EDUCATION**

July/August 2021

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Analyse the extent to which the concepts equality and equity have been applied to your country's education system. To what extent have the two concepts addressed education imbalances? [100]
2. Using practical examples, examine how affirmative action programmes in your country's education have attempted to address gender disparities. [100]
3. 'Curriculum development is essentially a political activity in every sense'. Assess the validity of this claim. [100]
4. Evaluate the applicability of the Modernisation Theory for education development in your country. [100]
5. 'International Aid is neo-colonialism'. Critique the degree of applicability of this assertion to your country. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA515: CONFLICT RESOLUTION, ISSUES AND PRACTICES**

July/August 2021

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Discuss any two types of conflicts and how each can be resolved effectively. [100]
2. Examine how elements of mediation help bring about meaningful conflict resolution in your organisation. [100]
3. Discuss the role of team building approach in conflict management within an educational organization. [100]
4. Analyse with examples the view that good governance in an institution impacts on the quality of relationships and decisions arrived at. [100]
5. Discuss how team building can be used to resolve conflicts in organisations. [100]





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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA519: STRATEGIC MANAGEMENT IN EDUCATION**

July/August 2021

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Discuss the role played by strategic management to business organisations of your choice. [100]
2. Explain how the game theory can be used practically to educate managers and employees by using simulation techniques. [100]
3. Explain how structure, systems culture and power affect implementation of strategies to any business organisation of your choice. [100]
4. Discuss the factors that are considered when you are formulating an organisation's budget. [100]
5. State and explain various types of diversification strategies. [100]

UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS, 2020/2021  
RES 5210: AFRICAN RELIGIOUS COSMOLOGY  
INSTITUTE OF DISTANCE EDUCATION

**DURATION: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS:**

Answer any **THREE (3) questions**

All questions carry equal marks to be awarded on the basis of **clarity, depth, coherence, synthesis, Use of English and illustrations.**

1. "The term 'religion' is absent from the languages of many of the peoples whose practices and understandings we describe as their 'religion' (Rosalind Shaw, 1990).
  - a). In the light of Shaw's observation, what, to you, after your course of RES5210, is African Traditional Religion?
  - b). In a concise manner, with concrete examples, describe how Ninian Smart's dimensions of 'religion' operate in African traditional religion in Zambia.
2. Christian missionaries are largely to be blamed for the negative attitude towards African traditional Religion.
  - a). Write short notes on at least six disparaging terms in the line of J. O. Awolalu(1976), that some Christian missionaries used to belittle African Traditional Religion.
  - b). Show how School, Chapel, and Clinic were utilized in converting the African to Christianity.
3. a). Explain why "Ritual and Myth" are said to be the language of African Traditional Religion.  
b). Apply 'Myth' and 'Ritual' to understanding certain shrines and their accompanying shrine cults.
4. a). What is the debate about 'Ancestors' as regards their place in Bantu ontology or cosmology?  
b). From your knowledge of Zambian traditional and cultural practices how does a dead human being become a spirit (*muzimu, muzimo, mupashi*, etc.)?
5. In 1914, Donald Fraser wrote the following about the people of Malawi in the South of Lake Malawi: "They believe in God, but this is one of the least influential articles of their faith, for God is to them an absentee deity. ... He has withdrawn from the world, and has nothing to do with it, beyond sending death or disease."
  - a). Analyse Fraser's statement in terms of why God is distant (*deus remotus*) in African Traditional Religion. Does it mean that He is uninterested in His creatures (*deus otiosus*)?
  - b). Ideas about God in African Traditional Religion are categorised into 4. i). What He does, ii). Human images or attributes of God, iii). The nature of God, and iv). People's relationship with God. Explain.
6. When African Independent Churches appeared, some missionaries perceived them as an Abnormality; a disease to be cured. Discuss briefly the types of Independent churches that appeared and explain why they were not an abnormality or a disease.
7. Write about how you understood the phenomenon of Witchcraft in African cultures.

8. Using examples from any Zambian community, clearly show how African Indigenous Religion can be utilized in the conservation of the environment.

9. There is a neglect of African Indigenous Religion in discourses of religion and development resulting in a lack of recognition that *for the African, the notion of development is grounded in the African Indigenous religious worldview*. Explain the main indicators of development and the strategies for promoting development as understood in African indigenous religious thought.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2020/2021 FINAL EXAMINATIONS**

**RED 5320: Historical and Current Issues in Religious Education**

**TIME: THREE HOURS**

**MARKS: 100**

**INSTRUCTIONS: Answer three questions. All questions carry equal marks**

1. With reference to Religious Education (RE), critically discuss the missionary societies' and colonial government's aims of education in Northern Rhodesia (now Zambia).
2. a) Explain why the colonial government came up with progressive policies on education and RE but failed to implement them.  
b) Explain what was meant by the 'Conscientious Clause' in the 1939 Native Education Ordinance and in the Zambia Education Act.
3. During the Missionary Education period, RE was 'Exclusive' in approach. Discuss the advantages and disadvantages of such an approach in Zambia today.
4. a) Discuss the reasons for the declaration of Zambia as a 'Christian Nation'.  
b) Explain the relationship between *Educating Our Future*, the national education policy document (1996) and RE.
5. Explain the origin, source or basis of Human rights and the relationship between Human rights and RE as a curriculum subject.
6. a) Given the circumstances and conditions under which the early missionaries operated explain whether missionary societies were justified to use education as a tool of evangelization.  
b) Discuss the changing nature of RE in the past 60 years.

**END OF EXAMINATION**