

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2005 FIRST SEMESTER EXAMINATIONS**

<b>COURSE/CODE</b>		<b>COURS /TITLE</b>
CAE	161	Communication theory and practice
EAP	111	The Origins and development of Education in Zambia
EAP	111	The Origins and development of Education in Zambia (Deferred)
EAP	931	The History of Education
EAP	965	Introduction to Gender Issues in Education
EPS	<u>121</u>	Development outcomes: Pre-school years
EPS	231	<del>Sociology of Education</del>
EPS	231	Sociology of Education
EPS	251	Teaching children with developmental disorders
EPS	311	Learning processes: a psychological perspective
EPS	351	Teaching and learning strategies for children with Special Education needs
EPS	371	Teaching children with physical disabilities and health Impairment
EPS	451	Identification, Assessment and Interventions in special Education
EPS	461	Teaching children with visual impairments (Deferred)
EPS	471	Counselling in child disability theory
ISE	215	Inspection and Supervision
ISE	221	Home Economics teaching methods I
✓ ISE	281	Basic topics in social studies
ISE	371	Family Resource management
ISE	381	Special topics in Social studies
✓ LSE	211	Social studies teaching methods I
LSE	411	Geography teaching methods II

B → B + B

LSE	431	Advanced English Teaching Methods
LSE	491	Religious studies/Education teaching methods
MSE	131	Foundation Mathematics for teachers
MSE	331	Mathematics Education II
MSE	341/351/361	Biology, physics and chemistry teaching methods
MSE	431	Mathematics Education III
RS	201	Indigenous Religions in Central Africa I
RS	311	The Impact of World Religions on Africa
RS	901	African Initiatives in Religion

B

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

**FIRST SEMESTER FINAL EXAMINATIONS – JUNE 2005**

**COURSE: EAP111 – THE ORIGINS AND DEVELOPMENT OF  
EDUCATION IN ZAMBIA**

**TIME:** Three (3) hours

**INSTRUCTIONS**

- a) Answer any three (3) from the given 9 questions.
  - b) All questions carry equal marks i.e. 20 marks each.
  - c) Total marks: 60.
  - d) You are requested to read all the questions carefully before selecting the ones to attempt.
  - e) There is 1 printed page in this examination.
- 
1. Explain the meaning and scope of education in Zambia. Identify some legal and constitutional implications in our attempt to define and understand the scope of education.
  2. Discuss how the B.S.A. Company policy affected or influenced the development and management of African education upto 1923.
  3. Among other key recommendations of the Phelps – Stokes Commission was that education for Africans should be adapted to African village life. Critically analyse how the above recommendation affected the development of African education from 1924 to 1964?
  4. Trace the development of technical education and vocational training between 1964 and 1991 in Zambia and justify its existence in terms of human resource development.
  5. ✓ Compare and contrast the key elements of the **Draft Statement on Education Reform 1976** with those of the **Educational Reform Document of 1977**. What are your conclusions?
  6. What changes were made in the aims, organisation, administration and content of the school system from Grade 1 – 9 between 1977 and 1991? Why were such changes made?
  7. In what ways did the teacher training system of the early missionaries differ from that of the post independence era?
  8. How did the Zambian government try to redress problems of access, participation and completion in education between 1991 and 2003? Briefly highlight some successes achieved.
  9. What role did foreign aid play in the development of education in Zambia between 1969 – 1977? Account for Zambia's failure to delink itself from the foreign aid syndrome and say how you think it could do so.

**End of Examination!**

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

**2005 ACADEMIC YEAR END OF SEMESTER 1 FINAL EXAMINATION**

**EAP931 – THE HISTORY OF EDUCATION**

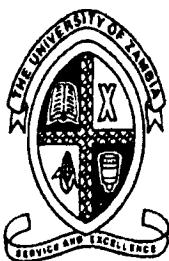
**Time allowed: Three (3) hours.**

**INSTRUCTIONS**

- a) Answer any three (3) from the given 9 (nine).
- b) All questions carry equal marks each.
- c) The total exam marks is 40.
- d) Marks will be awarded for clear analysis and original suggestions accompanied by good examples.
- e) This examination has 1 (one) printed page.

- ✓ 1. Are there any Greek views and ideas we can borrow on education in Zambia?
- ✓ 2. The empire of Alexander the Great spanned vast territories in the then known world; highlight the main aspects that involved the spread of Greek civilisation in that world?
- ✓ 3. Why do we speak of the Dark Ages in relation to the period around 500 AD – 1100 AD? What contributions to knowledge and learning did Christianity and classical philosophy make during this period?
- ✓ 4. Was the renaissance a movement characterised as 'a reversal of history' or 'a progressive one?' Support your arguments with good examples, especially with respect to knowledge, learning and methodology.
- ✓ 5. Critically examine the main milestones in the development of colleges and universities from medieval times to about the 19<sup>th</sup> century? Comment on the need for provision of university education during that time and today.
- 6. Discuss pre – colonial African education south of the Sahara in terms of the elements that were delivered formally, non-formally and informally. How did that education cope with changed circumstances in the social, economic, political and technological sectors?
- ✓ 7. Why were Maria Montessori and John Dewey important? Criticise their contributions under the aspects of theory, content and methodology?
- 8. Compare and contrast British colonial policy on African education with that of post – independence Zambia. Say the nature of factors that created problems for post independence Zambia?
- ✓ 9. To what extent can one argue that the education reforms in the document of 1977 were essentially a departure from the document of 1976? What areas of emphasis based on the 1976 document did Zambia try to implement between 1977 – 1991?

**END OF EXAMINATION!**



# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**DEFERRED EXAMINATION – FIRST SEMESTER – JULY 2005**

**EAP 965: INTRODUCTION TO GENDER ISSUES IN EDUCATION**

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

### **INSTRUCTIONS**

Answer all questions in Section A and three (3) questions in Section B. The examination carries a total of 40 marks.

#### **Section A (22 marks)**

Give brief explanations of the following gender issues:

- |                              |             |
|------------------------------|-------------|
| 1. Productive role           | (1 mark)    |
| 2. Vitro fertilization       | (1 mark)    |
| 3. Myth making process       | (1.5 marks) |
| 4. Gender diseggregated data | (1 mark)    |
| 5. Sex roles                 | (1 mark)    |
| 6. Gender mainstreaming      | (1 mark)    |
| 7. Locus of control          | (1 mark)    |
| 8. Causes of rape cases      | (1 mark)    |
| 9. Types of discrimination   | (1.5 marks) |
| 10. Types of violence        | (1.5 marks) |

- |  |             |
|--|-------------|
| 11. Role of socialization agencies on gender | (1 mark)    |
| 12. Labelling                                | (1 mark)    |
| 13. Poverty and gender                       | (1 mark)    |
| 14. Matriarchal society                      | (1 mark)    |
| 15. Cultural practices                       | (1 mark)    |
| 16. Human trafficking                        | (1 mark)    |
| 17. Gender blindness                         | (1 mark)    |
| 18. Difference between sex and gender roles  | (1 mark)    |
| 19. The four human temperaments              | (1.5 marks) |
| 20. Personal law                             | (1 mark)    |

## SECTION B (18 MARKS)

Answer three (3) out of the five (5) questions from this section. Each question carries six (6 marks)

1. Compare and contrast the objectives and aims of the liberal and radical feminist theories (6 marks)
2. Feminisation of poverty in Zambia. Discuss (6 marks)
3. Discuss the historical background of gender discrimination (6 marks)
4. Justify women's representation at all levels of leadership (6 marks)
5. Besides PAGE; discuss three other "Affirmative Actions" that the Government has taken to support Girl Child Education. (6 marks)

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER – JUNE / JULY 2005**

**FINAL EXAMINATION**

**EPS 121**

**DEVELOPMENTAL OUTCOMES: PRE-SCHOOL YEARS**

**TIME:** Three (3) hours

**INSTRUCTIONS:**

- (a) There are three sections in this examination – Sections A, B, and C
  - Answer all 15 questions in Section A
  - Answer all 5 questions in Section B
  - Answer question one and any other (one) question from Section C
- (b) Ensure that you write your computer number on all answer booklets that you will use.
- (c) This examination contributes 50% to the total course mark.

**SECTION A (15 MARKS)**

There are 15 multiple – choice questions in this section. For each question, answer by writing in the answer booklet the best option (A, B, or C ).

1. In Piaget's terminology, incorporating of new information into an existing cognitive structure is referred to as:  
(a) Conservation (b) Assimilation (c) Object permanence
2. The principle that states that development proceeds in a head-to-toe direction is called:  
(a) proximodistal principle (b) cephalocaudal principle (c) epigenetic principle
3. The principle that states that parts of the body near the centre develop before the extremities, is called:  
(a) proximodistal principle (b) cephalocaudal principle (c) epigenetic principle
4. The approach to the study of cognitive development that seeks to measure the quantity of intelligence a person possesses is called:  
(a) psychometric (b) Piagetian (c) Information processing
5. In Erikson's theory, the third crisis in psychosocial development, occurring between the ages of 3 and 6 is .....  
(a) Autonomy Vs shame and doubt (b) Basic trust Vs mistrust (c) Initiative Vs guilt

6. The Rod – shaped structure that carries the genes, the transmitters of heredity is called: a) Gene transmitters b) Chromosomes c) Chronosones
7. .... is the second state of gestation (2 to 8 – 12 weeks) characterised by rapid growth and development of major body systems and organs.  
a) embryonic stage b) fetal stage c) germinal stage
8. The first 2 weeks of prenatal development, characterised by rapid cell division and increasing complexity is called .....  
(a) embryonic stage (b) fetal stage (c) germinal stage
9. What term refers to simple type of learning in which familiarity with a stimulus reduces, slows, or stops a response?  
(a) Habituation (b) classical conditioning (c) operant conditioning
10. In Piaget's terminology, basic cognitive structures consisting of organized patterns of behaviour used in different kinds of situations are called .....  
(a) Schemed structures (b) schemes (c) pre-operations
11. The sense of self; a descriptive and evaluative mental picture of one's abilities and traits is called .....  
(a) self-esteem (b) self-concept (c) self-grading
12. The judgement a person makes about his or herself-worth is called .....  
(a) self-esteem (b) self-concept (c) self-grading
13. In early childhood, a child might talk aloud to him/herself with no intent to communicate. This type of talk is called.....  
(a) Pre-linguistic speech (b) child-directive speech (c) private speech
14. A form of speech often used by caregivers in talking to babies or toddlers is referred to as .....  
(a) Pre-linguistic speech (b) child-directive speech (c) private speech
15. What is a form of learning in which a person tends to repeat a behaviour that has been reinforced or cease a behaviour that has been punished?  
(a) Operant conditioning (b) classical conditioning (c) synthetic conventioning.

## SECTION B (10 MARKS)

Write briefly (not more than quarter a page) on each of the following concepts:

16. Denver II

17. Gross motor skills

18. Infant mortality rate

19. Sensori-motor stage

20. Zygote



## SECTION C (25 MARKS)

Answer question 21 and any other one question from this section

21. Urie Bronfenbrenner's (1979, 1986, 1994) ecological approach to development identifies five levels of environmental influence (macro, micro, exo, meso and chrono systems):

- (a) draw and label a diagram showing the five levels (with or without details).
- (b) describe each of the five levels.
- (c) For each level critically analyse how it negatively influences the development of many children aged between 0 – 6 years in Zambia. (15 marks).

22. Explain why Erik Erikson's first <sup>three</sup> ~~two~~ stages are important in our understanding of the psychosocial development of children aged 0 -6 years (10 marks).

23. Researchers categorise children's play in both social and cognitive terms. Analyse the two categories of play and their importance (10 marks).

24. Explain the role that nature and nurture play on the gender development of 0 – 6 year old children (10 marks).

25. Critically analyse children's language acquisition and development (10 marks)

THE END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FINAL EXAMINATIONS FIRST SEMESTER, JUNE/JULY 2005**

**EPS 231: SOCIOLOGY OF EDUCATION**

Computer No.-----

Name: -----

Tutor's Name: -----

**TIME: 3 HOURS**

**INSTRUCTIONS:**

There are **TWO** sections in this paper. Section A has objective questions and contributes 30%, and Section B has essay questions and contributes 20% to the examination component of the course.

1. Answer **all the questions** in Section A
  2. **All the answers** in Section A should be shown **in the Question Paper**
  3. Answer **any two questions** in Section B
  4. **Each question** in Section B should be answered in a **separate Answer Booklet**.
  5. Credit will be given for well thought out work.
- 

**SECTION A**

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

**Circle the most appropriate answer**

1. The argument that jobs are rewarded according to the sacrifices one has made in terms of time and money spent on education is associated with -----
  - A. The Conflict Theory of Education
  - B. The Economic Exchange Theory
  - C. The Dynamics of Distributive System Theory
  - D. None of these theories

2. Which of the theories in Sociology of Education is likely to argue that the underdevelopment of any country can be attributed to the failure of the education system to produce the experts will respond to the changing technology?
  - A. "New" Sociology of Education Theory
  - B. The Technical Functional Theory
  - C. The Conflict Theory
  - D. The Human Capital Theory
  
3. One of the major concerns of the "New" Sociology of Education is the . . . . .
  - A. The Self-fulfilling prophecy of the teacher
  - B. The sources of information used by teachers to label their students
  - C. The categories which teachers use to describe their students
  - D. The physical appearance of students in a classroom
  
4. Mr. Zulu, a student of Sociology of Education was explaining Sociology of Education as he sees it within a Zambian context. Which of the following perspectives was Mr. Zulu using to understand Sociology of Education?
  - A. Open systems model
  - B. Empirical perspective
  - C. Analytical perspective
  - D. None of these above
  
5. The phrase "theories are a product of social context" means that.....
  - A. Theories influence people in their thinking
  - B. Theories talk about social issues
  - C. Theories contribute to social change in society
  - D. Theories are influenced by prevailing situations in the society
  
6. Which of the following scholars are associated with the emergence of the Technical Functional Theory?
  - A. Pierre Bourdieu and Basil Bernstein
  - B. Edward Shills and Burton Clark
  - C. Talcott Parsons and Robert Merton • *Structural*
  - D. Herbert Gintis and Samuel Bowles
  
7. One of the earliest views about Sociology of Education was that .....
  - A. It was a study of socialisation process
  - B. It was a study of the relationship between education and economic development
  - C. It was a study involved in understanding students' ability to memorise school work
  - D. It was a study of social dynamics.

8. One of the major contributors to the development of Sociology of Education was.....

- A. Auguste Comte
- B. Marx Weber
- C. Herbert Spencer
- D. Samuel Howard Becker

9. Which of the following is the best definition of Sociology of Education?

- A. It is a study of education from a sociological perspective
- B. It is a study of the relationship between education and society
- C. It is a cross-cultural and comparative study of different educational systems
- D. It is a study of the classroom as a social system

10. Which of the following is a micro-sociological theory?

- A. The Labelling Theory
- B. The Conflict Theory
- C. The Social Exchange Theory
- D. None of these.

11. Only one of these topics can be studied using a micro-sociological theory. Which one of these is it?

- A. The factors affecting the status of a teacher
- B. The role of education in economic development
- C. The choice of a teacher as a career
- D. The effect of student-teacher interaction on students' performance

12. Which one of these theories could you use to study the topic you have chosen in question 11 above?

- A. Social Exchange Theory
- B. Conflict Theory
- C. "New" Sociology of Education theory
- D. Social Stratification Theory

13. Two students were discussing the status of Mrs. Daka who was their class teacher.

They felt pity for her because she was not a senior teacher. They said, if at least she would be a senior teacher it would be good for her. One of the students within the class pointed out that she had been striving to become not just a senior teacher but a deputy head so that she could have more people doing their bidding to her. But to get to the position of a head teacher it is quite a struggle, she has to fight hard to get there. What kind of Mrs Zulu's status were these students talking about?

- A. Ascribed status
- B. Scalar status
- C. Functional status
- D. Community status

(Ranker)  
(Status seeker)  
3

14. Which one of these tasks given to schools is controversial?

- A. Creating social equality
- B. Preparing young people for world of work
- C. Nation-building
- D. Solving society's problems

15. Mr. Mwandila, a secondary school teacher was known for freely expressing his own ideas and using his initiatives. He made decisions and stood by his decisions even if it would cost him promotion. What kind of norm did Mr. Mwandila show?

- A. Norm of universalism
- B. Norm of Achievement
- C. Norm of particularism
- D. Norm of independence

16. Teaching is regarded as an "emerging" profession. This is because

- A. It is the oldest profession
- B. It is the latest profession
- C. Its status is slowly being legitimated
- D. It has just being recognised as a profession

17. By virtue of being a conflict theorist scholar X is more likely to be associated with which of the following statements?

- A. The teacher-pupil relationship is a form of institutionalised dominance and subordination. The teacher represents the established social order in the school and his interest is maintaining that order.
- B. Since 'the goals of modern societies are political, cultural, social as well as economic, human resource development is a necessary condition for achieving all of them'
- C. Deviance is not the quality of the act the person commits, but rather a consequence of the application by others of rules and sanctions to an offender'
- D. None of the above

18. According to Max Weber socio-economic status is comprised of

- A. Class, status, party
- B. Class, education, status
- C. Power, status, occupation
- D. Ascribed and achieved status

19. Which of the following is likely to affect an individuals' educational attainment?

- A. Nature of school attended
- B. Neighbourhood
- C. Family
- D. All of the above

20. A UNZA lecturer of Sociology of Education has just completed an extensive research into the social background of UNZA students. He has discovered a lot of new information hitherto unknown. The lecturer is contributing to the:

- A. Innovative function of education
- B. Conservative function of education
- C. Political function of education
- D. Economic function of education

21. The lower the social class from which a pupil comes, the more likely he/she is to

- A. Enter UNZA
- B. Leave school at Grade 7
- C. Travel to school by private transport
- D. Attend an English-speaking church

22. The ranking of individuals and families into levels that share unequally in the distribution of societal rewards is called

- A. Social distance
- B. Social stratification
- C. Vertical mobility
- D. Social structure

23. Mr. Spectacles Mwale moved from the lower class to the upper class in his lifetime. Mr. Mwale underwent

- A. Vertical social mobility
- B. Intra-generational social mobility
- C. Inter-generational social mobility
- D. Only (a) and (b) above
- E. Only (a) and (c) above

24. The level of education attained by a child is usually

- A. Higher than the level attained by his/her mother
- B. Higher than the level attained by his/her father
- C. Influenced by the educational attainments of his/her parents
- D. Not affected by his/her parents' educational attainment.

25. Social stratification is a condition that

- A. Developed as a result of industrialisation
- B. Has existed wherever people have lived in groups
- C. Developed first in societies that emphasised formal education
- D. Did not exist in pre-literate societies

26. Which of the following is not an aim of Sociology of Education?

- A. Analysing interactions in the school
- B. Explanation of behaviour in the school setting
- C. Explanation of the processes involved in the pupils' memory

D. Explanation of the factors involved in pupils' academic achievement

27. A teacher who gets favours from his/her students disregards one of the characteristics of a profession. Which one is it?

- A. Authority
- B. Common identity
- C. Freedom of practice
- D. None of the above

28. Which of the following most accurately reflects the role of education in social mobility?

- A. Education is connected with social class background and therefore social class background is more important than is education itself.
- B. Education seems to yield mobility regardless of the social class background.
- C. Education yields greater mobility among those with lower class backgrounds than among those with middle class background.
- D. Education through college has little effect on mobility but post college education has a significant effect.

29. Opportunity to enter Grade 1 in Zambia is affected by

- A. The attitude of the child's parents toward education
- B. The economic situation of a child's parents
- C. The geographical location of a child's home.
- D. All of the above.

30. Government teachers in Zambia are employed by

- A. Teaching Service Commission
- B. Teacher Accreditation Board
- C. School Boards
- D. All of the above

**Circle the appropriate letter to show whether these statements are True (T) or False (F)**

31. T. F. The origin of the labelling theory is traced from Emile Durkheim's ideas about the functions of education

32. T. F. All the attitudes and values associated with education are known as modernity syndrome.

33. T. F. One's ability to go to Hawaii beach is a private return of education.

34. T. F. The professional man does not work in order to be paid, but is paid so that he/she can work.

35. T. F. A major feature of caste systems is that there is extremely limited social mobility

Fill the blanks with the most appropriate words or phrases.

36. According to Auguste Comte, sociology is the study of social dynamics and social  
status
37. Stab's community status is equivalent to Barnard's functional status.
38. self-fulfilling prophecy is in the first place a false definition of a situation which evokes new actions which make the original false situation come true.
39. A person whose life and identity are organised around the facts of deviance is a a  
secondary deviance
40. The open system makes us bring various parts of a unit together and understand a unit as a whole.
41. A teacher who treats pupils according to their characteristics lacks the norm of universality.
42. status is important in determining supply and retention of workers on the job.
43. Occupations usually have trade unions while white-collar jobs have associations e.g. IAS.
44. A composite social ranking based on various dimensions of social inequality is called social stratification.
45. To the extent that its people are able to change their social position, a society is said to be characterised by social mobility.



Match the words, concepts, names or phrases in Section A with those in Section B  
Indicate your answers in the provided space.

Group A

Group B

Answers

46. Theodore Schultz	A. Talcott Parsons	46. <u>N</u>
47. Leadership style	B. Diffuse	47. <u>G</u>
48. Conflict theory	C. Community	48. <u>E</u>
49. Proletariat	D. Curriculum	49. <u>I</u>
50. Role	E. Perpetuation of inequalities	50. <u>B</u>
51. Status	F. Personal effort	51. <u>E</u>
52. Deviance	G. Emile Durkheim	52. <u>M</u>
53. Social mobility	H. Democratic	53. <u>L</u>
54. Havighurst	H. Mediated entry	54. <u>K</u>
55. Structural functionalism	I. Karl Marx	55. <u>A</u>
56. Achieved status	J. Contest mobility	56. <u>F</u>
57. Ralph Turner	K. Roles	57. <u>J</u>
58. Profession	L. Movement of people from one social position to another	58. <u>H</u>
59. Actual	M. Samuel Becker	59. <u>D</u>
60. Common values	N. Human capital theory	60. <u>C</u>

## SECTION B

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

Each question carries 10 % of the examination component

Answer **Each Question** in a **Separate Answer Booklet**

1. It is a matter of “whether the bird is dead or alive, the answer lies in your hands”. Critically analyse the views of the opposing camps about the performance of the Zambian schools in relation to the tasks which they perform in the society. Give examples for your answer.
2. Using examples from the Zambian education system, discuss the similarities and differences between the Labelling theory and the “New” Sociology of Education theory. Which one of these theories do you think is more applicable than the other to the learning/teaching process in Zambia?
3. Below are the percentages of various occupational groups in Zambia with the percentages of their children in the universities.
  - a. Work out selectivity index for each group
  - b. Take one group with a selectivity index of smaller than 1, and in not more than 5 lines, make comments on why the group has such selectivity index.
  - c. Take another group with a selectivity index of greater than 1 and, in not more than 5 lines; discuss why the group has such selectivity index.

Occupation	Percent of adults in Society	Percent of children in school	Selectivity Index
Professional	4	17	4.25
Semi-skilled workers	16	10	
Subsistence farmers	20	10	
Commercial farmers	9	11	
Unskilled workers	18	12	

6. Give a critical historical analysis of the factors that have led to a decline in the educational standards in Zambia.

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

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

**FIRST SEMISTER FINAL EXAMINATIONS – JUNE-JULY, 2005.**

**EPS 251- TEACHING CHILDREN WITH DEVELOPMENTAL DISORDERS.**

**TIME: THREE (3) HOURS**

### **INSTRUCTIONS:**

THERE ARE TWO SECTIONS IN THIS EXAMINATION PAPER (A & B).

(A) ANSWER ALL QUESTIONS IN SECTION A

(B) ANSWER THREE QUESTIONS IN SECTION B. QUESTION ONE IS COMPULSORY

(C) ANSWER EACH QUESTION IN A SEPARATE BOOKLET.

(D) CREDIT WILL BE GIVEN FOR ORIGINAL THOUGHT AND ORDERLY PRESENTATION.

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### **SECTION A. ANSWER ALL QUESTIONS IN THIS SECTION ( 10 Marks)**

1. Cerebral palsy was first discovered in \_\_\_\_\_ by \_\_\_\_\_
2. Children with Down Syndrome often have decreased muscle tone, a condition referred to as \_\_\_\_\_
3. A gene which when paired with a dominant gene does not get expressed is called \_\_\_\_\_
4. With the aid of a diagram, state the difference between meningocele and myelomeningocele.
5. Which part of the brain is particularly affected in children with athetoid cerebral palsy?
6. What is cerebral spinal fluid?
7. Define spina bifida occulta.
8. State the difference between spastic and ataxia.
9. What are myoclonic seizures?
10. What is miosis?

### **SECTION B. ANSWER THREE QUESTIONS FROM THIS SECTION. QUESTION ONE IS COMPULSORY.**

1. Children with Autism often find the social world unpredictable and may have difficulty applying the intellectual understanding of appropriate social behaviour. As a specialist teacher, what appropriate intervention strategies would you recommend to help these children ( **20 Marks**)

2. Discuss the possible causes of developmental disorders ( **10 Marks**).
3. What is Epilepsy? Discuss the assessment models and management strategies available for children with Epilepsy ( **10 Marks**).
4. What are the defining characteristics of each of the following disorders ( **10 Marks**).
  - (a) Retts syndrome
  - (b) Aspergers syndrome
  - (c) Childhood disintegrative disorders.
5. Children with Down syndrome often experience difficulties in many areas of School and life functioning. Discuss ways in which these children can be helped to become successful and productive in life ( **10 Marks**).
6. The impact of Cerebral palsy on the individual varies with the extent to which the Individual is affected. Identify the common problems in children with Cerebral palsy and demonstrate how you would help reduce some of these problems ( **10 Marks**).

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

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS- JUNE/JULY 2005**

**EPS311: LEARNING PROCESSES; A PSYCHOLOGICAL PERSPECTIVE**

**TIME: THREE HOURS**

**INSTRUCTIONS**

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

- 
1. In order for a teacher to be able to determine the effectiveness of his/her teaching, he/she needs to carry out an evaluation of the teaching/learning process. Using this background, discuss in detail the meaning of the following concepts:
    - a. Correlation Coefficient
    - b. Formative Evaluation
    - c. Standard Deviation
    - d. Test Reliability
    - e. Norm- Referenced Assessment
  2. There are two important theories in the development of language. These are; Nativist theory and Environmental theory. Demonstrate how these two theories complement each other in the development of language.
  3. According to Eric Erikson, personality development involves a resolution of social conflicts at each stage of development. As a teacher, how can you use this theory to help children resolve their developmental conflicts in school ?
  4. The Humanistic theory of learning is said to be distinct from the other theories of learning. Discuss.

5. Memory is a very important aspect of cognition whose operations every teacher needs to know. Demonstrate how a teacher can use his/her knowledge of the operations of memory to aid students' comprehension and recall of material.
6. In order for a teacher to be fully effective, he/she must know the techniques required to arouse, sustain and direct learners' interest to learn. Discuss.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**FIRST SEMESTER – June / July, 2005**

**FINAL EXAMINATION**

**EPS 351:** Teaching and Learning Strategies for Children with Special Educational Needs

**TIME:** Three (3) hours

**MARKS:** 40

**INSTRUCTIONS**

- Attempt only **three (3)** questions.
- Question one (1) is **compulsory**.
- Question one carries 20 marks; the remaining questions carry 10 marks each.

1. With reference to a named disability group, draw up a lesson plan in a subject of your choice showing how you would teach a particular topic. How does your lesson plan differ from an individualized instructional plan? (20 marks)
2. Critically analyze the use of charts and chalkboard in the teaching of pupils with intellectual challenges in the Zambian schools. (10 marks)
3. Identify and discuss the main themes in the curriculum for learners with special educational needs fulfilled through daily classroom interactions. (10 marks)
4. Examine learning styles used by pupils in their search for new knowledge and skills in their classrooms. How are the styles you discussed relevant in the teaching of pupils with special educational needs in Zambia? (10 marks).
5. Discuss how the question and answer teaching method contributes to the learning of children with special educational needs. What challenges would you anticipate in using this method in the Zambian special education classroom? (10 marks)

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

**FIRST SEMISTER FINAL EXAMINATIONS – JUNE-JULY, 2005.**

**EPS 371- TEACHING CHILDREN WITH PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS.**

**TIME: THREE (3) HOURS**

### **INSTRUCTIONS:**

THERE ARE SIX QUESTIONS IN THIS EXAMINATION PAPER.

- (A) QUESTION ~~ONE~~ **ONE** IS COMPULSORY AND ANSWER **ANY OTHER TWO** QUESTIONS FROM QUESTION ~~TWO~~ **TWO** TO SIX.
  - (B) ANSWER EACH QUESTION IN A SEPARATE BOOKLET.
  - (C) CREDIT WILL BE GIVEN FOR ORIGINAL THOUGHT AND ORDERLY PRESENTATION.
- 

1. For a child to be eligible for special education services, he/she needs to be assessed. With specific reference to the developmental motor milestones, critically analyse the importance of assessment in the education provision for children with physical disabilities. Your analysis should take into account the challenges that are likely to be encountered in the Zambian context **(20 Marks)**
2. The Needs of students with Physical disabilities and Health impairments are varied, instructions should therefore be adapted and curricular modified to reflect individual needs of these students. Using your expertise, design the curriculum for children with Physical disabilities and Health impairments. Your design should include all the pertinent elements of the curriculum. **(10 Marks)**
3. Cooperative learning has proved to be a successful teaching strategy for students with varying academic abilities. Discuss the efficacy of this instructional approach in the education of children with Physical disabilities and Health impairments **(10 Marks)**.
4. Design an Individualised Education Plan for a child with severe cerebral palsy. Your plan should include the role of specialists who are not typically part of the school-based team **(10 Marks)**.



5. Physical disabilities and Health impairments are caused by a number of interacting factors.
- (a). With specific examples, discuss the etiology of physical disabilities and Health Impairments.
- (b). Demonstrate how these conditions can possibly be prevented today **(10 Marks)**.
6. Children with Physical disabilities and Health Impairments often fail to acquire age appropriate basic skills. As a specialist teacher, show how you would help children with physical disabilities and Health impairments acquire Activities for Daily Living ( **10 Marks**)

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**FIRST SEMESTER – June / July, 2005**  
**FINAL EXAMINATION**

**EPS 451:** Identification, Assessment and Interventions in Special Education

**TIME:** Three (3) hours

**MARKS:** 40

**INSTRUCTIONS**

- Attempt only **three (3)** questions.
- Question one (1) is **compulsory**.
- Question one carries 20 marks, the remaining questions carry 10 marks each.

1. The head-teacher, Kalinga-linga Basic School has requested you to submit a list of children with special educational needs in the school. In his memo, the head has further pointed out the need for you to use the identification process in determining which pupils in the school qualify to appear on your list. Using the concept of identification process, discuss how you would generate the required information and advice requested by the head-teacher. (20 marks).
2. “Classes for **all** are those which include everybody, celebrate differences and respond to individual needs of its pupils” (Mayor, 1994: 15). Are these classes possible in Zambia? Discuss. (10 marks).
3. Identify and discuss assessment approaches teachers use in order to establish the presence of special educational needs in their pupils. (10 marks).
4. What teaching techniques would you use to teach children in your class identified with reading problems? How are the techniques you described likely to benefit the Zambian children? (10 marks)
5. You are asked to prepare a report on an assessment task you carried out on one pupil in your class to establish the level of the child in self – care skills, particularly wearing clothes. What would you cover in your report and why? Using recommendations raised in the report draw up an individualized instructional plan covering a time frame of 5 working days. (10 marks)

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**FIRST SEMESTER – June / July, 2005**  
**FINAL EXAMINATION**

**EPS 451:** Identification, Assessment and Interventions in Special Education

**TIME:** Three (3) hours

**MARKS:** 40

**INSTRUCTIONS**

- Attempt only **three (3)** questions.
- Question one (1) is **compulsory**.
- Question one carries 20 marks, the remaining questions carry 10 marks each.

1. The head-teacher, Kalinga-linga Basic School has requested you to submit a list of children with special educational needs in the school. In his memo, the head has further pointed out the need for you to use the identification process in determining which pupils in the school qualify to appear on your list. Using the concept of identification process, discuss how you would generate the required information and advice requested by the head-teacher. (20 marks).
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3. Identify and discuss assessment approaches teachers use in order to establish the presence of special educational needs in their pupils. (10 marks).
4. What teaching techniques would you use to teach children in your class identified with reading problems? How are the techniques you described likely to benefit the Zambian children? (10 marks)
5. You are asked to prepare a report on an assessment task you carried out on one pupil in your class to establish the level of the child in self – care skills, particularly wearing clothes. What would you cover in your report and why? Using recommendations raised in the report draw up an individualized instructional plan covering a time frame of 5 working days. (10 marks)

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

FIRST SEMESTER DEFERRED FINAL EXAMINATIONS, JUNE/JULY, 2005

EPS 461  
TEACHING CHILDREN WITH VISUAL IMPAIRMENTS

Time: Three (3) hours

**Instructions:**

**Answer question ONE and any other THREE from the following:**

1. What do you understand by “Inclusive Education”? What would you propose for visually impaired children to benefit from it?
2. Some people would say it has been very easy to teach children with visual impairments over centuries. What is your opinion?
3. Trace some of the important facets in the history of reading and writing for the blind. What impact have these efforts made in the history of the blinds’ education?
4. A modified curriculum in the education of children with visual impairments is a must. Discuss.
5. My <sup>child is blind.</sup> ~~What can I do for my blind child?~~ S/he is almost of school-going age but s/he cannot manage things on his/her own. What advice can you give to this parent?
6. Introducing abstract concepts to the visually impaired children could be a difficult task. Attempt introducing the following concepts to the totally blind child:
  - Clouds in the sky
  - Expression of love
  - Colours of the rainbow
  - Ceiling board

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY 2005**

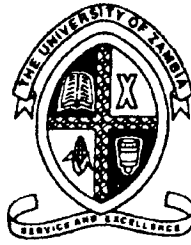
**EPS 471: COUNSELLING IN CHILD DISABILITY- THEORY**

**TIME: THREE HOURS**

**INSTRUCTIONS**

- a. There are five questions in this examination paper. You are required to answer:
    - Question **ONE** which is compulsory ( 20 marks )
    - Any other **TWO** questions from 2 –5 ( 20 marks )
  - b. Indicate on each booklet cover the number of the question attempted.
  - c. Credit will be given for orderly presentation of arguments and materials.
  - d. This examination accounts for 40% of the total course mark.
- 
1. You are a counsellor at one of the counselling centres offering Voluntary Counselling and Testing services (VCT) and a pupil has come for an HIV test. Explain in detail how you are going to handle the matter.
  2. Corey ( 1991: 12 ) makes the ever valid statement in counselling, “ ... the most important instrument you have to work with as a counsellor is yourself as a Person.” Against the background of this statement, discuss the characteristics of an effective counsellor.
  3. There are generally four phases involved in the application of Adlerian Therapy. Discuss these four phases, showing in detail what happens at each phase.
  4. Under the Existential Therapy, clients are invited to recognize the ways in which they are not living fully authentic lives and to make choices that will lead to their becoming what they are capable of becoming. Using the various existential principles, demonstrate how a counsellor can help the client achieve this end.
  5. In Gestalt Therapy, clients are encouraged to make contact with their past and experience it as if it were happening now to bring about the desired change. Demonstrate how a counsellor can help a client achieve this.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – JUNE/JULY 2005**

**ISE 215**

**INSPECTION AND SUPERVISION**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

Answer four questions choosing TWO questions from Section A, ONE question from Section B and ONE question from Section C. Please clearly indicate the number of the question you are answering in the left hand margin of the answer book.

Marks: All questions carry equal marks. The total marks for the four questions you will answer are 100.

## **SECTION A**

### **INSTRUCTION:**

Answer only TWO questions in this section.

1. W.A. Dodd states that in the past years the date of school inspection was kept a secret from the school authorities. The visit was usually a surprise one. This caused a feeling of resentment among teachers and also mistrust crept in. There was hostility between teachers and the inspectors. Discuss this statement in line with the modern approach and procedures for inspecting basic schools in Zambia.
- ✓ 2. Ned Flanders, Barak Rosenshine and Norma Furst were interested in 1980's in research studies on teacher effectiveness that promoted pupil learning.
  - (a) Identify nine characteristics of teachers whose pupils make greater gains in academic achievement than pupils of other teachers.
  - (b) Briefly compare and contrast direct style of teaching and indirect style of teaching.
  - (c) Explain the explicit teaching model bringing out its implications in the supervision of teachers.
- ✓ 3. According to Robert Goldhammer, there are five phases of clinical supervision. Identify the phases and discuss in what ways they are similar and different from those of Morris Cogan.

## **SECTION B**

### **INSTRUCTION:**

Answer only ONE question in this section.

4. Keith Acheson and Meredith Gall writing on the origin of clinical supervision state that during the 1954 and 1955 academic year Harvard University staff, such as Morris Cogan and Robert Anderson developed a new approach to the 5<sup>th</sup> year Master of Arts in Teaching degree programme component of school teaching practice. The

teaching practice programme called Plan B was later widely emulated in Newton and Lexington of Massachusetts.

- (a) In what respects was Plan B different from Plan A as the teaching practice programme for Harvard University student teachers?
- (b) Explain the benefits derived by experienced teachers from the Harvard-Newton Summer Programme which was added to the team teaching project in 1957.
- (c) Describe the environmental pressures that led to the development of a clinical approach to supervision of teachers.

- ✓ 5. Compare and contrast the writing of an inspection report with that of school teaching practice report drawing on what has been covered in this course.

## SECTION C

### INSTRUCTION:

Answer only ONE question in this section.

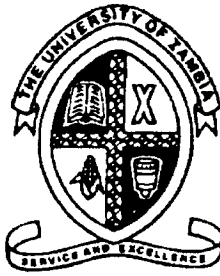
6. Edgar Stones in his book titled Supervision in Teacher Education (1984) advocates the view that the way forward is to improve supervision through systematic study and experimentation. To this effect, he proposes that there should be a course for educational supervisors to do just that where supervisor training is seen as analogous to teacher training.

- (a) To what extent do you agree with Stone's proposition?
- (b) Explain the six roles played by educational supervisors in superintending the functions of teachers.

- ✓ 7. A beginning teacher tells you as his or her supervisor that he or she has got several problem pupils in his or her class. The pupils cause class disturbances and they spend little time engaged in learning. The teacher would like you to collect data on the pupils' behaviour that would help the teacher better understand the reasons why these pupils are a problem. Identify and discuss the observational technique you would use. Explain how you would conduct the feedback conference.

**END OF EXAMINATION**





# **UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

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

FIRST SEMESTER EXAMINATIONS – JUNE/JULY, 2005

ISE 221: HOME ECONOMICS TEACHING METHODS 1

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS: There are six (6) questions in this paper. Answer only four (4) questions. Each question is worth 25 marks.

#### Question 1

- (a) What do you understand by the term “SCHOOL CURRICULUM”?
- (b) What are the aims of lower and middle basic education in Home Economics?

#### Question 2

There are two categories of teaching methods; child centred methods and teacher centred methods. Explain the differences between teacher centred methods and child centred methods by pointing out six (6) activities in each that can be observed during teaching.

#### Question 3

- (a) What is assessment?
- (b) Explain the functions of assessment in a school curriculum.

#### Question 4

- (a) Communication skills in the classroom are very important. Explain the two types of questions used.
- (b) What are the eight important points to consider when asking questions?

Question 5

- (a) What do you understand by role play as a teaching method?
- (b) What are the five (5) advantages and four (4) disadvantages of role play.

Question 6

- (a) Besides various records that are kept by the individual class teachers in the classroom. There are various records kept and maintained by administrators. Name and explain five of these record books in school management.
- (b) What are the five (5) principals of keeping the records in school management?

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END OF EXAMINATION

GOOD LUCK

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – JUNE 2005**

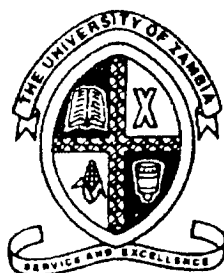
**COURSE: ISE 251**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

Answer four (4) questions from this paper. Question number five (5) is compulsory. All questions carry the same marks.

1. Draw a diagram of the Structure of the **Respiratory System** and label the parts.
2. Name the two **Circulatory Systems** of the body and describe the function of each of them.
3. Discuss the absorption of **Proteins, Carbohydrates and Fats** during the digestive system.
4. Oxygen debt. **Discuss**
5. Define the following terms:
  - Tidal Volume
  - Total Lung Capacity
  - Vital Capacity
  - Inspiratory Reserve Volume
  - Residual Volume
6. Discuss the **All – or – none-law** of the nervous system.



## UNIVERSITY OF ZAMBIA

### SCHOOL OF EDUCATION

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

FIRST SEMESTER EXAMINATIONS – JUNE/JULY, 2005

ISE 371: FAMILY RESOURCE MANAGEMENT

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS: answer only four (4) questions from this paper. Each question is worth 25 marks.

#### Question1

Conflict theory is one of the major theories used in understanding the family.

- (i) discuss this theory.
- (ii) cite an example of how a family can deal with conflict.

#### Question2

Family means differently to different people.

- (i) discuss the different forms of families common in Zambia.
- (ii) what are the advantages and disadvantages of each family form you have discussed?

#### Question3

There are many family decisions made in different families.

- (i) explain the three (3) types of decision making which will develop decision making skills.
- (ii) discuss the three (3) <sup>steps</sup> types of decision making.

Question 4

Maslow (1954) holds that there is a hierarchical structure of needs that initiate goal-directed behaviour.

- (i) define need,
- (ii) discuss the different levels of needs according to Maslow's hierarchy.

Question 5

Resource management is vital in a family set up.

- (i) what kind of resources does a family manage?
- (ii) What are the consequences of poor resource management.

Question 6

One of the problems encountered by family life education is adoption. Discuss

- (i) the advantages of adoption.
- (ii) the disadvantages of adopting children.

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END OF EXAMINATION

GOOD LUCK

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
FIRST SEMESTER EXAMINATIONS  
JUNE – JULY, 2005**

**ISE 381: SPECIAL TOPICS IN SOCIAL STUDIES**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

ANSWER **THREE (3)** QUESTIONS, QUESTION **ONE (1)** IS COMPULSORILY. CREDIT WILL BE GIVEN FOR RELEVANT EXAMPLES AND ILLUSTRATIONS.

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1. (a) What are the merits and demerits of teaching social studies by direct observation?  
(b) Show and demonstrate how you would plan and execute fieldwork to conduct a mini- census in a nearby local community.  
© What type of information can you collect about a local community. Show clearly the data collection sheet you can use to collect the data and explain other instruments you would use to collect additional information.
2. (a) What does the age-sex pyramid of a population tell us about the population it represents?  
(b) Why is it important to know the age-sex structure of a population?
3. (a) What is quality of life?  
(b) How can you determine quality of life of a community?  
(c) Why should attainment of high quality of life be the ultimate goal in our socio- economic development?
4. Report on one fieldwork you undertook indicating the problem you studied, how you studied it and the major findings.
5. With specific examples, demonstrate how data can be processed and presented for field project work.

**END OF EXAMINATIONS**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
FIRST SEMESTER EXAMINATIONS  
JUNE – JULY 2005**

**LSE 211: SOCIAL STUDIES TEACHING METHOD I**  
**TIME: THREE(3) HOURS**

**INSTRUCTIONS:**

ANSWER **THREE (3)** QUESTIONS, **QUESTION ONE (1)** COMPULSORILY.  
CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES AND  
ILLUSTRATIONS.

- 
1. Why is it recommended that successful teaching should proceed from,
    - the concrete to the abstract?
    - the known to the unknown?
    - the perceptual to the conceptual?
    - the particular to the general?

[17 marks]
  2. Prepare a scheme of work for one month on two cross- cutting issues namely,
    - HIV/AIDS
    - Genderand indicate the possible sources of information on them. 

[17 marks]
  3. How best can cross- cutting issues being integrated into the social studies curriculum of grades 1-7 be taught?  
(bearing in mind the attitude and behaviour change which they imply and the limited time available). 

[17marks]
  4. How can one introduce the use of topographical maps to grade 8 pupils?

[17marks]
  5. Plan a lesson to teach about Livingstone and Siavonga as important tourist destinations in Zambia highlighting major attractions, facilities and their importance to Zambia 

[17 marks]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
FIRST SEMESTER DEFERRED EXAMINATIONS  
JULY, 2005**

**LSE 411: GEOGRAPHY TEACHING METHODS II**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** Answer **three (3)** questions in this examination. Question **one (1)** is compulsory. Credit will be given for use of relevant examples and illustrations

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1. With examples, explain the following parts of a Geography report:
  - a) Statement of the problem.
  - b) Review of literature.
  - c) Statement of hypothesis.
  - d) Rationale. (20 Marks)
2. Explain the statement: "Thus the curriculum can be thought of as a system in which there are various interacting parts, ... (a) the objectives; (b) the learning experiences of students and teachers; (c) the evaluation" (Graves, 1982). (15 Marks)
3. Critically analyse the various methods of collecting data available to a Geographer. (15 Marks)
4. Discuss the role of the teacher of Geography in preparing pupils for fieldwork. (15 Marks)
5. Explain the major changes made to the Zambian Senior Secondary School Geography Syllabus in 2002. (15 Marks)

**END OF EXAMINATION**



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

**JULY 2005 SEMESTER 1 FINAL EXAMINATIONS**

**COURSE: LSE431      ADVANCED ENGLISH TEACHING METHODS**

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

**GENERAL INSTRUCTIONS**

1. There are THREE (3) sections in this examination paper: A, B, and C.
2. Answer any ONE (1) question in each section as instructed in every case.
3. Credit will be given for: completeness of the answer, appropriateness in language use, and legibility of the writing.

**SECTION A:              Teaching Structure**

**Instruction:** Answer any ONE (1) question fully as instructed. All the questions have equal marks.

1. In an essay, define both the synthetic and analytic approaches to language teaching, and explain how each may influence the process of teaching English as a second language.
2. Define and distinguish the following in language teaching: approach, method, and technique. Explain the factors that a teacher of English as a second language needs to consider in deciding which approach, method or technique she or he should use at any given moment.

**SECTION B:              Teaching macro-skills.**

**Instruction:** Answer any ONE (1) question fully as instructed. All the questions have equal marks.

1. Design a lesson plan to teach analytic composition writing to a Grade 11 class. The topic should be: What Village Life Can Offer a Town Dweller. In 250 to 350 words, write the model of such a composition.
2. Design a lesson plan to teach Intensive Reading to a class for which you think the materials provided here below are most suitable. Mention the class, and provide the model answers.

## THE DEATH TEST

One day, a rich merchant of Baghdad sent his servant to the market to buy food. The servant returned very quickly and rushed into his master's room, his eyes wide and glassy, his whole body shaking with fear.

"Master!" he cried. "As I was walking through the crowded market, a woman struck against me and nearly fell. When I turned to help her, I saw that it was Death, and she raised her hand and was about to lay it on me. I ran from that evil place and did not look back. Now I must escape from this town at once."

"But how do you know that this woman was Death?" asked the merchant.

"I knew her perfectly," replied the man, and his voice dropped to a whisper as he remembered the frightful minute when he looked into her face and knew her.

"I have good reason to know her," continued the servant. "I was alone with her face to face for six long days and nights, two years ago, when I had fever. And once, only a month ago, she looked me in the face when a madman threw his knife at me and it scratched my skin an inch above my heart. Please lend me your fastest horse and I will ride like the wind to Samara, where I shall be safe."

The merchant lent the poor man a horse, and watched him disappear along the road to the north in a cloud of dust.

Then the merchant walked to the market and looked about until he at last saw a woman who was a stranger to him.

He greeted her and told her who he was.

"Why did you lift your hand in order to take my servant?" he asked.

"I did not mean to take him then," she replied. "I raised my hand in a movement of surprise. I was surprised to see your servant in Baghdad today, because I arranged long ago to meet him in Samara tonight."

**Exercise:** Choose the most appropriate answer to each of the following items.

1. The rich merchant sent his servant to the market:
  - A. although there was not enough food in the house.
  - B. So that he bought food.
  - C. So that the servant could have a meal.
  - D. Because some things to eat were needed.
2. The servant rushed into the room:
  - A. because he always walked quickly.
  - B. Because he brought good news.
  - C. Because he was in a hurry to speak to his master.
  - D. Because his whole body was shaking with fear.
3. The servant's eyes were 'wide and glassy':
  - A. because he was wide awake.
  - B. Because he was frightened.
  - C. Because he wore strong glasses.
  - D. Because he was surprised to see his master.

4. The servant's 'whole body was shaking with fear':
- A. neither because he saw Death in the market-place nor because she raised her hand towards him.
  - B. Both because he saw Death in the market-place and because he knew her face.
  - C. Either because he saw Death in the market-place and because he knew her face.
  - D. Until he rushed into his master's room.
5. The servant told his master that:
- A. he thought the woman meant to touch him.
  - B. He knew the woman was angry because she struck him.
  - C. He was angry because the woman struck against him.
  - D. The woman raised her hand and laid it on him.
6. Why is 'Death' spelt with a capital D in this story?
- A. because the typist has made a mistake in copying the story.
  - B. Because death is always spelt with a capital D.
  - C. Because Death is a very serious thing in this story.
  - D. So that we may understand that Death is talked of as a person in this story.
7. What did the servant really want to escape from?
- A. buying food in the market.
  - B. Working for his master.
  - C. Living in Baghdad.
  - D. Dying suddenly.
8. Why did the servant say, "I have good reason to know her"?
- A. because she raised her hand to lay it on him.
  - B. Because he often saw the woman in the market.
  - C. Because he was once mad.
  - D. Because twice before he was near dying.
9. "I was alone with her face to face for six long days and nights" means that:
- A. for six days the servant did not expect to get better.
  - B. The servant had very few friends and was lonely for six days and nights.
  - C. For six days and nights this woman nursed the servant when he had fever.
  - D. Days and nights seem longer when one is happy.
10. "She looked me in the face" means that:
- A. the madman believed himself to be a woman.
  - B. For a minute the servant was in great danger.
  - C. As the woman scratched him with a knife, she looked at him.

- D. The woman looked at him in order to scratch him an inch above his heart.
11. Why is the servant called “the poor man”?
- because he had no horse of his own.
  - Because he had much less money than the merchant.
  - Because he was very frightened and unhappy.
  - Because, two years before, he was very ill with fever.
12. How did the merchant (not the servant) know which woman was Death?
- He had often seen her before.
  - He had never seen her before.
  - He greeted her.
  - She told him who she was.
13. The woman was surprised:
- because she thought the merchant was in Samara.
  - Because she did not think the servant was in Samara.
  - To see the merchant in the market.
  - Because she thought the servant was in Samara that day.
14. The true reason why the woman raised her hand was:
- Because she was surprised to see the merchant.
  - To lay it on the servant.
  - Because she found the servant in Baghdad instead of Samara.
  - Because the servant made her angry by nearly knocking her over.
15. What does the writer mean us to think happened to the servant?
- He had a narrow escape from death.
  - He rode away like the wind to Samara where he was safe.
  - He died that night in Samara.
  - He was killed on the way to Samara.

### Section C; Teaching Literature

**Instruction:** Answer any ONE (1) question fully. All the questions carry equal marks.

- Write an article for the ETAZ journal in which you argue for maintaining literature in English in the school curriculum in Zambia. Your article should have the title: The Value of Literature in English to the Development of Humankind.
- Assume that you are taking a Grade 11 class in Literature in English, and that you are currently doing a detailed study of Things Fall Apart by Chinua Achebe. Design a lesson plan for a 40 minute’s lesson based on the following excerpt.

## Excerpt

At this point there was a sudden stir in the crowd and every eye was turned in one direction. There was a sharp bend in the road that led from the market place to the white man's court, and to the stream beyond it. And so no one had seen the approach of the five court messengers until they had come round the bend, a few paces from the edge. Okonkwo was sitting at the edge.

He sprang to his feet as soon as he saw who it was. He confronted the head messenger, trembling with hate, unable to utter a word. The man was fearless and stood his ground, his four men lined up behind him.

In that brief moment the world seemed to stand still, waiting. There was utter silence. The men of Umuofia were merged into the mute backcloth of trees and giant creepers, waiting.

The spell was broken by the head messenger. "Let me pass!" he ordered.

"What do you want here?"

"The white man whose power you know too well has ordered this meeting to stop."

In a flash Okonkwo drew his matchet. The messenger crouched to avoid the blow. It was useless. Okonkwo's matchet descended twice and the man's head lay beside his uniformed body.

The waiting backcloth jumped into tumultuous life and the meeting was stopped. Okonkwo stood looking at the dead man. He knew that Umuofia would not go to war. He knew because they had let the other messengers escape. They had broken into tumult instead of action. He discerned fright in that tumult. He heard voices asking: "why did he do it?"

He wiped his matchet on the sand and went away.

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS - JUNE/JULY, 2005**

**LSE 491: Religious Studies/Education Teaching Methods**

**TIME: 3 Hours**

**Marks: 100**

**INSTRUCTIONS: Answer in full any 3 (three) questions**

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1. What is philosophy of RE? Why is it important for a student-teacher of RE to study it?
2. How do you justify religion as a valid area of knowledge? In the same vein, how do you justify RE as a subject worthy including on the school curriculum?
3. Distinguish between *learning about* religion and *learning from* religion in RE. How is assessment of both forms of learning done?
4. Critically discuss why Religious Absolutism is unacceptable while Religious Neutrality or Equality is acceptable in approaches to RE in a pluralistic society like Zambia.
5. Which of the following approaches to teaching multi-faith RE is at work in Zambia: *Segregated Instruction*, *Descriptive Presentation*, *Impartial Analysis* or *Impartial-Exemplary Study*? Explain.
6. (a) Make a table with two columns titled *Liberal education* and *Indoctrination*, then list at least 10 words/phrases under each one which help to explain what these concepts mean.  
  
(b) Briefly indicate why religion / RE is often regarded by critics as the home of indoctrination and what you can say in defense of the subject.
7. Why are more untrained people being engaged or volunteering to teach RE than any other subject in schools? Suggest what should be done to improve the status of RE as a school subject.

**- End -**

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2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

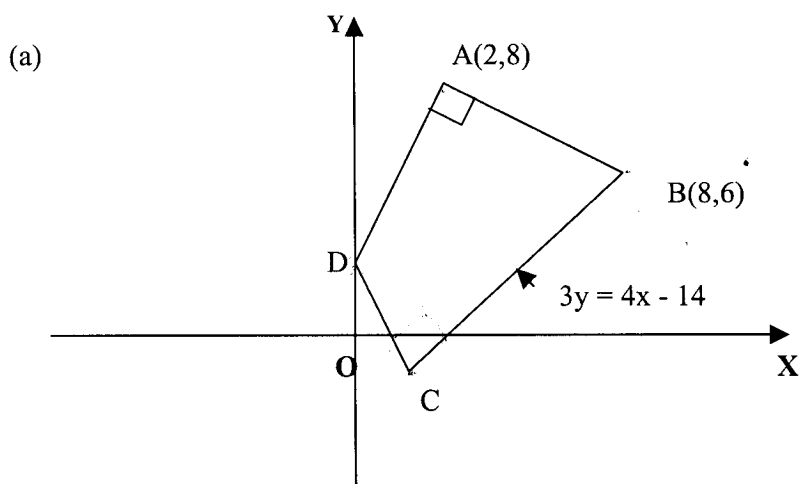
**MSE 131: FOUNDATION MATHEMATICS FOR TEACHERS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** There are seven (7) questions in this paper. Attempt **QUESTION 1** and any other **FOUR (4)** questions. Each question carries 20 marks. Marks for parts of questions are shown in square brackets [ ].

**MARKS POSSIBLE: 100**

**QUESTION 1**



The diagram above shows a quadrilateral ABCD in which A is (2,8) and B is (8,6). The point C lies on the perpendicular bisector of AB and the point D lies on the y-axis. The equation of BC is  $3y = 4x - 14$  and  $\angle DAB = 90^\circ$ .

- Find:
- (i) the equation of AD, [3]
  - (ii) the coordinates of D, [2]
  - (iii) the equation of the perpendicular bisector of AB, [2]
  - (iv) the coordinates of C, [3]
  - (v) Show that the area of triangle ADC is 10 units<sup>2</sup> and find the area of the quadrilateral ABCD. [8]

- (b) As a high school teacher of mathematics, identify and explain one possible difficulty learners might encounter in solving the problem in a(v) above. [2]

## QUESTION 2

- (a) Many high school learners find it difficult to understand the concept of 'inverse of a function'. Explain briefly how you, as a high school teacher of mathematics, would help build your learners' understanding of this concept. [5]
- (b) A function  $f$  is defined by  $f(x) = 4x^2 + 5$  where  $x \in \mathbb{R}^+$ .
- (i) Obtain a formula for the function  $g(x)$ , where  $g$  is the inverse function of  $f$ . [2]
- (ii) Show that  $[(g' \circ f)(1)] \times [f'(1)] = 1$  [5]
- (b) The function  $f$  is defined by  $f: x \rightarrow 4 - 2x - x^2$  where  $x \in \mathbb{R}$ .
- (i) Find the maximum value of  $f(x)$ . [2]
- (ii) State the range of  $f$ . [1]
- (c) The function  $f$  is defined as
- $$f: x \rightarrow \begin{cases} 2 & \text{for } x \geq 0 \\ x + 2 & \text{for } x < 0 \end{cases}$$
- (i) Sketch on the same graph the functions  $f$  and  $f^{-1}$ . [4]
- (ii) What can you deduce about the relationship between the graph of a function and the graph of its inverse? [1]

## QUESTION 3

- a (i) Many high school learners, when asked to determine the nature of the roots of a quadratic equation of the form  $ax^2 + bx + c = 0$ ;  $a \neq 0$ , would first calculate the actual roots before making conclusions about their nature. Suggest and explain an alternative method of determining the nature of the roots without necessarily working out the actual roots. [5]
- (ii) If  $\alpha$  and  $\beta$  are the roots of a quadratic equation  $ax^2 + bx + c = 0$ . Show how these roots are related to the coefficients of the equation. [5]
- (b) If  $\alpha^2$  and  $\beta^2$  are the roots of  $x^2 - 21x + 4 = 0$  and  $\alpha$  and  $\beta$  are both positive. Find:
- (i)  $\alpha\beta$  and  $\alpha + \beta$  [3]
- (ii) the equation with roots  $1/\alpha^2 + 1/\beta^2$  [3]
- (c) The real roots of the equation  $x^2 + 6x + c = 0$  differ by  $2n$ , where  $n$  is real and non-zero. Show that  $n^2 = 9 - c$ . [4]



#### QUESTION 4

a (i) Solve the equations

$$\begin{aligned} & x + 2y = 7 \\ \text{and} \quad & x^2 - 4x + y^2 = 1 \end{aligned} \quad [4]$$

(ii) Describe geometrically the answers obtained in (i) above. [3]

b (i) Find the term independent of  $y$  in the expansion of  $(x^4/y^3 + y^2/2x)^{10}$  [4]

(ii) Find the possible values of  $a$  if the coefficient of  $x^2$  in the expansion of  $(1 + ax)^4(2 - x)^3$  is 6. [5]

(c) Explain **one** advantage and **one** disadvantage of expanding binomials using:

(i) the binomial theorem [2]

(ii) Pascals triangle. [2]

#### QUESTION 5

(a) In their teaching of vectors, many high school teachers of mathematics conclude that  $(x, y) = \begin{bmatrix} x \\ y \end{bmatrix}$

Explain with reasons what you think of this conclusion. [6]

(b) The position vectors of the points P and Q are  $2\mathbf{i} + \mathbf{j}$  and  $-3\mathbf{i} + 2\mathbf{j}$  respectively. Find angle POQ. [3]

(c) The vertices A, B and C of a triangle have position vectors  $\mathbf{a}$ ,  $\mathbf{b}$  and  $\mathbf{c}$  respectively relative to an origin O. The point P lies on BC such that BP: PC = 3:1; the point Q is on CA such that CQ:QA = 2:3; the point R is on BA produced such that BR:AR = 2:1. The position vectors of P, Q and R are  $\mathbf{p}$ ,  $\mathbf{q}$  and  $\mathbf{r}$  respectively.

(i) Show that  $\mathbf{q}$  can be expressed in terms of  $\mathbf{p}$  and  $\mathbf{r}$ , [4]

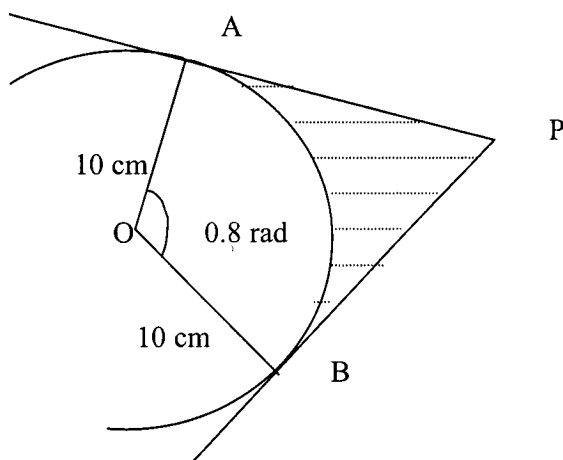
(ii) Hence or otherwise show that P, Q and R are collinear. [5]

(iii) State the ratio of the lengths of the line segments PQ and QR. [2]

## QUESTION 6

- (a) Define a unit of radian measurement. [3]

(b)



The diagram above shows part of a circle, center O, of radius 10 cm. The tangents at the points A and B on the circumference of the circle meet at the point P and the angle AOB is 0.8 radians. Calculate:

- the length of the perimeter of the shaded region, [4]
  - the area of the shaded region. [4]
  - Identify **five** examples of pre-requisite knowledge that learners should have to enable them answer the questions in parts (i) and (ii) above. [6]
- (c) Show that  $(\cot A - \tan A)\cos A \equiv \operatorname{cosec} A - 2\sin A$ . [3]

## QUESTION 7

- (a) Given that  $y = 16/x^2 + x^3/3$ , find the stationary value of y and determine whether it is a maximum or a minimum. [5]

- (b) A curve is such that  $dy/dx = \frac{3}{4} - kx$ , where k is a positive constant. Given that the tangents to the curve at the points where  $x = -1$  and  $1$  are perpendicular, find:

- (i) the value of k. [4]

Given also that the curve passes through the point (4,0), find:

- (ii) the equation of the curve. [4]

- (c) Identify and explain two anticipated learners' difficulties in solving each of the questions in b(i) and b(ii) above. [7]

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

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – JUNE 2005**

**MSE 341/351/361**

**BIOLOGY, PHYSICS AND CHEMISTRY TEACHING METHODS**

**TIME :                THREE (3) HOURS**

### **INFORMATION:**

1. There are six(6) questions in this paper.
2. Each question has possible maximum marks of 20.

### **INSTRUCTIONS:**

1. Answer five (5) questions.
2. Question 1 is compulsory and
3. Attempt any other four (4) questions.

- 
1. (a) Compare and contrast between scheme of work and record of work. [ 8 ]  
(b) Discuss the significance of preparing a scheme of work for a teacher of  
Biology, Physics or Chemistry. [ 4 ]  
(c) Identify and discuss factors which you need to consider when preparing a  
scheme of work for your subject. [ 8 ]
  2. (a) Discuss how each of the following helps a teacher to prepare and teach  
effectively  
(i) Task analysis [ 4 ]  
(ii) Sequencing of instruction [ 4 ]  
(iii) Concept mapping [ 4 ]

(b) Chose one of the topics listed below and define at least four contents to include in the instruction and state your objectives for each content

(i) Electricity

(ii) Flowering plants

(iii) Chemical equations

[ 8 ]

3. (a) Explain how you can evaluate the effectiveness of the following methods used in the teaching of Science in Zambian Secondary Schools

(i) Lecture

[ 4 ]

(ii) Demonstration

[ 4 ]

(iii) Laboratory work

[ 4 ]

(b) Chose a topic (not those in Q.2,b) in your area of specialisation

(i.e. Physics, Chemistry or Biology). Illustrate, giving reasons why it is advisable to use a variety of methods in teaching a lesson.

[ 8 ]

4. (a) What is a lesson plan ?

[ 2 ]

(b) What purpose does a lesson plan serve ?

[ 3 ]

(c) Chose a topic (not those in Q.2,b) in your area of specialisation

(i.e. Physics, Chemistry or Biology). Illustrate how you can introduce the topic using the following mind captures :

(i) Telling a relevant story

[ 5 ]

(ii) Pose a problem

[ 5 ]

*NB. Different topics for each mind capture are welcome*

(d) What should be in teacher's mind when planning an Introduction?

[ 3 ]

(e) What should the Introduction section show?

[ 2 ]

5. (a) Distinguish between the following terms:
- (i) Assessment and Evaluation [ 3 ]
  - (ii) Formative and Summative tests [ 3 ]
  - (iii) Reliability and Validity [ 3 ]
  - (iv) Normative and Criterion referenced evaluation [ 3 ]
  - (v) Index of difficulty and Discriminating index [ 3 ]
- (b) Discuss the functions of marks or grades. [ 5 ]
6. (a) Identify three uses of instructional objectives in science teaching. [ 3 ]
- (b) Identify and describe components of instructional objectives. [ 5 ]
- (c) Discuss the structure of cognitive domain. [ 10 ]
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**  
**MSE 431: MATHEMATICS EDUCATION III**

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

**INSTRUCTIONS:** There are six questions in this paper. Attempt any **four (4)** questions. Each question carries 25 marks. Marks for parts of questions are shown in brackets [ ].

**MARKS POSSIBLE:** **100**

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1. (a) (i) Define the term *curriculum development*, using examples from school mathematics. [5]

(ii) List and explain briefly **two** advantages and **two** disadvantages of a country *adapting* and using in its schools a foreign curriculum rather than *developing* its own. [10]

(b) Explain the importance of the following in curriculum development:  
(i) Situational analysis  
(ii) Objectives [10]

2. (a) Using examples from school mathematics, distinguish between a *slow learner* and a *gifted* child. Explain why school children described by these terms are said to have special educational needs. [10]

(b) According to a certain study, two of the needs of gifted children are:

- (i) To be *guided* rather than *directed* through a more academic approach to a greater depth of treatment of the subject being taught.
- (ii) To pursue their own lines of research.

For each need given above, explain briefly what you think would be the main difficulty that high school mathematics teachers in Zambia would encounter in attempting to meet the need. Suggest possible ways of overcoming the difficulty. [15]

3. (a) "*Initial teacher education*, important as it is, cannot provide more than an introduction to the *professional development* of a teacher".

Explain, citing relevant examples, why this is so. [10]

(b) List three characteristics of *school-focused* INSET. Explain how each of the characteristics you have listed might help in resolving the conflict that often arises between individual teachers and institutions (e.g. schools) with regard to the form of INSET, school-based or college-based, that teachers should undertake [15]

4. (a) "A consideration of the views of various schools of thought in the philosophy of mathematics is of value for the teaching of mathematics".

List and discuss briefly **two** reasons why this is the case, explaining clearly what you understand by the terms *philosophy of mathematics* and *school of thought*, as used in the above quotation. [12]

- (b) Mathematics teachers usually develop their personal philosophies of mathematics education, appropriate or inappropriate, from the way they were taught mathematics in high school and on the basis of what seems to work for them when teaching mathematics in the classroom.

- (i) Identify and explain briefly **one other** possible source of teachers' personal philosophies of mathematics education. [5]

- (ii) Justifying your position, explain what you would consider to be the distinction between appropriate and inappropriate personal philosophies of mathematics education in the light of current emphasis in education on constructivist teaching and learning approaches in school mathematics. [8]

5. (a) Distinguish between history of mathematics as a teaching tool and history of mathematics as a subject of study. [5]

- (b) "Knowledge of the historical development of a piece of mathematics can be an aid in expressing it clearly".

With reference to the statement above, explain briefly how acquaintance with the history of mathematics:

- (i) can help teachers make mathematics learning more meaningful and enjoyable; [10]  
(ii) can help students find mathematics learning more meaningful and relevant to their lives. [10]

6. (a) Identify and explain **two** important ingredients for successful classroom management. [10]

- (b) It has been suggested that a leader is a person who has followers (or subordinates) in a given situation.

Justifying your position, explain the extent to which this definition of a leader describes the leadership role of teachers in the modern mathematics classroom. [15]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
UNIVERSITY OF ZAMBIA EXAMINATIONS  
FIRST SEMESTER EXAMINATIONS, JUNE/ JULY 2005**

**RS 201: INDIGENOUS RELIGIONS IN CENTRAL AFRICA I**

**TIME: Three Hours**

**INSTRUCTIONS: Answer THREE questions only. Marks will be awarded on merit following these criteria:**

- a) coherent presentation of facts
- b) good use of English
- c) analysis of the issues you raise.
- d) Ability to synthesise all knowledge gained so far in the study of religion.
- e) Avoiding mere reproduction of lecture notes.
- f) Legible handwriting.

**Q. 1**

- a) What would constitute what western scholars call "religion" for Black Africans?
- b) Some scholars argue that when the first Christian missionaries came, they destroyed the local African pantheons and constructed religions for the Bantu. Discuss with examples.

**Q. 2**

- a) Some Zambian ethnic groupings refer to Luba-Lunda Empire as *Kumazamba* (the west). It is the place of the ancestors. Show how chiefly spirits came about and their functions.
- b) The Bemba woman throws the ashes to the west. Explain this sign and further explain her religious relevance.

**Q. 3**

- ✓ What is a territorial cult? Territorial spirits are preservers of ecology and morality. Explain.

**Q. 4**

- ✓ a) What is a cult of affliction?
- b) Describe the following along the format of symptoms, healing process
  - i) Vimbura
  - ii) Masabe
  - iii) Ngulu
- c) What is the religious significance of spirit possession?

**Q. 5.**

Compare and contrast Masabe and Basangu.

**Q. 6.**

- a) Describe ONE funeral rite you know, showing how a lineage spirit is "made".
- b) Do lineage spirits live in the minds of the living or do they live independently outside the minds of the people as spirits? Support your position.

**Q. 7.**

- a) Why should we talk about African traditional religion or African traditional religions? What are the reasons if any? Which term would, according to you, is most appropriate?
- b) What evidence is there, if any, that African traditional religion(s) is/are alive?

**Q. 8.**

- a) Unpack the content of Colson's *Leza into God and God into Leza*.
- b) The Bantu God seems to be a natural God. Discuss.

END OF EXAMINATION



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

**RS 311 THE IMPACT OF WORLD RELIGIONS ON AFRICA**

**TIME: THREE HOURS**

**ANSWER FOUR QUESTIONS ONLY.**

1. (a) What is VanBinsbergen's criticism of Horton's theory of religious change?  
(b) What advantages does VanBinsbergen's approach have?
2. (a) What are Gray's criticisms of Horton's theory of religious change?  
(b) Comment on their correctness.
3. (a) Strayer speaks of a nationalist perspective on African historiography. What does he mean?  
(b) In what ways does Strayer argue that missionaries were important mediators of modernity?
4. (a) Horton states that the position taken by an individual with regard to the supreme being largely depended on the degree to which the boundaries of the microcosm ceased to confine him/her. Comment.  
(b) Does Fisher agree with Horton that Christianity/Islam is determined by the basic cosmology?
5. (a) What are some of the central features of Colson's study of Chezia Tonga conversion?  
(b) Does what Colson describes support Horton's theory?
6. (a) What is Carmody's view of conversion at Chikuni?  
(b) How does Carmody's perspective fit with that of Horton?
- 7 Horton has noted that: "In Africa, as in the West, it seems that, if it survives, religion will go the way of communion, but not as a system of explanation, prediction, and control." Comment.

**END OF EXAMINATION**

4. Explain the relationship between dialogue and character?  
2 points
  5. What is the role of narration in a radio play?  
2 points
  6. Name the different types of sound effects and how they are used  
2 points
  7. Why is it important to have few characters in a radio play?  
2points
  8. Explain the role of conflict in a radio play.  
2 points
  9. Name the different types of conflicts that can be explored in writing a radio play?  
2 points.
  10. Explain the difference between selective **exposure** and selective **retention**.  
2 points
- 

SECTION TWO : ANSWER ONLY THREE (3) QUESTIONS IN THIS SECTION.

4. The Marketing Director calls you in his office and tells you that your product 'PERFECTION' soap is not ticking. The sales have drastically gone down. If nothing is done the plant will have to close. That will mean three hundred workers laid off and three hundred families in the cold. One of the reasons is stiff competition with too many new soaps on the market
  - a) Design a market strategy with all the five Ps that can Save the situation.
  - b) Design a commercial for your product.
  - c) What are your strengths and weakness?

**SECTION (C):** Answer Two (2) questions only.

4. Define “conflict” and explain the issues surrounding the various aspects, and how analysts have tried to resolve the problems associated with them
5. Tuckman B.W. (1965) has provided an elaborate way of analyzing groups and how they develop. Critically discuss.
6. “Power” plays an important role in the understanding of groups and their dynamics. Critically discuss its contribution to social work.
7. Critically discuss “role theory” and how it contributes to the understanding of social work.

**END OF EXAMINATION**