

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS OCT/NOV 1995

SCHOOL OF EDUCATION

1. Education and development -----	ED 110
2. -----	ED 210
3. Zambian languages teaching methods I-----	ED 313
4. Learning processes -----	ED 320
5. History teaching methods -----	ED 322
6. English teaching methods -----	ED 323/329
7. Geography teaching methods -----	ED 325
* 8. Biology and chemistry teaching methods -----	ED 340/390
9. Geography teaching methods -----	ED 360
10. History teaching methods -----	ED 370
11. Religious studies methods -----	ED 385
12. Educational administration and management -----	ED 401,
13. Philosophy of education -----	ED 403
14. History of education -----	ED 406
15. An introduction to educational research -----	ED 408
16. Zambian languages teaching methods II-----	ED 413
17. History teaching methods II-----	ED 422
18. English methods II -----	ED 423
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20. Geography teaching methods -----	ED 426
21. Mathematics education II -----	ED 431
22. -----	ED 451
23. Religious studies -----	ED 485
24. Introduction to religious studies -----	RS 100
25. Indigenous religions in central and South Africa-	Rs 230

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

ED110

EDUCATION AND DEVELOPMENT

NAME:.....

COMPUTER NUMBER:.....

TIME: THREE HOURS

GENERAL INSTRUCTIONS:

- (a) Full-time students should answer two questions from part one and ALL questions in part two.
 - (b) Distance Education students should answer Three questions from part one, but if they wish they may chose to answer in the same way as full-time students.
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PART ONE

- 1. Discuss within an appropriate theoretical framework, the statement that "The development of the education and skills of people is as important a source of wealth as the accumulation of more traditional forms of capital".
- 2. It is alleged that education systems frequently respond to pressures from elite and more highly privileged groups. Examine this allegation either in the context of Zambia's educational reform movement of the mid-1970s or in the light of the financing patterns of education in Zambia. during the past twenty five years.
- 3. Examine the arguments for and against the expansion of private schools, paying special attention to the extent to which private schools should be encouraged and the way in which this could be done.

4. The education of women and the girl child is believed to contribute in a significant and unique way to development. Discuss the reasons for this view and the evidence for it in the Zambian context.
5. By paying attention to school inputs, the instructional process and school outputs, write an essay in which you bring out the essential features of a good school.
6. Compare and contrast formal education and non-formal education. What criticisms are labelled against these two types of education?

PART TWO

Answer all questions in this part by writing in the space provided.

1. Equality is a positive concept, referring to the way things^{are}..... Equity is a^{normative}..... concept, referring to the way things...^{should be}.....
2. The provision of Education grants to children from low income families would be an example of:
 - (a) Horizontal equity ✓
 - (b) Intergenerational equity
 - (c) Equality
 - (d) Vertical equity.
3. A teacher explains a simple problem and then asks a pupil to solve a similar problem on the blackboard. The pupil cannot do so. This maybe because:
 - (a) The child did not hear the teacher.
 - (b) The child had had no breakfast and was feeling hungry. ^X
 - (c) The child was listless because of bilharzia
 - (d) The child was tired and sleepy because of having to ✓
leave home early and walk a long distance to school.
 - (e) For all of the above reasons tick only one answer.

4. The HIV/AIDS pandemic affects what is taught in schools in that the school curriculum is used to convey messages about HIV/AIDS. Two other potential effects of the pandemic on education are:

(a) _____

(b) _____

5. Proposals to give the curriculum of primary schools a strong agricultural bias may encounter objections on equity, educational and socio-economic grounds. Give one example of each.

An objection on equity grounds _____

An objection on educational grounds _____

An objection on socio-economic grounds _____

6. Rearrange the following categories of workers in order of level of qualification usually required, the least qualified coming first and the most highly qualified coming last.

Craftsman; Professional; Unskilled labourer; Tradesman; Skilled labourer; Technician; Technologist.

Unskilled labourer, Skilled labourer, Craftsman, Technician, Tradesman, Technologist, Professional

7. A peasant farmer who after harvesting and marketing his maize cannot grow a second crop till the next rainy season is an example of while a young man who has completed his grade 12 but due to non-availability of employment gives up looking/searching for a job is an example of _____.
8. It has been said that it is not what is learned in schools that is important for employment but _____ students learned and the fact that in learning school subjects, they learned how to _____. In other words, a schools' function in relation to employment is not to give students vocational training but to make them _____.
9. The Lorenz-Curve and the Representation Index are both used to measure or to manifest the existence of _____ in the _____ of resources.
10. One strength of non-formal education is _____

One weakness or disadvantage of non-formal education is _____.
11. Name three ways in which a person who is literate might have access to a better human life than one who is illiterate.
- (a) _____

- (b) _____

(c) _____

12. Three factors which influence the size of private education in a country are:

(a) _____
(b) _____
(c) _____

13. The sub-title of the E.R.I.P. report is:

"Towards the Implementation of Zambia's Educational Reforms under Economic and Demographic Constraints, 1986-2000".

What do these economic and demographic constraints refer to?

(a) Economic constraints the report focuses on low capital and foreign investment
(b) Demographic constraints large population / high unemployment

14. (a) On the average, what percentage of total government spending in Zambia was devoted to the education sector in the period 1985-89

5% 10% 15% 20% 25%

(b) In 1985-1989, the percentage of total educational expenditure allocated to primary education was larger/smaller the same as in 1990-1994 (cross off one word)

(c) The proportion of the education budget that is spent on recurrent personal emoluments is about

50% 60% 70% 80% 90% 100%

15. Population growth affects educational provision because:
1. There are more to educate and these must be supported by relatively fewer workers.
 2. A large population generates more resources for education.
 3. There are more to educate, but there will also be more workers to support them.
 4. In a growing population the pool of potential teachers is also growing and hence it would be possible to select better qualified candidates for teacher training.

(Tick one answer)

16. Progress towards the elimination of poverty can be made by promoting a strategy that has three equally important elements. These are:

- (a) _____
- (b) _____
- (c) _____

17. An externally set examination is frequently employed to certify that students have completed certain study areas. But the examination may also be used for:

- (a) _____
- (b) _____
- (c) _____

18. Indicate three ways in which the current Grade 7 composite examination needs to be reformed.

- (a) _____
- _____
- (b) _____
- _____
- _____

(c) _____

19. The whole process of education can be conceptualized in terms of inputs that are transformed into outputs in the teaching-learning situation. Name any three factors that are likely to make this transformation process effective.

(a) _____
(b) _____
(c) _____

20. Extensive international research has shown that certain school-related factors are likely to promote the cognitive achievements of students in developing countries. Which of the following are among these factors?

- (a) Presence and use of science laboratories
- (b) Presence and use of a school library
- (c) Availability and use of textbooks and learning materials.
- (d) Repetition of a grade.
- (e) Not more than one class shift a day.
- (f) Size of a class.
- (g) Teachers' punctuality for class.
- (h) Number of hours of actual teaching per day.
- (i) More experienced teachers.

21. When the education system is successful in meeting the objectives of society it is said to be _____

When the education system is successful in attaining its own institutional goals it is said to be _____

22. Three conditions must be fulfilled simultaneously for real development to take place. These are:

- (a) A reduction in _____
- (b) An increase in _____
- (c) A reduction in _____

23. State briefly where the highest priority for educational development in Zambia lies today:

Give two specific reasons in support of this policy position:

- (a) _____
- (b) _____

24. Write opposite each of the statements below the word or group of words from the following list that best characterises the statement: Socialistic; Reconstructionist; Meritocratic, child-centred; Human Resource Development; Education for Self-Reliance.

- (a) Education is an instrument for changing society

- (b) Education is an instrument for national development

- (c) Education is an instrument for producing leadership in society

- (d) The aim of education is to develop the potential of each citizen to the full for the sake of national development and for selfless service to humanity

25. One important reason for under investment in the education of girls is that where as the parent ~~must~~ bear a large share of the _____ costs of such education, many of the benefits are _____ and do not accrue to the parent as an individual. This reason provides strong grounds for reducing the _____ costs of girls' education.

26. Two of the major challenges facing Zambia in promoting sustainable human development are

- (a) _____

(b) _____

END OF EXAMINATION

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THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

ED 210

TIME: THREE HOURS

INSTRUCTIONS:

READ THE FOLLOWING INSTRUCTIONS CAREFULLY:

- a. Answer all multiple choice questions in Section A by ticking what you consider to be the correct answer.
 - b. In Sections B, C and D select and answer only one question in each of the Sections. Note that the answers should be in separate booklets.
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1. Below are some areas of study in education and psychology. Which of the area is representative of psychology?
 - (a) Problem-solving strategies
 - (b) Sequencing curriculum content
 - (c) Classroom management
 - (d) Socialisation
2. Erik Erikson has defined the identity crisis as a psychological phase of adolescence. In the following list check the adolescent behaviour that might represent the search for the self.
 - (a) Bwalya is working at the dining hall to earn more money
 - (b) Hantuba is seriously questioning her 'born again' beliefs
 - (c) Kapiji is concerned about her hair
 - (d) Sitali is going fishing
3. According to Erik Erikson, people who fail to achieve intimacy are likely to live lives of isolation characterised by
 - (a) Hard work and industry
 - (b) Generativity
 - (c) Withdrawal and involvement in shallow relationship
 - (d) Mistrust and guilty

4. Mary has been trying to break off her relationship with Kolose. Each time he comes to visit her, she insults him. Kolose now begins to avoid her. Mary is using which of the following?
- (a) Positive reinforcement
 - (b) Punishment by application
 - (c) Negative reinforcement
 - (d) Extinction
5. Little Jojo upon seeing an orange for the first time tries to bounce it. According to Piaget, Jojo is exhibiting
- (a) Accommodation
 - (b) Assimilation
 - (c) Equilibrium
 - (d) The 'bouncy orange' phenomenon
6. Which of the following behaviours is most likely to have occurred as a result of modelling
- (a) Choza, a five-year old, hold up his hands to traffic crossing the street
 - (b) Mwansa, a ten year-old rushes through his maths exercise so that he can finish early to go and play
 - (c) Mutinta goes early to school to avoid being punished
 - (d) Sitali wants to pass his exams, so he is reading throughout the night
7. The phrase in information processing that involves classification of incoming information is called the _____ phrase.
- (a) trace
 - (b) encoding
 - (c) storage
 - (d) retrieved
8. Just before the exam, Mr. Mulenga overheard the following comment "Those tricky questions of his will get you everytime." This statement reflects
- (a) Intrinsic motivation
 - (b) Extrinsic motivation
 - (c) Internal locus of control
 - (d) An external locus of control

9. Intelligence Quotient refers to
- (a) Problems a child is capable of solving that are equivalent to a particular age group
 - (b) The capacity to acquire and apply knowledge
 - (c) The ratio of tested mental age to chronological age
 - (d) All of the above
10. Central to Chomsky's position regarding language acquisition (or development) is the notion that human beings
- (a) Depend largely on the environment
 - (b) Possess an inborn language generating mechanism
 - (c) Acquire language through imitation
 - (d) None of the above
11. Which of the following is not a characteristic of the short term store
- (a) Conscious
 - (b) Under voluntary control
 - (c) Governs flow of information
 - (d) No decay under sixty seconds
12. The difference between a mentally handicapped child and a mentally ill child is that:
- (a) A mentally ill child can be cured
 - (b) A mentally handicapped child can be cured
 - (c) A mentally ill child cannot be cured
 - (d) There is no difference between a mentally handicapped child and a mentally ill child
13. When a handicapped child is included in the class for the so-called normal children, he/she is known to be:
- (a) Segregated
 - (b) Isolated
 - (c) Marginalised
 - (d) Integrated
14. Education for the handicapped did not become part of the responsibility of the Ministry of Education until
- (a) 1905
 - (b) 1929
 - (c) 1971
 - (d) 1990

15. A condition where a child develops profound hearing after acquiring a language and is able to speak but unable to hear could technically be called
- (a) Deafened
 - (b) Deaf
 - (c) Dumb
 - (d) Deaf and dumb
16. The Government policy which favours children with special education needs in their provision of facilities and amenities for educational purposes is referred to as:
- (a) Discrimination
 - (b) Negative discrimination
 - (c) Positive discrimination
 - (d) Integration
17. The term "Special Education Needs" has been widely adopted to describe handicapped children of various disabilities specifically to avoid:
- (a) Labelling
 - (b) Misunderstanding
 - (c) Punishing handicapped children
 - (d) Marginalization of handicapped children
18. When one's finger is cut, this is technically referred to as:
- (a) Handicap
 - (b) Disability
 - (c) Both a and b
 - (d) Impairment
19. In special education, the argument that refers to basic human rights as is widely recognised, and enshrined in many documents that all children have right to education regardless of disability or learning difficult is as:
- (a) Political argument
 - (b) Moral argument
 - (c) Social argument
 - (d) Economic argument
20. To facilitate the goals of unified, comprehensive, regular education system, all students need to become an integral, natural part of regular education. This can be enhanced by:
- (a) Promoting disunity in the school
 - (b) Promoting tough disciplinary measures in the school
 - (c) Promoting hatred in the school
 - (d) Promoting respect for individual differences of children and teachers

21. A physical handicap is:
- (a) A condition in which an individual's physical, intellectual and adaptive skills/abilities are slowed down
 - (b) A condition in which an individual's ability to hear has gone down very much
 - (c) A condition in which an individual's bodily abilities are affected due to cerebral palsy, spinal bifida, polio, etc, which result in difficult mobility and physical vitality
 - (d) A condition in which an individual fails to learn up to his/her intellectual potential in school
22. One of the problems of the Sociology of Education is that:
- (a) There are not many studies done in it
 - (b) It is a mixture of both Sociology and Anthropology
 - (c) It fails to help us understand the structure of the school system
 - (d) It does not have its own theories
23. Which of the following characteristics of a profession is lacking in Nursing in Zambia?
- (a) Code of conduct
 - (b) Common identity
 - (c) Control of entry
 - (d) Public recognition
24. Which one of the following theories does not have the problem of the "black box of education"?
- (a) The Conflict Theory
 - (b) The New Sociology of Education
 - (c) The Structural Functionalist Theory
 - (d) None of these
25. Selectivity index (SI) is used to:
- (a) Explain the structure of a social group
 - (b) Explain the relationship between education and economic development
 - (c) Establish the manner in which teachers and students relate to each other
 - (d) The extent to which various social groups have access to various facilities in the society

26. With which theory is the concept of "self fulfilling prophecy" associated?
- (a) Social Stratification Theory
 - (b) Social Exchange Theory
 - (c) Labelling Theory
 - (d) Human Capital Theory
27. Sociology of Education explains:
- (a) The relationship between the school and the community
 - (b) Different educational systems
 - (c) Students' responses to stimuli
 - (d) a and b
28. Which of the following classical sociologists is associated with the introduction of Sociology of Education?
- (a) Herbert Spencer
 - (b) Auguste Comte
 - (c) Max Weber
 - (d) Emile Durkheim
29. A teacher's social position in relation to that of a nurse in the community is known as:
- (a) Achieved status
 - (b) Functional status
 - (c) Ascribed status
 - (d) Social status
30. Taziona is a peasant farmer's daughter. If she struggled to obtain her first degree, how would you describe her status in society?
- (a) Horizontal status
 - (b) Achieved status
 - (c) Ascribed status
 - (d) Social status
31. Inter-role conflict occurs when:
- (a) The role-player is incompetent in playing his/her role and tries to leave it
 - (b) The role is strange to the culture of the society in which it is being played
 - (c) The role-player's perception of his/her role differs from the way in which others playing the same role define it
 - (d) The same person plays two different roles which are incompatible

32. Which of the following could be said to have an ascribed role?
- (a) A student nurse
 - (b) A female student
 - (c) A secondary school teacher
 - (d) A parent
33. Which of the following is an agency of illegitimate socialization?
- (a) Lusaka School of Nursing
 - (b) Television Zambia
 - (c) Lusaka Central Prison
 - (d) Roma Girls' Secondary school
34. Which of the following is a primary relationship?
- (a) Relationship among University students
 - (b) Relationship between the headmaster and the office orderly in the same school
 - (c) Relationship between a sister-in-charge and a matron who usually engage in gossip
 - (d) The relation between two student nurses from two nursing schools
35. The teacher's social position within the community is called:
- (a) Functional status
 - (b) Scaler status
 - (c) Organizational status
 - (d) Social status
36. When one is able to express oneself frankly and fearlessly, and is able to use initiative in solving the problems, we may say that one has the norm of:
- (a) Universalism
 - (b) Achievement
 - (c) Particularism
 - (d) Independence
37. The is one who makes his/her own choice but is not himself/herself chosen by anyone else.
- (a) Isolate
 - (b) Neglectee
 - (c) Rejectee
 - (d) Star

38. Which of the following constitutes the function of education in the transmission of culture:
- (a) Teaching reading, writing and arithmetic
 - (b) Giving instruction in religious education
 - (c) Conducting laboratory experiments to find new drugs for certain ailments
 - (d) a and b only
39. Which of the following best describes socialization:
- (a) The process of learning how to get along with other people
 - (b) The process of transmitting the culture of a society to new members of the society
 - (c) The process of learning new skills to serve society
 - (d) The process of moving from one social status to another
40. Which of the following is a feature of education under a contest mobility system:
- (a) Large enrolments of pupils in secondary schools
 - (b) Greater emphasis of on the cultural than on the practical aspects of education
 - (c) Less emphasis on schools for academically gifted children
 - (d) None of the above

Section B - Educational Psychology

Instructions:

Please answer only one question in this Section in a separate booklet. This Section is worth 10%.

1. What are advance organisers?
2. Discuss the importance of the Humanistic approach to Education.
3. Discuss the relevancy of Piaget's theory to Education taking into account the stages of cognitive development.

Section C - Sociology of Education

Answer one question in a separate booklet. This Section is worth 10%.

1. Formulate a question on a topic of your interest in Sociology of Education and answer it. ENSURE that your answer is supported by the literature covered in the course.
2. It has been argued in some quarters that teachers and nurses are not professionals. Write an essay on EITHER teaching OR nursing to refute or support this view.
3. Do changes in education create changes in society or do changes in society create changes in education? Give practical examples to support your answer and cite relevant authors where applicable.
4. Should disabled children be educated together with the able-bodied children. What could^{be} the advantages and disadvantages of this?

Section D

Select and answer one question only in a separate booklet.

- I. What are measures of central tendency? Discuss their pros and cons.
- II. Describe four uses of measurement data as expounded by Airasian and Medaus (1972).
- III. What characteristics are required for a test to be called a good test.

END OF EXAMINATION

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ED313

ZAMBIAN LANGUAGES TEACHING METHODS I

TIME: THREE HOURS

INSTRUCTIONS: ANSWER TWO QUESTIONS FROM EACH SECTION. ALL
THE QUESTIONS CARRY EQUAL MARKS

SECTION A

1. (a) Name the method which was used in teaching Latin in the 15th Century.
- (b) Discuss the extent to which this method has influenced the design of teaching materials and classroom techniques in the teaching of African languages.
- (c) What are the disadvantages of using this method in L1 teaching?
2. (a) Discuss the views for and against the teaching of oracy to mother-tongue learners.
- (b) Discuss teaching strategies which can motivate and encourage pupils to read their class readers and library books in an extensive reading programme.
3. Briefly discuss and illustrate the difference between:
 - (a) thematic and single text approaches.
 - (b) oral and written literature
 - (c) verbal and visual interpretation of any piece of literature.
 - (d) essay and context literature questions
 - (e) pun and setting in a literary work.

4. (a) Briefly explain and illustrate linguistic and cultural distance in translation.
- (b) Discuss and substantiate the following statement:

Although interlingual translation has been accepted by all as a practical necessity, the task and its results have been questioned by many a scholar.

SECTION B

5. Explain and illustrate how you would teach long vowels which are a result of fusion or coalescence to a Grade 8 class both deductively and inductively.
6. Construct an eighty-minute composition lesson plan in which you wish to teach the skill of suggesting the atmosphere, or order of details, in descriptive writing to a Grade 10 class. State all the activities and exercises you will use at every stage of the lesson.
7. Given the objective that by the end of the lesson PSBAT identify and understand that character, theme and plot are interrelated, write a forty-minute lesson plan based on any work of literature which your Grade 11 class has been studying.
8. (a) Define a teacher's record of work and state its significance.
- (b) Assuming that you have been teaching grammar, summary, composition, translation, oral work and reading comprehension in a Grade 9 Bemba, Lozi, Luvale, Nyanja or Tonga class every week for the past four weeks, write your record of work.

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ED 320

LEARNING PROCESSES

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. ANSWER THREE (3) QUESTIONS ONLY. ONE FROM EACH SECTION.
 2. CREDIT WILL BE GIVEN FOR ORDERLY PRESENTATION OF MATERIAL.
-

SECTION A

ANSWER ONE QUESTION ONLY IN A SEPARATE ANSWER BOOKLET

1. "Schools are mirrors of society". Discuss this assertion in light of the Zambian secondary schools and their communities. Include in your discussion what you think should be the ideal relationship between the two, and how this could be enhanced.
2. What is socialization? Identify and discuss the various agents of socialization in schools. How are these supplemented by other agents outside school?
3. Critically discuss the propositions raised in the structural functionalist theory of Education.
4. Discuss the view that professions are like communities. Discuss this in relation to any one established profession in Zambia. Does teaching in Zambia qualify as a community?

SECTION B

ANSWER ONE OF THE FOLLOWING QUESTIONS. REAL LIFE ILLUSTRATIONS WILL ATTRACT GOOD MARKS.

1. Since 1971, Zambia has been offering educational services to children with special educational needs. When you walk the streets of Zambian towns, you see hordes of blind beggars stretching their hands asking for assistance. What, in your opinion, has gone wrong? What can be done to alleviate the situation.
2. Children with special needs are best educated in integrated schools. What could be the pros and cons of this arrangement?
3. Gifted and talented children are often ignored in education. Who are these children? How can they be identified and assessed? Once identified and assessed, how can they be helped?

SECTION C

ANSWER ONLY ONE QUESTION

1. "Gagne argues that the identification of varieties of learning in terms of conditions that produce them has obvious implications for education and educational practice". Discuss these conditions of learning according to Gagne and their implications for learning.
2. Briefly discuss four of the following terms:
 - (a) Interference theory
 - (b) Discrimination
 - (c) Accommodation
 - (d) Motivation
 - (e) Maslow's hierarchy of needs
 - (f) Locus of control
3. Describe characteristics of a good test.
4. What are the advantages and disadvantages of each of the following statistics:
 - (a) Mean
 - (b) Median and Mode
 - (c) Range and standard deviation

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

ED 322

HISTORY TEACHING METHODS

TIME: TWO AND HALF HOURS

INSTRUCTIONS:

Answer Question No. 1 and any TWO of the remaining four Questions. All questions carry equal marks.

1. Using the primary source document provided, prepare a Lesson Plan for Grade 10 on 'African Grievances' during the colonial period.
 2. Why are 'Schemes of Work' and 'Records of Work' important in the teaching and learning process?
 3. Discuss the concept of teaching and its various components. Briefly, indicate the difference between teaching and indoctrination.
 4. With examples discuss the value of resource-based activities in the teaching of history.
 5. What is a concept? Explain the functions of concepts in the teaching/learning process and show how you would teach one of the following concepts to a Grade 11 class.
 - a) Democracy
 - b) Economic Liberalization
 - c) Industrialization
-

END OF EXAMINATION

SPEECH BY MAINZA CHONA

There is the land dispute within the British South Africa Company; the small number of people who are sent to universities; the removal of the Gwembe people from their homes; the snatching of administrative powers from Paramount Chief Chitimukulu who once courageously refused to meet Welensky - that bitterest enemy of Africa; the high rents for the awful houses in poor and neglected African compounds; the apartheid of establishing African compounds (specially for Africans as Africans) miles away from the town centre; lower Africans' voting rights in municipal elections; Africans' rights for managerial posts and/or training Africans for managerial posts like their fellow Africans in other parts of Africa; Africans' rights to possess freehold land in town as non-Africans; converting Native Trust Lands into native reserves; reducing or even abolishing what are called 'Crown Lands'; abolishing the requirement of carrying identity certificates; making beating by the police or kapasus illegal; compulsory and free education for Africans and not for Europeans alone as at present; etc. etc. etc.

Dr. Banda and Kenneth Kaunda are brave men and had brave followers. They deserve our full honour. Even if we did not agree with them, we must remember and glorify them always ...

We want someone of the nature of Mr. Kaunda - strong, fearless and selfless. The name of Nkumbula should be forgotten - except for his past service ... We want to begin work soon. 1960 is approaching.

SOURCE: David C. Mulford: The Politics of Independence.
1957 - 1964. Page 127.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995
ED323 AND ED329
ENGLISH TEACHING METHODS

TIME: THREE HOURS

ANSWER: THREE QUESTIONS: ONE FROM SECTION A AND TWO FROM SECTION B.

ALL QUESTIONS CARRY EQUAL MARKS. ENSURE THAT YOU ANSWER ALL PARTS OF YOUR CHOSEN QUESTION.

NOTE: ED329 CANDIDATES SHOULD WRITE 'PAPER 1' ON THEIR ANSWER BOOK.

SECTION A

CHOOSE ONE QUESTION FROM THIS SECTION.

1. Define and explain the significance of any three of the following concepts in English Language Teaching:
 - (a) Content words versus function words in summary
 - (b) Aim versus objective in lesson planning
 - (c) Use versus usage (according to Widdowson H.G.)
 - (d) Intensive reading versus extensive reading
2. The oral/aural communicative competence course in Zambian Secondary Schools moves the learner through two stages, namely the Skill-getting stage and the Skill-using stage. Describe the two stages, explaining what is involved at each stage bringing out the contribution that the two stages make towards the ultimate goal of autonomous interaction.
3. The current Literature in English examination at Grade 12 level is based on the Single Text Approach to Literature Teaching. Explain how this approach operates bringing out its merits and demerits.

SECTION B

CHOOSE TWO QUESTIONS FROM THIS SECTION.

4. Construct a LESSON PLAN for a 40 minute Grade 8 lesson in structure, outlining both pupil and teacher activities and showing the actual materials to be used in the lesson. The lesson is based on the following objective:

By the end of the lesson PSBAT use 'unless' in conditional sentences.

e.g. I will come tomorrow unless I hear from you.

5. One of your Grade 8 pupils has written the following composition titled 'MY FAMILY'. Identify the writing difficulties he/she has as revealed by the composition. Also outline the procedures you would employ to improve his composition writing skills.

MY FAMILY

I am very happy to wrote about my family. My family is big and I borne in 1983 and I haven't any sister only 1 young brother his name thomas but we calls him tom to make short. So my Mother and my Father liked us childrens because we where borne two only. I haven't got match things to talk.

6. Read the following passage very carefully and do the tasks based on it below.

PASSAGE

Rubber and plastic are completely waterproof. This means that they keep out rain. However, as these materials do not allow perspiration to escape, air holes should be provided in a waterproof garment or it will become uncomfortable to wear. These fabrics are also used outdoors for waterproof

sheeting, buoyancy aids such as water-wings, life jackets and many other items concerned with the sea or weather.

Of the more conventional fabrics used for the home and for clothing, nylon is one of the least absorbent. A close weave will help to keep out water. A water repellent finish can also be applied. It is particularly necessary with cotton, silk and wool to prevent the fibres from absorbing water.

TASKS

- (a) Construct a prose summary question based on the above passage suitable for a Grade 10 class with a word limit.
 - (b) Provide a model note-summary answer to the above question in (a) as you would expect from your pupils.
 - (c) Write a prose summary model answer you would expect from your pupils.
 - (d) Briefly outline the procedure you would use to teach summary to your Grade 10 class based on the above passage and tasks.
7. Construct a lesson plan for a 40 minute Grade 9 oral/aural lesson clearly stating both pupil and teacher activities and showing the materials you would use in the lesson.

The objective of the lesson is:

By the end of the lesson PSBAT express pleasure and liking.

END OF EXAMINATION

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ED 325

GEOGRAPHY TEACHING METHODS

TIME: THREE HOURS

INSTRUCTIONS: **ANSWER THREE QUESTIONS ONE OF WHICH MUST BE QUESTION ONE (1). CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES AND ILLUSTRATIONS**

1. Imagine that, as a geography teacher, you have been commissioned by the Ministry of Home Affairs to train their police recruits at Lilayi on the subject of 'Crime in Lusaka'.
 - (a) What chief elements or concepts on that subject would qualify to be called geographical?
Justify your answer. (4 marks)
 - (b) Using examples drawn from your answer to question 1 (a) above, outline some of the issues related to the position of geography in the structure of knowledge.
(6 marks)
2. Using examples, write brief notes to bring out differences between the following underlined terms:-
 - (a) geography concepts (5 marks)
 - (b) geography skills (5 marks)
 - (c) geography principles (5 marks)
3. Compare the 'demonstration teaching method' with the 'fieldwork teaching method' in geography. (15 marks)

/2.....

4. (a) Describe the various modes and techniques of examining in geography lessons. (5 marks)
- (b) Outline the characteristics of the multiple-choice, short word answer and essay type of questions. (10 marks)
5. (a) State Six reasons why lesson plans may not frequently be used by serving teachers in the field. (6 marks)
- (b) In your own view, what Six factors would justify the continued use of lesson plans by serving teachers in the field? (9 marks)
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

ED 340 AND ED 390

BIOLOGY AND CHEMISTRY TEACHING METHODS

TIME: THREE HOURS

INFORMATION:

1. There are seven (7) 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. What is a Lesson Plan? [1]
- B. Why is it important for a science teacher to prepare a Lesson Plan before she/he presents the lesson? [1]
- C. List and briefly describe 5 major components which a good science Lesson Plan should have. [5]
- D. You would like to teach 'Exothermic and Endothermic reactions' in chemistry or "The necessity of chlorophyll for photosynthesis" in Biology to a Grade 10 class for 40 minutes. Prepare a pupil-centred Lesson Plan you will use for the lesson. [12]
- E. Why are teacher-centred science lessons discouraged? [1]

2.
 - A. State three differences between aims and instructional objectives. [3]
 - B. List and describe briefly three components of an instructional objective. [6]
 - C. Write briefly on each of the following:
 - i. Cognitive domain
 - ii. Psychomotor domain
 - iii. Affective domain [6]
 - D. Write two complete instructional objectives in the cognitive domain at each of the following levels: Analysis and Evaluation. [2]
 - E. Describe three ways in which instructional objectives are useful in science teaching. [3]
3. There are a number of teaching strategies available for a biology or a chemistry teacher.
 - A. Name four strategies which a biology or a chemistry teacher can use to teach his or her subject. [2]
 - B. For each strategy which you have named in (a) above,
 - i. Describe briefly what it is [4]
 - ii. State two strengths and one weakness it has [12]
 - C. State four factors which a science teacher must consider when selecting a teaching strategy to use for a particular lesson. [2]
4.
 - A. What is a syllabus? [2]
 - B. What functions does a biology or a chemistry syllabus serve? [4]
 - C. List and explain briefly five components which a school certificate biology or chemistry syllabus contains. [5]
 - D. State three things which a school certificate biology or chemistry syllabus does not prescribe. [3]
 - E. State one disadvantage of having a syllabus. [1]
 - F. Discuss five problems faced by science teachers in Zambia in trying to implement syllabuses prepared outside the country. [5]

5. A. List five functions of audio-visual aids in the teaching and learning of science. [5]
- B. Give two advantages and two disadvantages of each of the following Audio-Visual aids
- i. overhead projector
 - ii. charts
 - iii. motion picture films [12]
- C. Describe three ways in which a textbook can be used by a biology or chemistry teacher. [3]
6. A. What are the factors to be considered by a biology or a chemistry teacher when
- i. Planning a test
 - ii. Preparing a test [8]
- B. Explain briefly what is meant by
- i. a formative test and
 - ii. a summative test [4]
- C. Distinguish between reliability and validity. [4]
- D. Give two advantages and two disadvantages of each of the following:
- i. Essay type test items
 - ii. Multiple choice test items [4]
7. A. State four possible accidents in a science laboratory. [2]
- B. How could each of the possible accidents you have stated above be avoided? [4]
- C. List six safety rules which pupils should observe while working in a science laboratory. [6]
- D. Explain how a teacher should react in the following situations:
- i. a pupil gets an electric shock from an electrical circuit or equipment. [4]
 - ii. a pupil burns his skin with concentrated sulphuric acid. [4]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

ED 360

GEOGRAPHY TEACHING METHODS

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER THREE QUESTIONS ONE OF WHICH MUST BE QUESTION ONE (1).
CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES AND
ILLUSTRATIONS.

1. Use of topographical maps in teaching geography presents numerous problems to the learner.
 - (a) Enumerate the problems posed by use of topographical maps in teaching mapwork to pupils.
 - (b) How can these problems be overcome?
 - (c) Rationalize the use of topographical maps in teaching geography.
 - (d) Comment on the value of atlas maps in teaching geography.
2.
 - (a) Prepare a scheme of work under the title "Running water" over five weeks of a grade 11 class. Indicate week number, possible sources of information and likely teaching aids.
 - (b) Argue for the merits of thorough planning in geography teaching.
3.
 - (a) Comment on the usefulness and limitations of the regional approach to teaching geography.
 - (b) What is "new geography" and of what relevance is it to Zambia?
 - (c) Conceptual approach is supposed to overcome the problems of regional approach but, it is not widely adopted, why?

4. (a) If rapid population growth is Zambia's population problem, what needs to be done and by whom to overcome the problem?
 - (b) In which ways does rapid population growth impact negatively on socio-economic growth of a country?
 - (c) Prepare a lesson over 40 minutes on "measures to overcome the effects of rapid population growth".
 5. (a) Justify the use of fieldwork in teaching geography.
 - (b) Prepare a data collection sheet to be used by your students in the field to study "The problems of manufacturing industry and how to overcome them".
 - (c) What are the likely constraints to teaching geography through fieldwork in Zambia.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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ED 370

HISTORY TEACHING METHODS

TIME: THREE HOURS

INSTRUCTIONS:

Answer two questions from Section A and two from Section B. All questions carry equal marks.

Section A

Answer Question No. 1 and any one other question from this Section.

1. Using the primary source document provided, prepare a Lesson Plan for Grade 10 on 'African Grievances' during the colonial period.
2. Why are 'Schemes of Work' and 'Records of Work' important in the teaching and learning process?
3. Discuss the concept of teaching and its various components. Briefly, indicate the difference between teaching and indoctrination.
4. With examples discuss the value of resource-based activities in the teaching of history.
5. What is a concept? Explain the functions of concepts in the teaching/learning process and show how you would teach one of the following concepts to a Grade 11 class.
 - a) Democracy
 - b) Economic liberalization
 - c) Industrialization

Section B

Answer any two questions from this Section.

6. What do you understand by the term 'Physical Setting'? Explain the different ways by which this type of setting may promote or inhibit pupils' learning in Schools?
7. The success or failure of the teaching/learning process largely depends upon what the teacher does both before and during the teaching/learning interaction. Write an essay to justify this statement.
8. Briefly explain each of the following educational expressions to portray your understanding of them; as well as depict their significance to practicing teachers.
 - a) teaching as an achievement
 - b) un-intentional teaching
 - c) the hidden curriculum
9. The child has been referred to as the most important element in the teaching/learning process. To what extent do you agree with such a statement? How can a teacher's proper knowledge and care of his/her pupils help facilitate their learning?

END OF EXAMINATION

SPEECH BY MAINZA CHONA

There is the land dispute within the British South Africa Company; the small number of people who are sent to universities; the removal of the Gwembe people from their homes; the snatching of administrative powers from Paramount Chief Chitimukulu who once courageously refused to meet Welensky - that bitterest enemy of Africa; the high rents for the awful houses in poor and neglected African compounds; the apartheid of establishing African compounds (specially for Africans as Africans) miles away from the town centres; lower Africans' voting rights in municipal elections; Africans' rights for managerial posts and/or training Africans for managerial posts like their fellow Africans in other parts of Africa; Africans' rights to possess freehold land in town as non-Africans; converting Native Trust Lands into native reserves; reducing or even abolishing what are called 'Crown Lands'; abolishing the requirement of carrying identity certificates; making beating by the police or *kapasus* illegal; compulsory and free education for Africans and not for Europeans alone as at present; etc. etc. etc.

Dr. Banda and Kenneth Kaunda are brave men and had brave followers. They deserve our full honour. Even if we did not agree with them, we must remember and glorify them always ...

We want someone of the nature of Mr. Kaunda - strong, fearless and selfless. The name of Nkumbula should be forgotten - except for his past service ... We want to begin work soon. 1960 is approaching.

SOURCE: David C. Mulford: The Politics of Independence.
1957 - 1964. Page 127.

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ED 385

RELIGIOUS STUDIES METHODS

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS, TAKING ONE FROM EACH SECTION.

NOTE: SYLLABUSES MAY BE USED IN THIS EXAMINATION

SECTION A

Curriculum and Evaluation

1. (a) List in order the six levels of cognitive domain and the five levels of affective domain.
(b) Explain each of them clearly
(c) State how the Cognitive and Affective domains relate to one another.
2. Compare the advantage of 'objective-type' and 'essay-type' items from the point of view of each of the following:

Learning outcomes measured
Preparation of questions
Sampling of course content
Scoring
Control of pupil response
Influence on learning

SECTION B

Methods and Techniques

3. (a) Explain clearly each of the following techniques:
Roleplay Free acting Scripted drama
(b) Explain the differences between them giving brief outlines of three lesson plans, one relevant to each technique.

4. (a) Select three (3) of the following techniques:

Public interview	Brainstorming	Devil's advocate
Value continuum	Value ranking	Buzz (desk)
		groups

Explain clearly what the technique is designed to achieve.

- (b) Select appropriate objectives from syllabuses 2044 or 2046 for which the technique is suitable and explain briefly how the technique would be used to achieve the objective.

SECTION C

Religious and Moral Education

5. (a) Tabulate five major differences between the aim of Evangelisation (faith formation) in churches and the aim of Religious Education in Schools.
- (b) Comment on each of the elements in your tabulation to explain the differences clearly.
- (c) Give reasons to show why Evangelical approach is appropriate for Sunday/Sabbath School lessons, but not for religious education in Schools.
6. (a) Explain briefly each of the stages of the development of intelligence in children as proposed by Piaget.
- (b) Show how Goldman's stages of religious thinking are related to Piaget's stages of Development.

SECTION D

Themes and Approaches

7. (a) Explain clearly the differences between the Existential (Implicit religion) and the Dimensional approaches (Explicit religion) in religious education.
- (b) Show how both approaches are necessary giving examples from Zambia R.E. syllabuses.

8. (a) Define a value and outline the seven steps required to acquire a value.
- (b) Clearly explain each of the steps and assess the importance of value-clarification approach.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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ED 401

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

TIME: **THREE HOURS**

ANSWER ANY THREE QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS.

1. Examine the arguments for and against the view that teachers make the best educational administrators.
2. How would you apply Webber's type of organisation in Zambian schools?
3. Discuss some of the significant administrative problems facing the Zambian education system today.
4. Distinguish the principal policy-related issues that arise in the provision of education, and identify the major groups who are likely to affect the formulation of education policy in Zambia. Both parts of your answer should be supported, where possible, by relevant examples and illustrations.
5. What are the major components of:
 - (a) The classical management perspective and
 - (b) The human relations perspective? How would you apply these in the Zambian context?
6. Identify the potential advantages and limitations of educational decentralisation. Show how such decentralisation can support the democratisation of education.
7. Discuss the statement that human resources development is a key element in the emerging development of education systems.

8. Assume that you are responsible for primary teachers inservice education in Zambia (INSET). You have plans for a comprehensive training programme for the teachers, but you are hesitating because its introduction will lead to additional expenditures and each year you have more and more trouble in getting approval for even small budgetary increases.

What course of action would you take to ensure that your plans can be evaluated fairly and objectively and with good hope that the necessary budget will be approved?

END OF EXAMINATION

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ED 403

PHILOSOPHY OF EDUCATION

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS

1. (a) "The performance of logical acts of teaching is appraised on logical grounds." On what grounds are strategic acts of teaching evaluated?

OR

- (b) Discuss the types of knowledge and skills required in strategic acts of teaching and in logical acts of teaching.

2. (a) Describe three conditions of knowledge and discuss their importance in the process of knowing.

OR

- (b) "It is impossible to know something that is not the case." Discuss.

3. (a) Discuss the implications of propositional knowledge 'that' and performative knowledge 'how' on the development of a theory of education.

OR

- (b) What do you understand by truth functional learning? In what ways, if any is truth functional learning similar to propositional knowing?

4. (a) Establish the relationship between instruction and rationality.

OR

- (b) "The different purposes involved in instructing and indoctrinating can be clearly seen in the different ways each is to be judged." Critically comment on the meaning of this statement.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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ED 406

HISTORY OF EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS

1. Critically examine the educational ideas of EITHER Plato OR Aristole and show how useful they are today.
 2. Compare and constrast the main features of ancient Greek education and traditional African education.
 3. What impact did urbanization and industrialization have on British education between 1750 and 1850?
 4. African children in pre-colonial Africa "learnt what they lived." Examine this statement in the light of what you know about indigenous African education.
 5. Why have missionary teachers and missionary education been dismissed as "agents of colonialism"?
 6. Critically examine the impact of colonial education on the colonial Zambian society.
 7. Analyse why Zambia's educational reforms of the 1970's failed.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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ED 408

AN INTRODUCTION TO EDUCATIONAL RESEARCH

TIME: THREE (3) HOURS

INSTRUCTIONS:

- (i) ANSWER FOUR (4) QUESTIONS ONLY
 - (ii) ALL QUESTIONS CARRY EQUAL MARKS
 - (iii) CREDIT WILL BE GIVEN FOR THE ORDERLY PRESENTATION OF MATERIAL.
-

1. Briefly define the following concepts as used in Educational Research:-
 - a - Problem Statement
 - b - Null and Alternative Hypothesis
 - c - Generalizability
 - d - Research Ethics
 2. Educational Research can be regarded as the interplay of theory, methods and research. Discuss this assertion.
 3. Observation is the most basic and most direct method of securing behavioural data which exist. What are the problems of observation as a method of data collection? How can these problems be alleviated?
 4. What kind of research can you carry out to show the impact of the policies of the Missionary Societies on our education system today? Indicate the type of sources of data you would use, the problems associated with this kind of research and explain how you would evaluate the validity of the data.
 5. Describe how you would use content analysis to examine qualitative data.
 6. What is educational ethnographic research? How does it differ from social anthropological ethnographic research paradigm?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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ED 413

ZAMBIAN LANGUAGES TEACHING METHODS II

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER TWO QUESTIONS FROM EACH SECTION. ALL THE QUESTIONS
CARRY EQUAL MARKS.

SECTION A

1. It is said that analysis of a literary work involves considering its components.
 - (a) Mention and define at least five components which are analyzed.
 - (b) What is this process of looking at individual components of a literary work called?
 - (c) What is the major disadvantage of doing this?
 - (d) Briefly describe how you would teach four of these components.
2.
 - (a) State the compromise solution which the educationists and other language policy makers arrive at when they are faced with the problem of dialect variation.
 - (b) Outline the major factors which they consider before arriving at this decision.
3.
 - (a) What is the difference between automatic and conscious learning of the grammar of a mother tongue?
 - (b) Discuss and illustrate the merits and demerits of each theory.
4. Critically discuss and illustrate the way structural linguists and ideas stemming from literary criticism have influenced the practice and methodology of translation.

SECTION E

5. Write a short paragraph of five or six sentences for your Grade 12 intensive reading lesson in any Zambian language and
 - (a) prepare pre-reading as well as post-reading activities.
 - (b) construct:
 - (i) two multiple-choice questions which test pupils' understanding of structural meaning.
 - (ii) two WH-questions as follows:
 - one testing reasoning skills
 - one testing evaluation skills
 - (iii) one multiple-choice question which tests the pupils' understanding of the identification of the head in a subject structure.
 - (c) prepare a follow-up activity.
6. The integrated approach to language teaching offers solutions to problems which arise from using difficult texts in teaching translation.
 - (a) What are the implications of this statement?
 - (b) Design an eighty-minute lesson plan in which you intend to demonstrate the application of the principles implied in the above statement. Indicate all the materials, exercises and activities you are going to use in this lesson.
7. Given the objective that by the end of the lesson PSBAT distinguish between subjective and objective personal pronouns in Bemba, Lozi, Nyanja or Tonga, write a forty-minute lesson plan for a Grade 9 class.

8. The Chief Examiner of a particular Zambian language you teach has asked you to prepare the following question items to be included in the Grade 12 final examination.
- (a) A situational prose summary question.
 - (b) Two questions on setting in a stanza of the poem pupils are expected to analyze.
 - (c) One essay literature question on the essential significance of the subject matter of the story pupils have read in any literary work.
 - (d) Two questions on each of the following topics:
 - i) demonstratives
 - ii) objective relative pronouns
 - iii) adverbs of manner
 - iv) deajectival nouns

Remember to write clear instructions or rubric.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

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ED 422

HISTORY TEACHING METHODS II

TIME: TWO AND HALF HOURS

MARKS: 100

INSTRUCTIONS:

Answer any THREE of the five questions given in this paper.
Write the answer to each question in a separate answer book.
ALL questions carry equal marks.

1. Outline the stages that are involved in the execution of a School historical project. What advantages and disadvantages are associated with project-based teaching and learning?
 2. Despite being associated with several limitations flat pictures still serve important functions and are of great value in history teaching and learning in Zambian Secondary Schools. Highlight the functions, value and limitations that are being referred to in the above statement.
 3. Explain the nature and value of any THREE of the five marking approaches listed below:
 - (a) Analytical marking
 - (b) Impression marking
 - (c) Multiple marking
 - (d) Positive and Negative marking
 - (e) Criteria related marking
 4. Discuss the steps that are involved in the construction of an essay test. What are the advantages and disadvantages of a test of this nature?
 5. Using Bloom's taxonomy of educational objectives theory, formulate at least six educational questions at different cognitive levels. Do you think Bloom's so-called taxonomy of educational objectives should be encouraged or discouraged among teachers in Zambian Secondary Schools? Support your stand with clear examples.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
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ED 423

ENGLISH METHODS II

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER THREE QUESTIONS, ONE FROM EACH SECTION. IF A QUESTION CHOSEN HAS TWO OR MORE PARTS, MAKE SURE YOU ANSWER ALL THE PARTS OF THAT QUESTION.

SECTION A

1. "In the institutionalized frameworks in which most teaching takes place, we must accept the predetermined syllabus as a fact of life" (Hutchinson and Waters, 1987).
 - (a) Critically comment on this statement
 - (b) What factors should syllabus designers take into account when developing syllabuses?
 - (c) Choose two types of language syllabuses that you know. In each case, state the linguistic assumptions or theories that you think underlie it and discuss the merits and demerits of having such a syllabus in the Zambian context.
2. Discuss critically whether the emphasis in teaching English in Zambia today should be on
 - (a) general communicative effectiveness (i.e. fluency)OR
 - (b) the production of well-formed sentences (i.e. accuracy).

In what respects do (a) and (b) overlap and in what respects are they distinct.

SECTION B

3. (a) What do you understand by the term 'reading comprehension'?
- (b) What factors may make a reading text difficult for a second or foreign language reader?
- (c) Briefly explain how you would use a 'cloze test' as a measure of readability in your class.
4. (a) Describe the various stages of the summary component of the English Syllabus from Grade 8 to Grade 12.
- (b) Demonstrate how you would utilize the following passage in teaching a summary lesson in Grade 12. (You need not produce lesson notes).

TEXT

The Difficulties of being Educated

When I returned home I found that the village was in uproar because my uncle's wife had run away from him back to her father, and no one had succeeded in persuading her to return. I soon discovered that everyone expected me to bring her back because I had been to school and passed several examinations. When the village assembly met, I had prepared my speech.

'Listen carefully, gentlemen,' I said. 'I have just been sitting an examination. Have you any idea what preparing, and sitting for an examination means? Gentlemen, try and imagine something worse, far worse, than working in the fields with a panga from dawn to dusk.'

I paused for a moment before going on, pleased with the powerful impression this comparison had produced on my audience.

'After this exhausting work I have come back among you for a rest. But the first thing you do is to demand that I should go off on another journey on behalf of my uncle and the honour of the tribe. Now, I am not refusing your request, but there is one thing I do not understand. Why me, rather than anyone else? Why should I be able to persuade this woman's people to return her to us when many others, older than myself have failed. What power have I got that no one else has?'

I thought I had succeeded when many of the tribe murmured with disappointment. But Bikololo, one of the elders of the village, and a man well skilled in words, got up to reply.

'My boy,' Bikololo said. 'Don't you really understand?' He then proceeded to tell a long story about a man who, unknown to himself spoke with the voice of thunder. One day this man was sent on a mission similar to the one which faced me now, and he was greatly astonished when everyone listened to him and he was successful. 'My son,' he concluded. 'You speak with the voice of thunder and you have never suspected your own powers. Shall I tell you what your special thunder is? - Your certificates, your learning, your knowledge of the white man's secrets. These simple up-country people will believe that you have only to write a letter in English or speak English to the nearest District Officer, to have anyone you like imprisoned, or get any personal favour you want. With this power you will soon get this woman back for us.'

He sat down and it was obvious from the way his speech was greeted that I lost and would have to undertake the mission and look for my uncle's runaway wife.

(modified from Mission to Kala by Mongo Beti)

- (c) Comment on the suitability of this text for other types of lesson.

SECTION C

5. (a) Discuss the major approaches to the teaching of composition in second language classrooms.
- (b) Using a topic of your choice, prepare lesson notes to show how you would apply one of the approaches.
6. (a) What do you understand by the 'Text-based Integrated Skills Approach' to language teaching?
- (b) Using the text below, draw a week's scheme of work based on the above approach for a Grade 11 class.
- (c) Explain why you have sequenced the lesson types included in your scheme in such a manner.

TEXT:

Why Some Countries are Poor

Nowadays more and more people are coming to accept that the most dangerous division in the world is not between Communist and Capitalist countries but between wealthy and poor countries. In this passage an outstanding British economist outlines the reasons for this inequality.

How are we to define the 'poor' nations? The phrase 'underdeveloped' is not very satisfactory for it groups together very different types of under--development. India and Pakistan, for instance, are heirs of a great and ancient civilisation and have many of the other attributes--in art, literature, and administration--of developed areas, even though they are also very poor. Other areas--one thinks of the Congo--are developed in virtually no sense at all. I think, therefore, that perhaps the most satisfactory method of defining poverty at this stage is to discuss the question simply in terms of per-capita income--the average income available to citizens in the various countries. If you fix the level of wealth of 'wealthy' communities at a per-capita income of about £170 a year, then eighty per cent of mankind lives below it. It is chiefly among the privileged nations living round the North Atlantic that we find levels of annual income above the £170 mark. Indeed in the United States and Canada it is three to four times above the minimum. Australia and New Zealand also belong to this group. In the Communist bloc, Czechoslovakia is moving up into it, and so is Russia. In fact it is a marginal question whether they should not now be included among the rich. But what is certain is that the mass of

mankind lives well below the income level of \$170 per head a year; and in some countries--one thinks particularly of India--per capita income may be as low as \$20. Yet between 400 and 500 million people live in India--something like two-fifths of the poor people in the uncommitted world. So the gap between rich and poor is tremendous.

What is the cause of this? Why is there this great blanket of poverty stretched across the face of the globe? Before we attempt an answer, we should, I think, remember that ours is the first century in which such a question can even be put. Poverty has been the universal lot of man until our own day. No one asked questions about a state of affairs which everyone took for granted. The idea that the majority could have access to a little modest affluence is wholly new; the break-through of whole communities totally unprecedented.

To return to our question: the contrast between the wealth of the West and the poverty of nearly everybody else does have some puzzling features. For centuries for milleniums, the East had been the region of known and admired wealth. It was to the Orient that men looked when they spoke of traditional forms of riches--gold and diamonds, precious ornaments, rare spices, extravagant brocades and silks. In fact, for over a thousand years, one of the great drivers of the Western economy was to open trade with the wealthier East. And one of the problems facing that trade--as far in the past as the days of imperial Rome--was the West's inability to provide very much in return. It is hard to sell bear rugs to merchants at Madras, especially during the monsoon. Nor is the contrast between the East's endowment and the relative poverty of the West simply a matter of history. Today, for instance, Indonesia seems obviously better endowed in a whole range of ways than are some European countries--one might perhaps pick Norway.

In spite of these puzzles, there are some underlying physical causes which explain why some countries have been left behind the world's present thrust towards greater wealth. Many of the tropical soils have been submitted to milleniums of leaching under the downpour of heavy rains and are precarious soils for agriculture. Nor is the climate of tropical regions precisely designed for work. When the temperature rises to ninety degrees and the humidity to ninety per cent, you do not feel like rushing out and solving one of the first problems of Euclid.

Wherever monsoon is the rain-bringing force, there is an underlying element of instability in farming. The concentration of rain in a few months creates expensive problems of control and storage. Rivers vary from raging torrents to dry beds.

And if the monsoons fail in India or South-East Asia, then there is quite simply no agriculture because there is no water.

Another fact making for poverty is that the great tropical belt stretching round the world has only limited resources of energy, no coal and not too much oil outside the Middle East, Venezuela and Indonesia. One must conclude, therefore, that certain original differences exist in the actual endowment of resources in the advancing Northern Hemisphere and the relatively stagnant South. None the less, I think the profound reason for the contrast of wealth and poverty lies in the fact that the various revolutions which have swept over the face of the Western world in the last hundred years exist at only a chaotic or embryonic stage among the poorer states.

The biological revolution of more rapid growth in population is on the way in these areas. But the other vast changes--an intellectual revolution of materialism, the political revolution of equality, and above all the scientific and technological revolution which comes from the application of savings and science to the whole business of daily life--are only beginning the process of transforming every idea and institution in the mergent lands. The revolution of modernisation has not yet driven these states into the contemporary world. The greatest drama of our time is that they will be swept onwards. But we are still uncertain over the form these revolutions will finally take. Everywhere they have started; nowhere are they yet complete; but the trend cannot be reversed. The modernising of the whole world is under way.

The world is, in fact, involved in a single revolutionary process of which our four dominant themes are all a part. In the wealthier lands, the first stage of the transformation has been completed in the emergence of the modern, wealthy, reasonably stable state. In the poorer lands the first stage only has opened. The contrast between world wealth and world poverty turns largely upon this lag in time.

Adapted from THE RICH NATIONS AND THE POOR NATIONS by Barbara Ward.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1996

ED 425

GEOGRAPHY TEACHING METHODS

TIME: 3 HOURS

INSTRUCTIONS

ANSWER THREE QUESTIONS ONE OF WHICH MUST BE QUESTION ONE (1).
CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES AND
ILLUSTRATIONS.

1. (a) What are models in geography?
(b) Give an account of the usefulness of use of models in teaching geography in Zambia.
(c) Why is it important to expose pupils to geographical features first hand?
2. You are a new teacher and the only graduate geography teacher in the school. You are given a Grade 12 class to teach at the beginning of the year and to prepare them for the public examinations.
(a) What can you do to ensure that the syllabus is fully covered?
(b) How can you prepare the class for the public examinations?
(c) As Head of geography department, what can you and your teachers and pupils do to overcome dearth of textbooks and other geography materials essential for teaching geography.
3. (a) How can discipline help you to teach well in geography?
(b) Show how "New Geography" may be useful to pupils in Secondary Schools in Zambia.
(c) How can you improve pupils' attitude towards geography.
4. How can the chalkboard be used to maximize learning and stimulate motivation and participation in a geography class?

5. Make a lesson plan to teach "Six figure Grid References" over 80 minutes. Ensure that pupils are actively involved and methods of teaching and content are clearly indicated and written. Time all the activities and indicate any teaching/learning aids you would use.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

ED 426

GEOGRAPHY TEACHING METHODS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS OF WHICH ONE
 MUST BE QUESTION ONE (1).
 CREDIT WILL BE GIVEN FOR USE OF RELEVANT
 EXAMPLES AND ILLUSTRATIONS

1. (a) Describe the main characteristics of the heritage
 of Western culture. (5 marks)

 (b) Evaluate the worth of Western development in the
 light of the 'enemy' concept of change. (10 marks)
 2. Compare the concept of geography syllabus with
 geography curriculum and, with specific illustrations,
 describe which is preferable between the underlined
 terms. (12½ marks)
 3. Give an account of the factors to be considered when
 teaching geography using the Fieldwork (trip) method.
 (12½ marks)
 4. You may soon join the Geography Teaching profession
 in Zambia. Give a detailed account of items that are
 likely to bring stress to you in your chosen career.
 (12½ marks)
 5. What characteristics must you ~~portray~~ or possess
 in your teaching career for you to qualify to be
 called an 'ideal' geography teacher? (12½ marks)
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY MID-YEAR EXAMINATIONS - JUNE 1995

ED 431

MATHEMATICS EDUCATION II

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT ANY FIVE (5) QUESTIONS BELOW.

MARKS POSSIBLE: 100. EACH QUESTION CARRIES 20 MARKS.

1. The analysis of the hidden curriculum may provide more insight to what goes on in the school than the study of a formal curriculum. Discuss.
2. "Recognising, understanding and challenging our personal theories of Mathematics Education holds the real key to effective and meaningful teaching of the subject." Discuss.
3. "The main aim of organising JETS (Junior Engineers Technicians and Scientists) Fairs is to develop in the youth a correct understanding of the scientific method."
 - (a) Explain your understanding of "the scientific method."
 - (b) Discuss the role mathematical projects can play in developing the scientific method.
4.
 - (a) Outline the different ways of assessing pupils' attainment in Mathematics.
 - (b) Explain why Criterion reference tests are not widely used in Zambia.

5. Answer this question only if during your school teaching practice or teaching in UNZASEC, you had a lesson based on one of the following: Practical work, Group discussion or an Investigation.

(a) Give a brief outline of what the objective was and what transpired during the lesson.

(b) Describe (i) the results of this lesson in particular
(ii) the wider implications of this lesson for pupil centred activities in Zambian schools.

6. (a) "Both slow learners and gifted children need careful, skillful and sympathetic teaching in Mathematics ...". (Berrill, 1982)

(i) Distinguish between the two kinds of pupils mentioned in the statement above.

(ii) Explain briefly why both slow learners and gifted children need careful, skillful and sympathetic teaching.

(b) "The selection of content (for mathematics programmes) for slow learners is probably best based on the principle of utility in non academic life." (Cooney, Davis and Henderson, 1975).

Do you agree or disagree with the suggestion contained in the quotation above? Justify your answer.

7. Some aspects of the history of Mathematics are useful in the classroom if:-

(i) the user sees significant purposes to be achieved by their introduction.

(ii) the user plans thoughtfully for their use to achieve some purpose.

Discuss the assertions above, illustrating with examples.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

ED 451

TIME: THREE HOURS

INSTRUCTIONS:

Traitez trois questions.

1. Définissez les trois types de motivation. Comment motiveriez-vous les élèves dans une classe de langue (français)?
2. Décrivez la démarche que vous suivriez pour enseigner la rédaction en classe de grade 11 ou 12.
3. Préparez un petit exercice qui aura comme objectif, de vérifier l'emploi de la le et les (niveau grade 8).
4. "Une langue doit être enseignée dans sa totalité c'est-à-dire dans son contexte socio-culturel." Quelle serait la conséquence pédagogique de cette assertion (la socio linguistique en classe de langue-français)?
5. "Les jeux contribuent à animer les classes de langue et à permettre aux élèves de s'impliquer davantage dans leur apprentissage en prenant plaisir à jouer avec les mots, les phrases et les textes qu'ils créeront individuellement et collectivement."

Proposez un jeu de vocabulaire en classe de grade 9.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

ED 485

RELIGIOUS STUDIES METHODS

TIME: THREE HOURS

ANSWER: ONE QUESTION FROM EACH SECTION

NOTE: SYLLABUSES 2044 AND 2046 MAY BE USED IN THIS EXAMINATION

SECTION ONE

1. a) Analyse the 'phenomenological' approach to Religious Education to identify its underlying value assumptions.
b) Evaluate its relevance to Religious Education.
2. Explain clearly the contribution which Religious Education should make to the overall 'humanising' concern of Education.

SECTION TWO

3. Explain clearly the relationship between self-knowledge and religious, moral and spiritual awareness, using the following concepts

self-identity	self-acceptance	self-illumination
self-ideal	self-adjustment	self-evaluation
4. a) Compare Paul Hirst's account of 'forms of knowledge' with Philip Phoenix's account of 'realms of meaning'.
b) Identify one factor of major significance to Religious Education and explain its significance.

SECTION THREE

5. a) Give a brief description Michael Grimmitt's overall approach to devising a Religious Education curriculum.
- b) Explain how a curriculum can be based on topics which must
- i) be appropriate for adolescents
 - ii) provide opportunities for learning about religions
 - iii) provide opportunities for learning from religions
6. a) Select either syllabus 2044 or 2046 and analyse it to identify its curriculum design.
- b) Evaluate that syllabus in accordance with the principles proposed by Michael Grimmitt.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1998

RS 100

INTRODUCTION TO RELIGIOUS STUDIES

TIME: THREE HOURS

ANSWER:

PLEASE ANSWER FOUR QUESTIONS, ONE FROM EACH SECTION AND THE FOURTH CAN BE TAKEN FROM ANY SECTION.

SECTION A

1. (a) Briefly and concisely, what does Rudolf Otto mean by the holy.
(b) Illustrate, with examples, how Otto's idea of the holy can be seen to operate in traditional African religions.
2. (a) Outline five theories attempting to explain the origin of religion.
(b) "Otto identifies the holy with a supernatural force that is essentially good." Is this an accurate interpretation of Otto's idea of the holy?
3. (a) How does Zoroastrianism differ from Judaism in its understanding of evil and suffering?
(b) Describe pre-Zoroastrian Persian religion?

SECTION B

4. (a) When did the Babylonian captivity take place and what were some of its effects on later Judaism?
(b) Trace the development of Judaic understanding of life after death.
5. (a) Describe some of the main features of the Christian community in the first century A.D.
(b) Explain what is meant by the Donatist Schism.

6. (a) Outline the context and some of the teachings of the Council of Trent in 1545.
- (b) Trace the beginnings of the Church of England.
7. (a) What is meant by the Enlightenment?
- (b) Some Christian groups are said to be Millenarian. What does this term mean and identify some groups that fit this classification.

SECTION C

8. (a) Among Buddha's teachings, we find that the soul is said not to exist. Comment on this.
- (b) After Buddha's death, there was a split among his followers. What were some of the reasons for, and consequences of, such a division?
9. (a) In Hinduism, how can a person reach moksha?
- (b) What are the principal teachings of the Code of Manu?
10. (a) Outline the main teachings of Taoism.
- (b) Write a note on the importance of Mencius.
11. (a) Islam is said to have improved the status of women. Assess this statement in relation to the veiling of women.
- (b) Briefly discuss the origin, development, and doctrines of Islam.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

RS 230

INDIGENOUS RELIGIONS IN CENTRAL AND SOUTHERN AFRICA

TIME: THREE HOURS

ANSWER: ANY FOUR QUESTIONS

1. Explain how linguistic techniques can be used to identify words used by Bantu-speaking peoples in the distant past, giving examples of Bantu religious words in use before the Eastern and Western Bantu separated from each other.
2.
 - a) Identify differences and similarities between Kapembwa 'mwao' spirit shrine at Polombwe mountain on Lake Tanganyika and Makumba spirit shrine among the Ushi.
 - b) Explain the significance of the major differences and similarities.
3. EITHER
 - a) Give a brief outline of each of the three different accounts of the Mbona story as found in the Shire Valley of Malawi.
 - b) Show how these accounts are related to the Chipeta tribe, the Phiri clan and the Lundu kingdom.OR
 - a) Explain the meaning of 'myth' as a technical term in Religious Studies.
 - b) Compare the Ila story about the old woman who tried to find Leza Shikakunamo with one of the Kongo stories about Nzambi.

4. EITHER

Explain how the origin and variety of newer mahamba were related to the economic history of the Lwena/Chokwe/Luchazi.

OR

Explain how the origin and variety of vimbuza were related to the economic history of the Tumbuka.

5. a) Trace the historical development of the mchape witchcraft eradication movement from its origin in Malawi to Zambia.
- b) Explain the significance of mchape (or bamuchapi) as a form of witchcraft eradication in any one area of contemporary Zambia.
6. Select two of the following authors and compare one with the other in order to explain their approaches to the study of African religions, noting also their limitations particularly in dealing with the history of African religions.

P. Tempels, G. Parrinder, J. Mbiti, J. Mugambi,
D. Zahan

7. Select any three of the following:

Bisa	Lamba	Lele	Lunda	Luyana
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Compare the hunting customs, beliefs and rituals of the three ethnic groups you have chosen noting differences and similarities between them.

8. Compare forms of political leadership. ('big men') developed among the Western Bantu with forms of spiritual leadership developed among the Eastern Bantu.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA LIBRARY

