

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
SECOND SEMESTER 2010-2011

EXAMINATIONS

1. CVE 111-Introduction to civic education
2. CVE 112 –Introduction to governance
3. CVE 212 –Introduction to peace and conflict studies
4. CVE 221 –Population and environmental issues
5. CVE 432 –Themes in Development studies
6. EAP 111 –The origins and Development of Education in Zambia
7. EAP 112 –The role of education in development
8. EAP 925 –Issues in higher education
9. EAP 965 –Introduction to gender issues in education
10. E LAL 111- EXAM
11. LAL 211 –The structure of bantu languages
12. EAPS115 –Developmental outcomes: primary school years
13. EAPS 152 –EXAM
14. EAPS 252 –Teaching children with specific learning difficulties
15. EAPS 152 –Special education needs
16. EAPS 212 –Educational Psychology
17. EAPS 111/212-Educational psychology
18. EAPS 332 –Learning Processes: A sociological perspective
19. EAPS 462 –Teaching children with intellectual disabilities
20. GEO H232 –History of modern Africa:1900 to the present
21. H 242 –The Capitalist economic systems 1914 to present
22. H 322 –Twentieth century
23. ISE 152 –Anatomy and Physiology

24. ISE 171 –Introduction to food and nutrition science
25. ISE 172 –Community nutrition education
26. ISE 202 –Music ,Teaching Methods II
27. ISE 222-Home Economics Teaching methods II
28. ISE 252 –Physical education and health
29. ISE 282 –Current issues in social studies II
30. ISE 292 –Music IV
31. ISE 319 –Primary school curriculum development
32. LSE 212 –Social studies teaching methods II
33. LSE 312 –Geography teaching methods
34. LSE 332 –English teaching methods
35. LSE 352 –History teaching methods
36. LSE 362 –History teaching methods
37. LSE 909 –Curriculum studies
38. M111 –Mathematical methods
39. M112 –Mathematics methods II
40. M212 –Mathematics methods IV
41. MSE 232 -0Primary mathematics education II
42. MSE 332 –Mathematics Education II
43. RS 101 –Introduction to religious studies
44. RS 102 – Introduction to world religion II
45. RS 201 –Indigenous religions in southern Africa
46. RS 202 –Bantu religions in central Africa
47. RS 312 –The impact of Christianity and Islam on Africa II

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

DISTANCE EDUCATION- DEFERRED EXAMINATIONS -JUNE 2011

COURSE: CVE 111-INTRODUCTION TO CIVIC EDUCATION

INSTRUCTIONS:

THERE ARE FIVE QUESTIONS IN THIS PAPER

ANSWER ANY THREE QUESTIONS

ALL QUESTIONS CARRY EQUAL MARKS

DURATION: THREE (3) HOURS

1. Civic Education is an important component of education that cultivates citizens to participate in the public life of a democracy. Discuss.
2. Examine clearly the distinction between civic and citizenship education
3. State the concept of development planning and discuss its relevance to national development.
4. Explain the concept of globalisation and show how it affects national development
5. Discuss the relationship between Civic Education and Democracy.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2010/11 ACADEMIC YEAR EXAMINATIONS
DISTANCE/FULL TIME

CVE 112: INTRODUCTION TO GOVERNANCE

TIME: THREE HOURS

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

- Question 1: Do you agree that there is no difference between the terms **governance**, **Government**, and **politics**?
- Question 2: Itemize and explain the various factors affecting governance.
- Question 3: what is social capital? With reference to the sociologist and economist perspectives explain why social capital is as important, a governance tool, as other forms of capital.
- Question 4: Identify and discuss the salient characteristics of governance in the Pre-colonial, colonial and post- colonial Zambia.
- Question 5: What is the role of civil society in governance? In your view is it important to strengthen civil society?
- Question 6: With references to their strengths and weakness explain the roles played by nongovernmental organisations(NGOs) in the governance process in Zambia.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

MAY 2011 EXAMINATIONS –FULL TIME AND DISTANCE STUDENTS

COURSE: CVE 212- INTRODUCTION TO PEACE AND CONFLICT STUDIES

INSTRUCTIONS:

- THERE ARE **FIVE (5)** QUESTIONS IN THIS PAPER
- ANSWER **ANY THREE (3)** QUESTIONS
- **ALL** QUESTIONS CARRY EQUAL MARKS
- DURATION: **THREE (3) HOURS**

1. Peace and security are said to be two sides of the same coin. Discuss with special attention to the conceptualization of the two ideas.
2. Critically discuss any two theories of social conflict.
3. With concrete examples, examine the potential internal sources of the conflicts that may impact on the country's peace, stability and security.
4. Examine Dugan's Nested Paradigm of conflict foci.
5. Critique the African approaches to peace and conflict

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2010 ACADEMIC YEAR FINAL EXAMINATIONS

CVE 221: POPULATION AND ENVIRONMENTAL ISSUES

TIME : THREE (3) HOURS

INSTRUCTIONS : Answer three (3) questions in this examination. Question **one** is **compulsory**. All the answers must be written in the answer booklet (s) provided. Credit will be given for use of relevant examples and clarity.

1. Discuss the social, economic and ecological effects of rapid urbanization in Zambia. With clear examples, show how the current population and resources can be managed to bring about sustainable development (20 marks)
2. Identify major environmental problems that are manifested in Zambia and explain their impacts on the environment (15 marks)
3. Discuss how low status of women contribute to rapid population growth and how early marriages contribute to high fertility levels in a country (15 marks)
4. With clear examples, discuss the current natural and political violence and occurrences in North and West Africa and Asia that have affected population distribution (15 marks)
5. Discuss how poverty influences decisions for the environment (15 marks)

END OF EXAMINATION

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

2010/11 ACADEMIC YEAR EXAMINATIONS

CVE 432: THEMES IN DEVELOPMENT STUDIES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY OTHER THREE QUESTIONS FROM THE GIVEN QUESTIONS.

- Question 1: With reference to its economic, sociological, psychological and political Approaches, explore Mordernisation Theory and explain its shortcomings as a development option for developing countries.
- Question 2: Discuss Andre Gunder Frank's version of Dependency Theory. In your view does it differ from Kwame Nkrumah's Neo-colonialism?
- Question 3: explain what is meant by the statement that "governance entails end of politics"
- Question 4: explore the New international economic order(NIEO) and compare it with the basic needs approach.
- Question 5: Explore Neo-Liberalism and show why it has not been accepted as the best development policy option for developing countries?

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES

EAP 111 - THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA
2010 /1 ACADEMIC YEAR - FIRST SEMESTER DEFERRED EXAMINATION FOR
DISTANCE STUDENTS

TIME: THREE (3) HOURS

TOTAL MARKS: 60

INSTUCTIONS

- a) Answer any three (3) from the nine (9) questions given below.
 - b) All questions carry equal marks.
 - c) You are required to read all the questions.
 - d) There are two (2) printed pages in this examination.
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QUESTIONS

- 1) The introduction and provision of school education up to 1924 involved two major players, namely the missionaries and the BSA Company. Discuss the context of the slow development of educational provision between 1890 and 1924.
- 2) Outline and critically analyse the arguments for increasing investment in the education of girls in Zambia.
- 3) Give reasons why Technical Education was the most underdeveloped type of education at independence in Zambia.
- 4) Why did the educational reforms of 1977 fail to achieve their objectives in Zambia?
- 5) Using examples, discuss the differences between formal and informal education.
- 6) Account for the limited development of secondary education for Africans in Northern Rhodesia prior to the Federation period.
- 7) Discuss the social consequences colonial education brought on the people of Zambia.
- 8) Discuss some of the educational problems which the UNIP government encountered at independence, and state the policy measures it took to solve them.

- 9) What are Zambia's educational problems today? Critically analyse the contribution of the policies adopted to the development of the education system.

END OF EXAMINATION

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GOOD LUCK!!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

EAP 112- THE ROLE OF EDUCATION IN DEVELOPMENT

FINAL EXAMINATION

SECOND SEMESTER – FULL-TIME STUDENTS

TIME: THREE (3) HOURS

MAY, 2011.

INSTRUCTIONS:

- a. Answer only three (3) questions from the given nine questions.
- b. Each question carries 20 Marks.
- c. Read through all questions carefully before answering them.
- d. Write legibly and do not cut words at the end of each line.
- e. There is ONE (1) printed page in this examination

-
1. Integral sustainable human development encompasses several dimensions. Critically discuss this statement, with relevant examples from developing countries like Zambia.
 2. Define the theory of dependency and describe the historical roots and characteristics of this theory. How possible can an African country extricate itself from a situation of dependency?
 3. Identify and discuss the characteristics of an effective adult literacy programme in Zambia. Give practical examples.
 4. With illustrations from the Zambian situation, discuss in detail how the diversification of the secondary curriculum can contribute to make education a true engine for economic development.
 5. "Financing education has affected the provision of quality education in Zambia." Discuss this statement using relevant examples.
 6. Using Mark Blang's common assumptions about education and employment, discuss how education can bring about employment thereby reducing poverty.
 7. Discuss how the global trends of educational management in the 21st century have influenced the provision of quality education in Zambia.
 8. Comment on the assertion that education is a powerful tool to bring about National Development. Give specific references to some issues discussed in this course.
 9. HIV and AIDS has been one of the challenges in the provision of education in Zambia. Examine these challenges and highlight the role of education in mitigating them.

END OF EXAM!

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 925: ISSUES IN HIGHER EDUCATION
2011 ACADEMIC YEAR – SECOND SEMESTER FINAL EXAMINATIONS FOR
FULL – TIME STUDENTS

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) Write only the computer number on the answer sheet.
 - b) Answer any THREE (3) from the nine (9) questions given below.
 - c) All questions carry equal marks (Total 40 marks)
 - d) You are required to read all the questions before selecting the three (3) questions you wish to attempt.
 - e) Do not cut words at the end of each line.
 - f) There is one printed page in this examination.
-

1. Highlight the main aims, objectives and characteristics of higher education. Why does Zambia consider higher education to be an important element in the development of the nation?
2. What is the scope of higher education in Zambia? Differentiate public and private higher education taking into account the various laws and regulations and the policies that govern such education.
3. "In spite of the government being the major provider of education in Zambia, the private sector has become a strong competitor in the provision of higher education in the Commercial Sector" Discuss this statement with examples from the Zambian institutions of higher learning.
4. Trace the development of teacher education from 1883 to 1964, highlighting the measures put in place by Latham. What are the merits of these measures?
5. Discuss the advantages and limitations of academic freedom in institutions of higher learning.
6. Critically examine the role played by the teachers in the curriculum development process. Give reasons why the teacher is sometimes considered 'a light in the midst of darkness' in the curriculum development process?
7. What are the differences between public and private universities in terms of organisational structure, funding and administrative systems in their operations?
8. Discuss the various conferences on education that took place towards the end of the 20th Century and what they anticipated for the 21st Century.
9. Define Higher Education and explain how it is likely to bring about national development in the 21st Century.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

EAP 965: INTRODUCTION TO GENDER ISSUES IN EDUCATION

FINAL EXAMINATION- APRIL/MAY, 2010.

SEMESTER TWO

DURATION: THREE [3] HOURS

INSTRUCTIONS:

This paper has **SIX [9]** questions.

- A. Answer **THREE [3]** questions only.
 - B. Question **ONE** is **COMPULSORY**
 - C. Careful presentation of your work will earn you more marks.
-

1. Regardless of where they live women have a lot in common. Describe the status of women world-wide. [**15 MARKS**]
2. Illiteracy amongst the majority of the females in most developing nations is rampant. Additionally, girls' performance at most school levels is much lower than that of the boys. What are the factors that cause this trend? [**12.5 MARK**]
3. When carrying out research on gender perspectives, and indeed, on any other type of research, one must write a literature review and analyse the data correctly. What are the reasons for doing so? [**12.5 MARKS**]
4. Women have been classified as victims of some outmoded patriarchal traditions. Some cultural and traditional practices place girls and women at increased risk. Discuss. [**12.5 MARKS**]
5. If men and women were accorded equal status in society, many of the differences in behaviour attributed to gender would disappear. Discuss this statement using the social structure/culture theories. [**12.5 MARKS**]
6. The evolutionary theories point to the genes as the cause for male-female differences. Discuss. [**12.5 MARKS**]
7. Violence is described as actions or words which are intended to hurt people. Discuss the different kinds of gender violence and the violence circle theory as outlined by some scholars. [**12.5 MARKS**]
8. Feminism is known as the principle that women should have the same rights and chances as men. Outline the feminist approaches to development and their criticisms. [**12.5 MARKS**]
9. Gender imbalances are common in most parts of the Zambian society. Identify the gender imbalances which exist in the Education system in Zambia. [**12.5 MARKS**]

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

FIRST SEMESTER E/LAL 111 EXAMINATION-2011

TIME ALLOWED: THREE HOURS

INSTRUCTIONS:

READ THE INSTRUCTIONS CAREFULLY.

- A. There are three sections in this examination. **Section A** combines both essay and note-making questions. You will be expected to write a brief essay and then make notes from it; **section B** is on academic writing/referencing while **section C** has some general questions on essay writing and word classes. Please, read each question carefully before you begin to write.
 - B. **All sections are compulsory.**
 - C. **Weight:** This examination is 50% toward the overall marks of the course. The distribution of marks is provided under each question.
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SECTION A

Essay/Note-making

[30 marks]

1. Write a 1 and half to 2 pages long essay on **why note making is important**. In this essay, you will discuss three to four important aspects of note-taking/making. **After which, you are expected to make notes** and lay them out in a **formal or fair style** that you were introduced to in the lectures. Remember, your notes will be made from the short essay you will write.

Essay [25], Note-making [30marks]

Total [55 marks]

SECTION B

(Academic writing/referencing) [15 marks]

2. In academic essay writing, referencing is one of the salient features, answer the following questions on referencing:
- What is a paraphrase and give an example? Here you expected to write your own statement and thereafter make a paraphrase of it. [5]
 - Suppose this is a direct quotation: [communication is a very important aspect of learning whose skills should be mastered by any student entering university] taken from K. Mambwe's book entitled "Communication for Academic purposes", published in 2009 from page 13 [fictitious] in Cape Town by the University of the Western Cape Press. Represent the direct quotation as it should be when cited in-text [3]. Make a bibliographic entry of it, that is, how it should be entered in your bibliography/references at the end of the essay [2]. How can the same be represented, suppose it was a paraphrased idea? [2]
 - Give three reasons why it is important to acknowledge sources that you have used in your academic work? [3]
- [15 marks]

SECTION C

Essay writing and word classes [30 marks]

- In an academic essay, you are advised to avoid certain writing styles. Mention four of them: [4 marks]
- In your lectures, you were introduced to three main components that make up a paragraph, namely, the **main idea** or **thesis statement**, the **topic sentence** and **supporting sentences**, briefly explain what each one of them involves. [3]
- Below is a disorganized paragraph which lacks flow and logic, **please re-arrange it** in such a way that it **flows logically** and is consistent with the requirement of paragraph development. [remember not to add your own words or punctuations]:

It was a highly dangerous device and it was used as a deadly weapon. A motor car consisted of a cage in which people sat, a crude engine in which fuel was burned to provide energy, and four wheels. In ancient world people used strange cars which they termed "motor cars". Over the twentieth century alone, millions of people were killed by these objects. [5 marks]

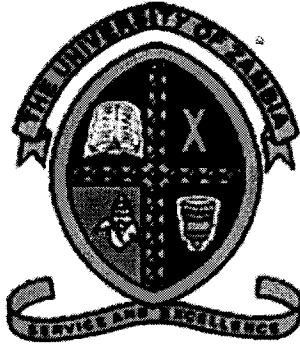
- Read the paragraph that follows and answer the questions below:

Communication, and, in particular, presentation skills seem to be lacking among engineers. In a study **conducted** by Spencer (2010;5), found that engineers spend , on average, “37% of their time at work conducting some form of presentation at meetings, conferences and/or workshops”. Audience members found themselves **subjected** to laborious documentation and bombarded with jargon. In addition, engineers were **described** as “cold” “cut-off” and “non-engaging”. Poor non-verbal skills were identified as one of the main problem areas, especially **with** regards to **facial expression**, tone, of voice and gestures. Workshops **initiated** at companies to address this problem, saw a lack of interest and poor attendance, as engineers were unable to see the **relevance** and negative impact of their **deficient** non-verbal skills on business success. Spencer (2010) identifies three possible solutions to this predicament.

Questions:

- i. Identify or rewrite the topic sentence of the paragraph [2 marks]
 - ii. Refer to the second sentence of the paragraph. Identify one punctuation error and indicate which punctuation mark should have been used instead. [1]
 - iii. What is meant by “laborious documentation”? [2]
 - iv. Identify two spelling errors, and rewrite the words with the correct spelling. [2]
 - v. Identify the word classes for the following words in bold from the paragraph above: conducted, subjected, described, with, facial expression, initiated, relevance and deficient. [8]
 - vi. Refer to the concluding sentence of the paragraph above and identify what the subsequent paragraphs will discuss. [2]
 - vii. Suppose this was taken from an essay, provide a suitable title for that essay. [1]
- [18 marks]

**END OF EXAMINATION
GOOD LUCK!**



THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

**LAL 211: THE STRUCTURE OF BANTU LANGUAGES 2011 SEMESTER 1
EXAMINATION**

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: THERE ARE TWELVE QUESTIONS IN THIS EXAMINATION
PAPER, ANSWER ANY TEN (10). ALL QUESTIONS CARRY
EQUAL MARKS.

WRITE SHORT ESSAYS ONLY.

QUESTIONS

1. Write brief notes on the following:
 - a. African languages
 - b. African linguistics
 - c. Bantu languages
 - d. Bantu linguistics
2. Explain the following theories on the origin and spread of Bantu languages:
 - a. Carl Meinhof's theory
 - b. Harry Johnston's theory
 - c. Holden's theory

3. Compare and contrast Guthrie's and Greenberg's theories on the origin and spread of Bantu languages.
4. Briefly discuss Greenberg's criteria of classifying the African languages.
5. Modern Bantu languages are said to come from proto-Bantu language. Briefly discuss this assertion by giving clear examples to support your argument.
6. Explain and exemplify the following concepts:
 - a. Common Bantu
 - b. Starred form
 - c. Comparative series
7. If modern day Bantu languages' phonemes are derived from Proto Bantu, how would you account for the existence of semi-vowels which are not there in Proto Bantu?
8. Write brief notes on the following:
 - a. Spirantisation
 - b. Lateralization
 - c. Nasal assimilation
 - d. Penultimate vowel lengthening
 - e. Stopping
9. Distinguish between Bantu and English syllable structure. Provide examples.
10. With examples provide the morphological structure of Bantu nouns and adjectives.
11. Bantu languages are very distinct from English language in their use of prefixes. Explain
12. With examples, define the following:
 - a. Root
 - b. Stem
 - c. Prefix
 - d. Derivational affix
 - e. Inflectional affix

END OF EXAMINATION

GOOD LUCK!

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
PARALLEL PROGRAMME STUDENTS**

SEMESTER EXAMINATION 2010 ACADEMIC YEAR

EPS 115: DEVELOPMENTAL OUTCOMES: PRIMARY SCHOOL YEARS

TIME: 3 HOURS

Instructions:

- This examination contributes 50% to your course grade.
 - Write all your responses in the answer booklet provided.
 - The paper has three sections, A, B and C. Attempt all sections.
-

SECTION A: Multiple Choice (10 marks)

Instruction: Indicate a, b, c or d for your response.

1. Which of these statements best describes physical development?
 - a) Changes in the body, the brain, sensory capacities and motor skills.
 - b) Changes such as learning and memory.
 - c) Changes in the body such as memory and motor skills.
 - d) Changes in the body such as brain and sensory capacities.
2. How can changes in psychosocial development affect cognitive development?
 - a) Social relationships are strengthened
 - b) Physical development and cognitive development become intertwined.
 - c) Social development and cognitive development become intertwined.
 - d) Academic performance can be impaired due to fear of writing examinations.
3. What are the temperamental traits of a person with a body type of an ectomorph?
 - a) Sociable, affectionate, and lover of comfort.
 - b) Aggressive, assertive and energetic.
 - c) Withdrawn, lover of privacy and mental activity.
 - d) Aggressive, lover of privacy and comfort.
4. When a seven year old child was sick, he heard a doctor saying, this is a case of edema. The child thought his problem was a demon. He got scared and depressed. In relation to children's understanding of illness, his understanding was tied to:
 - a) Physical development
 - b) Social development
 - c) Cognitive development
 - d) Religious interpretation.

5. Which of the statements below best describes how emotional state of children affects their academic performance?
 - a) Girls with empathy are associated with high academic scores.
 - b) Boys with depression are associated with high scores.
 - c) Empathy usually negatively affects the social development of children.
 - d) Depression and aggression usually interfere with the development of cognitive skills.

6. Among the statements below, identify one of the main differences of African teaching styles from the western ones.
 - a) Emphasis on imitation learning, visual and holistic patterns.
 - b) Emphasis on verbal and analytical thought.
 - c) Emphasis on imitation learning and analytical thought.
 - d) Emphasis on visual and analytical thinking.

7. Piaget states that operations take place first in then by.....
 - a) Concrete terms then by symbolic representation.
 - b) Symbolic representation then by imagery.
 - c) Concrete operation then by abstract thinking.
 - d) Cognitive growth and then by physical growth.

8. Why is misinterpretation of what other people say common in middle childhood?
 - a) Knowledge increases during middle childhood.
 - b) Difficulties in metacommunication.
 - c) Awareness between instruction and results.
 - d) Adults usually take children for granted.

9.is one of the functions of a concept.
 - a) Extension
 - b) Education
 - c) Physical
 - d) Psychology

10. Two balls of clay of the same weight were presented to a child aged 8 years. Later, one of the balls was elongated. The teacher asked the child to state which one of the balls weighed more. What type of conservation test is this?
 - a) Length
 - b) Area
 - c) Volume
 - d) Weight

SECTION B: Descriptions of concepts (16 marks)

11. Using examples briefly describe the following concepts:

- a) Reinforcement (2 marks)
- b) The four Rs (4 marks)
- c) Authoritative parenting style (2 marks)
- d) Social play (2 marks)
- e) Assimilation (2 marks)
- f) Accommodation (2 marks)
- g) Operant conditioning (2 marks)

SECTION C: Short essays (24 marks)

Answer two questions from this section. Each question carries 12 marks.

- 12. Using examples, describe four characteristics of concepts. (12 marks).
- 13. Children who are constantly directed and molded lose the confidence and spontaneity for creative thinking. Suggest how you can promote creative or intellectual performance in children at middle childhood. (12 marks)
- 14. Discuss how personality influences a child's academic performance (12 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EPS 152 PARALLEL PROGRAMME
FINAL EXAMINATION 2009/2010 ACADEMIC YEAR

Instructions

- 1. This examination accounts for 50% of the total for the course**
 - 2. There are two (2) section in this exam. Section A and Section B**
 - 3. Answer any five (5) questions in Section A**
 - 4. Answer Any three Questions from Section B**
-

Section A. Write Brief noted on any five of the following

1. Muscular Dystrophy
2. Mental Retardation
3. Myopia
4. Albinism
5. Serious Emotional Disorders
6. Health Impairments
7. Visual Impairments from refractive errors
8. Conductive Hearing Loss
9. Learning Disabilities
10. Sensorineural Hearing Impairment

Section B

1. Discuss the major differences between a child with mental retardation and one with a Learning Difficulty
2. Discuss the challenges faced with the definition of Emotional and Behavioural Difficulties.
3. Define and Analyse the education of Gifted and talented children
4. Critically analyse the different types of emotional and behavioural disorders
5. What the major types and causes of Speech and Language Disorders

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2009/2010 ACADEMIC YEAR SECOND SEMESTRE
FINAL EXAMINATION**

**EPS 252 TEACHING CHILDREN WITH SPECIFIC LEARNING
DIFFICULTIES**

TIME: THREE (3) HOURS

INSTRUCTIONS

1. THIS PAPER HAS THREE SECTION, SECTION A,B AND C
2. ANSWER ALL QUESTION IN SECION A AND B.
3. ANSWER TWO QUESTIONS FROM SECTION C. QUESTION 1 IS COMPULSORY AND ANY OTHER QUESTION OF YOUR CHOICE.
4. NOTE ORDERLY AND GOOD PRESENTATION WILL BE GIVEN MORE CREDIT
5. ANSWER ALL QUESTION IN SECTION A ON THIS QUESTION PAPER.

SECTION A. ANSWER ALL QUESTIONS IN THIS SECTION. PUT YOUR ANSWERS IN THE TABLE PROVIDED.

1		5		9		13		17	
2		6		10		14		18	
3		7		11		15		19	
4		8		12		16		20	

1. According to Piaget, teaching mathematics would require _____.
 - a. Direct Instruction
 - b. Behavioural Approach
 - c. Learning from the known to the unknown
 - d. Teaching according to level of maturation
2. A child with a learning difficulty may experience problems as a result of _____.
 - a. Poor social skills
 - b. Poor academic achievement
 - c. Lack of motivation
 - d. All of the above
3. Which of the following is not an element of metacognition?
 - a. Classification
 - b. Evaluation
 - c. Prediction
 - d. Organisation

4. A child spelling the word 'teacher' as 'ticha' is an example of someone _____.
- With poor phonetic awareness
 - With good phonetic awareness
 - With Dysphonetic spelling disorders
 - None of the above
5. According to Tomey, effective instruction must be _____.
- Interactive
 - Intensive
 - Passive
 - Modelled
6. Mweembe has poor academic achievement. He has low motivation to learn and often seems to blame his teacher for his poor academic performance. He could be said to have _____.
- An internal locus of control
 - External locus of control
 - Both internal and external locus of control
 - A comorbid condition
7. Strephosymbolia is an example of _____.
- High Order Cognitive disorders
 - Auditory Processing Disorder
 - VAKT Teaching Strategy
 - All of the above
8. Mbuyu looks at the board and sees the word "tap" but she writes "pat" in her book. She would be said to have _____.
- Perceptual Problems
 - Visual Impairment
 - Graphomotor problems
 - Memory problems
9. Edwin often acts out, seeks attention and is disruptive. According to the DSM IV, which of the following is most likely to be the condition he is experiencing.
- Psychotic Disorder
 - Social Aggression
 - Attention Deficit Disorder, without hyperactivity
 - Conduct Disorder

10. _____ is the failure of a child to write letters in the correct orientation.
11. According to the IDEA, children with Learning Difficulties are those who do not have socio-economical problems or attention problems. **True or False**
12. One of the reasons that have seen the increase in the understanding of LDs in recent years is the presence of intervention options. **True or False**
13. It is recommended that the teacher explores many different options of instruction before settling for one method to help a child with MDs. **True or False**
14. Due to the heterogeneity of children with LDs, they account for the least number of children receiving additional support in schools. **True or False**
15. One of the strategies necessary for helping children with Reading Difficulties is to have intermittent times for reading. **True or False**
16. Mr. Mui was working for a company that folded up due to the credit crunch. He became irrational a few days after his dismissal. He could be said to have a serious emotional disturbance. **True or False.**
17. Himba has a lisp. She is not able to produce the sounds 's' and 'z'. He is most likely going to have spelling difficulties. **True or False**
18. Petro has a spelling difficulty. The teacher helps him by breaking down tasks and ensuring that instructions are clear and simple. Petro could be said to have gone through some Metacognition. **True or False**
19. A child who has problems learning to read despite adequate intelligence can be said to have learning problems rather than learning difficulties. **True or False**
20. Behavioural difficulties are difficult to diagnose as sometimes, unusual behaviour could be due to some other condition. **True or False.**

SECTION B. WRITE BRIEF NOTES ON THE SALIENT FEATURES OF EACH OF THE FOLLOWING CONCEPTS

21. Learning Strategies approach to helping children with Learning Difficulties.
22. Emotional and Behavioural Disturbances as a factor of socialization.
23. How metacognition is used to teach children with Dyslexia.
24. Intervention using the Deficit process of instruction.
25. Learning as a Constructive Process.
26. The benefits of using active learning styles compared to passive learning styles.
27. Motivation as a factor in impeding learning.
28. Writing proficiency as a multistage process.
29. Learning difficulties as a result of language differences.
30. The need for accurate and continuous assessment for learning difficulties.

SECTION C ANSWER QUESTION ONE AND ANY OTHER QUESTION OF YOUR CHOICE

1. The theories of learning have brought some valuable contributions to the understanding of children's learning. (12 Marks)
 - a. Critically analyse the theories of development in relation to Learning Difficulties.
 - b. According to these theorists, what are the causes of poor academic performance?
 - c. How would you use these theories to help a child develop proficiency in reading?
2. Individuals employ many different methods to acquire knowledge. Using the stages of learning theory, discuss how you would help a child with poor grasp of mathematical facts. (8 Marks)
3. Children with emotional and behavioural disturbances pose a challenge to teachers in our schools. Discuss the characteristics of these children. Using the Behaviour management approach, how would you help a child with such a conditions. (8 Marks)
4. "The need to address learning difficulties for adults and children call for a good understanding of each of the groups, where they are and what they are going through". Discuss how the characteristics of children and adolescents with LDs differ and how they affect their learning. (8 Marks)
5. Reading is a complex yet predictable skills. With specific examples discuss how reading is complex and what is meant by 'reading is predictable'. (8 Marks)

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2010/2011 ACADEMIC YEAR, SECOND SEMESTER
FINAL EXAMINATION

EPS 152 SPECIAL EDUCATION NEEDS

TIME - THREE (3) HOURS

INSTRUCTIONS:

Read the following instructions carefully

- i) This exam contributes 50% to the course grade
- ii) There are two sections in this paper
- iii) Answer all the questions in section A
- iv) Answer any three (3) questions in section B
- v) All answers must be written in the booklets provided.

SECTION A

Answer all the questions in this section (15 Marks)

- 1. Individuals who become deaf after they learn to speak and understand language are referred to as,.....[1 Mark]
- 2. Give 4 recommended strategies for improving the potential of a talented children at school. [4 Marks]
- 3. is the build-up of fluids in the brain ventricles that causes them to expand. [2 Marks]
- 4. Persons born with a severe impairment are called while those who acquire a severe visual impairment sometime after birth (usually after age 2) are called.....[2 Marks]

5. Children with physical impairments who have a problem with the structure or the functioning of their bodies—are not referred to as orthopedic impaired.
TRUE/FALSE [1 Mark]
6. Scoliosis weakens and then destroys the affected individual's muscles, while muscular dystrophy manifests in a curvature of the spine that occurs in children during puberty. TRUE / FALSE [1 Mark]
7. List any four (4) characteristics of children with speech impairments. [4Marks]

Section B

There are five (5) questions in this section, question 9 is compulsory. Answer any other two questions in addition to the compulsory one [35 Marks]

8. With clear examples discuss possible causes of Cerebral Palsy and measures you would recommend for such children. [10 Marks]
9. The basic policy of the Ministry of Education on special education is that of ensuring that equality of education opportunities for children with special educational needs is achieved. Discuss:
 - (i) the challenges the Ministry faces in the provision of education to children with special education needs in Zambia.
 - (ii) Suggest strategies the Ministry of Education could apply to improve the provisions of services available to children with special education needs

[15 Marks]
10. Imagine that you have been appointed to teach a class of children with intellectually impaired. Discuss measures you would implement to enable them realise their potential in academic work. [10 Marks]
11. Discuss the possible causes of visual impairment and measures you would recommend to enable them to effectively benefit from the education system. [10 Marks]
12. Clearly draw and label an ear and explain possible areas of hearing impairment. [10 Marks]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION
END OF SECOND SEMESTER EXAMINATION, MAY, 2011
EPS 212- EDUCATIONAL PSYCHOLOGY

Instructions

1. This paper comprises three sections; **A, B and C**. You are required to answer all the questions in sections **A and B**. From section **C**, you are required to answer any two questions out of the four provided.
 2. All questions must be answered in the answer booklets provided and should be clearly labeled.
 3. Extra marks shall be awarded for orderly presentation of work.
 4. Ensure that you write your **correct computer number** on each of the answer booklets.
-

SECTION A (10 Marks)

1. Both James and Jane suffer from sickle cell anemia. What chances are there that their children will have sickle cell anemia?
A. 0% B. 25% C. 100% D. 75%
2. _____ is renowned for his work on the social perspective of cognitive development.
A. Piaget B. Vygotsky C. Skinner D. Chomsky
3. Egocentrism is an attribute that is manifested at the _____ stage of cognitive development.
A. sensorimotor B. pre-operational C. concrete operational D. formal operational
4. Classical conditioning does **not** take into account the active role played by learners.
True or False
5. In the case of operant conditioning, responses are _____
A. emitted B. elicited C. reinforced D. ignored
6. A positive reinforcer can be regarded as a punisher as long as it leads to the weakening or elimination of the preceding behaviour.
True or False
7. Which one of the following does **not** lead to meaningful storage of information?
A. Elaborative rehearsal B. Maintenance Rehearsal
C. Contextualization D. Organization

8. Which one of the following scholars is **not** a humanist?
A. Rogers B. Freud C. Maslow D. Combs
9. According to Freud, children at the age of three are at the _____ stage of psychosexual development.
A. oral B. anal C. phallic D. genital
10. Grade one children are mainly dealing with _____ psychosocial conflicts of development.
A. initiative vs guilt B. autonomy vs shame and doubt
C. Industry vs inferiority D. identity vs identity confusion
11. Which one of the following is **not** an attribute of self concept?
A. Self concept is stable
B. Self concept is evaluative
C. self concept is unchangeable
D. self concept is developmental
12. According to Urie Bronfenbrenner, in the _____, a child gets indirect influence.
A. mesosystem B. microsystem C. chronosystem D. exosystem
13. According to Maslow's third level in the hierarchy of human needs, human beings desire _____.
A. recognition B. belongingness C. esteem D. safety
14. The originator of the triarchic theory of intelligence is _____.
A. Gardner B. Thurstone C. Sternberg D. Cattell
15. The IQ of a six year old child who is able to solve problems that are appropriate for eight year olds can be described as _____.
A. superior B. average C. high average D. border line
16. The IQ of a five year old child who is only able to solve problems appropriate for three year olds can be described as _____.
A. average B. border line C. mentally retarded D. low average
17. Which law of perception states that things that are in an environment where they are different are easy to perceive?
A. Law of proximity B. Law of similarity C. Law of membership character
D. Law of closure
18. A normal human gamete cell contains _____ chromosomes.
A. 46 B. 23 C. 21 D. 92
19. Mary has a gift of getting along with all people. Mary can be said to have _____.
A. crystallized intelligence
B. specific intelligence
C. fluid intelligence
D. general intelligence
20. _____ is the presentation of reinforcers after a pre-determined number of responses given by an organism.
A. Fixed ratio schedule
B. Fixed interval schedule
C. Intermittent schedule
D. Continuous schedule

SECTION B (20 Marks)

Answer **all** questions in this section

Write brief notes on each one of the following terminologies:

1. Heterozygous dominant
2. Sublimation
3. Heteronomous Morality
4. Self esteem
5. Language Acquisition Device
6. Punishment
7. Reciprocal determinism
8. Retro-active inhibition
9. Implicit memory
10. Internal locus of control

SECTION C (20 Marks)

There are four questions in this section. You are required to answer **any two** from the four that have been provided. Extra marks shall be awarded for orderly presentation of work.

1. The understanding of the Information -Processing Model is critical for teachers at all levels. Discuss.
2. Mabvuto is one of your fifth grade students. His academic abilities are very high, however, his behaviour during lessons leaves much to be desired; he screams out answers without raising his hand, he giggles and fidgets around, he pokes and pinches his classmates. As one who has studied educational psychology, how can you go about modifying Mabvuto's disruptive behaviour?
3. According to the humanistic theory of learning, learners have the ability to direct their own learning. Demonstrate how a teacher can create a classroom atmosphere where learners can realize their full potential.
4. "A child is born a speaker in a world of speakers". Discuss the validity of this statement.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION

EPS 112/212 (FULL- TIME, DISTANCE & PARALLEL): EDUCATIONAL
PSYCHOLOGY SEMESTER II EXAMINATIONS

TIME: THREE (3) HOURS

MAY 2011

INSTRUCTIONS: There are three sections (A, B and C) in this examination. Write
all your answers for Sections A and B in the question paper.

SECTION A: Instructions: There are 20 questions in this section. Answer all of them
and write your answers in the answer grid below.

1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	

1. The "father" of genetics is considered to be _____.
A) Charles Darwin B) Gregor Mendel C) Albert Einstein D) Sigmund Freud
2. A section of DNA that codes for one particular trait is referred to as
A) gene B) chromosome C) chromatid D) allele
3. If fur colour in mice is caused by the following: B = black and b = brown, choose the
genotype for the organism which will have brown fur.
A) BB B) bB C) bb D) either answer A or B
4. Which one of the following would have a different phenotype from the others?

A) Rr B) rR C) rr D) RR

5. An alternate version for a gene is called _____

A) allele B) chromosome C) mutation D) chromatin

6. A little girl, Cleopatra Muhau, has developed penis envy. She could probably, be according to Freud, at _____

A) puberty B) phallic stage C) genital stage D) electra stage

7. The learning procedure which utilizes reinforcement to guide response in closer and closer approximations to a desired behaviour is called _____

A) shaping B) observational learning C) partial reinforcement D) conditioning

8. What is a punishment?

A) An unpleasant event or stimulus. B) Any undesired event or stimulus that weakens or decreases a behavior.

C) A disagreeable consequence. D) Something the individual dislikes.

9. A little girl, Albertina Muyunda, looks out of the window at her room in Lusaka, and sees that it is raining . She assumes it is raining everywhere, including at her grand mother's village in Mongu. Her thought is characterized by _____

A) animism B) egocentrism C) irreversibility D) lack of conservation

10. Mental age refers to a person's _____

A) chorological age C B) attitude toward problem solving

C) intellectual ability level D) performance ability

11. Makufen Ndhlovu, a tennis coach, insists that she can make any reasonably healthy individual into an internationally competitive tennis player. Makufen is echoing the

thoughts of _____

A) Sigmund Freud B) John B. Watson C) Abraham Maslow D) B.F. Skinner

12. Which of the following approaches might suggest that forgetting to pick his mother up at the airport was Bodwin Mulenga's unconscious way of saying that he did not welcome her visit?

A) psychoanalytic B) behavioural C) cognitive D) humanistic

13. The intermediate level of cognitive development according to Jerome Bruner is ____

A) self-actualisation B) symbolic C) iconic D) enactive

14. Dizygotic twins _____

A) are also called identical twins B) have the same heredity
C) develop from two different fertilized eggs. D) all of the above [a), b) & c)].

15. Which theorist is associated with the concept of learned helplessness?

A) Martin Seligman B) Sigmund Freud C) Jean Piaget D) R.B. Rotters

16. In the following scores: 56, 56, 64, 62, 54, 56, the median is _____

A) 63 B) 56 C) 58 D) 50

17. Which of the following is not a tool in language development?

A) 1 m ruler B) Lap top C) Abacus D) Language

18. Compared to young adults, older people show an increase in _____
Intelligence.

A) mathematical understanding B) fluid intelligence
C) vocabulary D) crystallized intelligence

19. The issue in development psychology that involves debate over the relative contributions of inheritance and the environment is known as the _____

A) nature versus nurture debate B) early experience versus later experience

C) continuity versus discontinuity debate D) language versus thought

20. According to Urie Bronfenbrenner, the growth and development of children is affected by the characteristics of politics of their culture. Which ecosystem does this statement describe?

A) Chronosystem B) Macrosystem C) Mesosystem D) Microsystem

SECTION B

Instructions: Answer all questions in this section and write all your answers in the spaces provided in the question paper.

21. According to Freud, the part of the superego that makes us feel guilty is called the _____.

22. Erikson's term for sharing a special closeness with another is called ____

23. Joseph Muchindu, as a child, knows that by adding "ed" to certain words puts them in the past tense. As a result, instead of "she ran", Joseph says she "runned". This is an example of _____

24. Judith Mulenga was fixated at oral stage. State **two** characteristics she would portray in adulthood.

i) _____

ii) _____

25. According to Piaget, the modification of existing schemes to fit new ideas or experiences is called _____.

26. Which stage of Piaget's cognitive development theory is characterized by centration and irreversibility? _____

27. Who is the main proponent of the attribution theory? _____

35. According to Freud, rechannelling of socially unacceptable impulses to those that are accepted is called _____

SECTION C

Instructions: Answer any **two (2)** questions from this section. Write all your answers in this section in the provided booklet(s). All questions carry equal marks.

36. Contrast individual and group intelligence tests.

37. What are general implications of Piagetian theory for education?

38. Outline the relevance of the theory of multiple intelligence and triarchic theory of intelligence to curriculum development in Zambia.

39. Briefly explain any **two** of the following terms of educational psychology:

- a) microgenetic design **or** linguistic relativity
- c) reception learning
- d) moral reasoning

40. How do fathers and mothers contribute to gender development of their offsprings?

The End

28. State any **two** characteristics of concepts.

i) _____

ii) _____

29. John Carrol proposed the _____ theory of intelligence.

30. According to Abraham Maslow, what is the

i) least compelling need? _____

ii) most compelling need? _____

31. Karyotype is _____

32. "He who was (once) tossed by a buffalo fears the black ox". In relation to Pavlovian conditioning, answer the following from the above Kikuyu proverb:

Name the:

i) CS _____

ii) Neutral stimulus _____

iii) CR _____

iv) UCR _____

v) UCS _____

33. Sandra Bem developed the _____ theory of gender development.

34. What is deferred imitation? _____

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

2010/2011 ACADEMIC YEAR, SECOND SEMISTER FINAL EXAMINATIONS

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

INSTRUCTIONS:

There are six questions, answer three questions. Question **one** is compulsory
This examination contributes 50% to the course grade.

1. Davy is a ten year old boy is in Grade three at Chibeleko basic school. The class teacher has just noticed that Davy is experiencing substantial difficulties learning to read in comparison with other children in class. Using this hypothetical case, identify the assessment tool you would use to assess him and suggest an appropriate intervention programme. (**20 Marks**)
2. The process of acquiring mathematical abilities is a lengthy one. Discuss.(**15 Marks**)
3. Critically analyse the history of Specific Learning Disabilities (**15 Marks**).
4. Attention Deficit Hyperactivity Disorder is defined by three distinct sets of behaviour. What instructional approach would you apply to address these deficit areas in children with ADHD (**15 Marks**)
5. Writing is important in the learning process. Discuss how Writing Difficulties would interfere with the child's ability to learn in class? (**15 Marks**)
6. Explain the rationale for assessment of children with Specific Learning Disorders. (**15 Marks**)

END OF EXAMINATION

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

2010/11 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

EPS 252- Teaching Children with Specific Learning Disorders

Time: Three (3) Hours

Instructions:

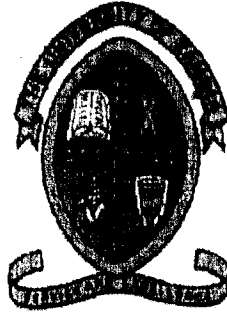
- (i) There are seven (7) questions in this paper.
- (ii) Answer question **one (1)** and any other **two (2)** questions.
- (ii) This Examination contributes 50% to the total course grade.

1. An Individualised Education Programme (IEP) is a programme designed to meet the unique educational needs of a child with a disability. Lwenga Tembo is a 9 year old boy born on 22nd January, 2002. He is in your Grade one class and has fine motor problems which are affecting his ability to write legibly. He has been identified as having moderate dysgraphia. In class, Lwenga can read, spell and write a few letters of the alphabet. He enjoys playing football and reading and telling stories. He has difficulties picking up and holding a ball, gripping a pencil or crayon and writing **(20 Marks)**.
 - a). Describe characteristics of children with dysgraphia (writing problems).
 - b). You have been requested, as a specialist teacher, to design an IEP for Lwenga that will address the challenges he is facing.
2. Critically analyse the five stages of the clinical teaching process giving relevant examples in each stage **(15 Marks)**.
3. Instructional variables are factors that ought to be considered when designing teaching strategies for children with specific learning disabilities (SLDs). Discuss five

instructional variables that are under the control of the school and the teacher and how these variables can be controlled for the benefit of a child with (SLDs) **(15 Marks)**.

4. Give an account of the historical development of specific learning disabilities **(15 Marks)**.
5. Children with Attention Deficit Hyperactivity Disorders (ADHD) pose a lot of challenges to teachers in the classroom. With specific examples, critically analyse the core deficits areas in children with (ADHD). As a teacher, what management strategies can you employ in teaching children with this condition? **(15 Marks)**.
6. Ecology in education refers to various environments within which a person lives and grows. Describe the primary environments that can affect a child's learning and show how the child's learning may be affected in each type of environment **(15 Marks)**.
7. Specific learning disabilities are caused by a number of interacting factors which can be genetic, environmental and/or neurological. Highlight major arguments and findings that have been advanced in each category of causal factors **(15 Marks)**.

END OF EXAMINATION.



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS, MAY 2011

EPS 332 – LEARNING PROCESSES: A SOCIOLOGICAL PERSPECTIVE

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS:

1. Answer all the questions in section A and three from section B.
2. Each question in section B should be answered in a separate Answer booklet.
3. Credit will be given for well thought out work.

SECTION A

Part 1: Circle the most appropriate answer.

1. Which one of the following is NOT a manifest function of the education system?
 - A. Conservative function.
 - B. Innovative function.
 - C. Socialization function.
 - D. Political function.
2. "There is a connection between length of education and the degree of tolerance of opposing views." This statement is associated with one of the following
 - A. Innovative function of education.
 - B. Conservative function of education.
 - C. Economic function of education.
 - D. Political function of education.

3. Charles Cooley's theory of the "Looking Glass Self" is a
 - A. One step process.
 - B. Two step process.
 - C. Three step process.
 - D. Four step process.

4. "Institutions of learning are expected to be centres of creative thought and discovery."
This statement is associated with one of the following
 - A. Political function of education.
 - B. Social selection function of education.
 - C. Economic function of education.
 - D. Innovative function of education.

5. In the Open Systems Model, the output refers to
 - A. Goals, processes and structure of the organization.
 - B. Graduates, new knowledge, emerging culture and useless knowledge.
 - C. Staff, Administrative staff, support staff and peer groups.
 - D. School Boards, Trade Unions, Economic value, fads etc.

6. The community is the of Education after family and peer groups.
 - A. First major agency
 - B. Second major agency
 - C. Third major agency
 - D. Fourth major agency

7. A social role is the pattern of behaviour expected from an individual in a specific social position and is attached to
 - A. Status
 - B. Position
 - C. An individual
 - D. A teacher

8. Which one of the following explains best what teachers expectations are
 - A. Specific and unrelated
 - B. Diffuse and specific
 - C. Diverse and varied
 - D. None of the above

9. The 'father' of Educational Sociology is Emile Durkheim.

- A. Emile Durkheim
- B. Auguste Comte
- C. Herbert Spencer
- D. Herbert Gintis

10. Who among these contributed most immensely to the development of Sociology?

- A. Herbert Spencer and Max Weber
- B. Auguste Comte and Emile Durkheim
- C. Max Weber and Talcott Parsons
- D. None of the above

11. Social mobility is said to have taken place when

- A. A person has moved from one township to another.
- B. A society is using mobile phones.
- C. A person has moved from one social class to another.
- D. A person enjoys high prestige.

12. An example of an ascribed status is

- A. being a taxi-driver.
- B. being a good footballer.
- C. having obtained a degree.
- D. being a woman.

13. Two of the following scholars are connected with the "New" Sociology of Education Theory. Who are they?

- A. Samuel Becker and Basil Bernstein
- B. Pierre Bourdieu and Samuel Becker
- C. Max Weber and Basil Bernstein
- D. None of the above.

14. The major concern of the Labelling theory was

- A. The organisation of knowledge
- B. The Sources of information which teachers use to label their students
- C. The differential academic performance of students
- D. The process by which people come to be known as deviants.

15. Which of the following is the major concern of the New Sociology of Education Theory?

- A. The teachers' expectations of their students' performance
- B. How students fail or how they pass
- C. The internal operations of the school.
- D. The teacher's inability to follow the official curriculum.

16. A situation where a theory makes speculations about the relationship between education and other institutions without explaining what happens in a classroom is

- A. Status frustration
- B. Educational symbolism
- C. Black box of education
- D. None of the above

17. A theory which makes a relationship between the students' performance in the classroom and his or her residence can be referred to as

- A. Biological determinist theory
- B. Cultural determinist theory
- C. Social determinist theory
- D. None of these

18. Only one of the following is an established professional. Which one?

- A. Sociologist
- B. Historian
- C. Magistrate
- D. Pathologist

19. Mr. John Zulu was a teacher at a Basic School in Petauke, while Mr. James Mulenga was a nurse at a Clinic in the same area. In one of the discussions at a Basic School three people were heard comparing Mr Zulu and Mr. Mulenga in terms of their life styles and their education. What kind of status do you think these three people were talking about?

- A. Social or scalar status
- B. Socio-economic or structural status
- C. Scalar or organisational status
- D. Community or functional status

20. Which of the following describes best the condition that would affect the academic achievement of an individual?

- A. Social economic background
- B. Neighbourhood
- C. Going to school on an empty stomach
- D. Ability to pay school fees

Part 2: Complete the blank spaces with the most appropriate words or phrases.

21. _____ is a process by which a norm becomes a part of an individual's personality, thereby conditioning the individual to conform to society's expectations.

22. State at least two important norms propagated by the school system.

23. A group with whom individuals identify and whose attitude and values they often adopt is known as _____

24. The component of culture through which education preserves the society's normative and value system is referred to as _____ component.

25. According to George Mead, the internalization of attitudes and expectations of society is known as _____

26. _____ is a person whose identity is surrounded by acts of deviance.

27. _____ is also known as the teacher's theory.

28. William Goode called a profession as a _____ within a community.

29. _____ tried to distinguish between a minor and a major profession.

30. Social status is someone's position in comparison with another's position within a society and the respect or _____ accorded to that position within a social context.

31. Brophy and Goode tried to explain the stages of the -----

32. The organisation of knowledge is the concern of the
.....theory.
33. The student's physical appearance is part of the -----
which teachers use to label their students.
34. _____ and _____ applied the
labelling theory in to a classroom situation.
35. Theories help us understand how variables _____

**Part 3: Circle the appropriate letter to show whether the statement is
True (T) or False (F)**

36. T. F. "A school is a museum of virtue." This statement is associated with Randall
Collins
37. T. F. Folkways are norms that people consider to be very important.
38. T. F. The undesired consequences of a school system are regarded as
dysfunctional.
39. T. F. Social control in every society is achieved through the process of
socialization.
40. T. F. A teacher's role is diffuse because it permeates through all areas of human life.

SECTION B

Answer any three of the following. Answer each question in a separate booklet.

1. Below is a prestige rating study of twenty jobs* carried out by a group of students in the community near a college of education among 100 respondents.
 - a. State three major precautions the students took before they went out to collect data.
 - b. Work out the mean score and rank order for each of these jobs.

Job	Distribution of Prestige Rank Scores						Mean Score	Rank Order
	Very High Prestige	High Prestige	Average Prestige	Low Prestige	Very Low Prestige	Do Not Know		
Nurse	10	30	40	10	8	2		
Medical Doctor	62	25	5	4	3	1		
Secretary	15	25	40	10	8	2		
High Sch. Teacher	9	24	50	15	1	1		
Miner	10	15	40	18	15	2		
Accountant	45	40	9	5	1	0		
Shopkeeper	5	4	56	25	9	1		
Police Officer	4	5	50	30	11	0		
Lawyer	60	30	5	3	1	1		
Motor Mechanic	9	20	56	10	5	0		
Carpenter	5	5	65	15	8	2		
College Lecturer	40	35	18	5	1	1		
Office orderly	3	5	6	50	35	1		
Typist	5	6	60	25	4	0		
Basic. Sch Teacher	6	9	49	35	0	1		
Clinical Officer	7	8	50	30	3	2		
Member of Parliament	50	30	10	8	1	1		
Pastor	34	40	20	2	3	1		
Pilot	59	31	3	5	2	0		
Taxi Driver	4	5	56	25	8	2		

Note: The arbitrary weightings are as follows: 1 - Very High Prestige; 2 - High Prestige; 3 - Average Prestige; 4 - Low Prestige and 5 - Very Low Prestige

2. "While both the Labelling Theory and the "New" Sociology of Education Theory highlight the activities which take place in a classroom between the teacher and the pupils, they have areas of differences and similarities". Critically discuss this statement in relation to a classroom situation in Zambia. Which theory do you think is more relevant to a Zambian teacher and why?
3. With the help of examples from the Zambian educational system, compare and contrast the latent functions of education and the dysfunctional tendencies of educational systems.
4. Most communities have very low opinion regarding the teaching fraternity. Dispel this notion by enticing new recruits to stay in teaching by convincingly telling them the merits of staying in the teaching profession.
5. The school is seen as a major socializing agent in preparing young people for life. As a student-teacher identify and discuss some of the social problems involved in adolescent socialization in high schools in Zambia. How can you help high school pupils develop good character and become useful citizens?
6. Although biological makeup, the internal operations of the school and the curriculum content are very important in the performance of students, social class, is equally, if not more important than other factors in determining the performance of students in the classroom. Discuss this statement in light of the theory of Social stratification.

THE END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2010/2011 SECOND SEMESTER FINAL EXAMINATIONS – MAY 2011.

EPS 462- TEACHING CHILDREN WITH INTELLECTUAL DISABILITIES.

TIME: THREE HOURS.

INSTRUCTIONS:

THERE ARE FIVE QUESTIONS IN THIS PAPER, ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.

THIS EXAMINATION CONTRIBUTES 40% TO THE COURSE GRADE.

1. The importance of social functioning for individuals with intellectual disabilities has long been recognised as relevant to an individual's quality of life, well being and ability to participate in their community. Conversely, compromised social functioning for individuals with intellectual disabilities has far reaching implications for quality of life, community participation and well being (Cook and Oliver, 2011).
 - (a) Critically analyse the statement in line with the social constructs of sociability (8 MARKS).
 - (b) As a specialist teacher, identify the intervention strategies you would use to enhance social skills in children with intellectual disabilities (8 MARKS).
2. All students experience a number of significant transitions in life, from home to school, and from school to post secondary education or work situation. For students with intellectual disabilities, these transitions are particularly critical because these students have to contend with other issues such as limited experience regarding the world of employment, career ideas and community resources.
 - (a) As a specialist teacher, explain how you would facilitate the smooth transition of an adolescent with intellectual disabilities from school to post secondary education (6 MARKS).
 - (b) Outline the determinants of successful transition (6 MARKS).

3. Assessment has been defined as a systematic process of gathering educationally relevant information in order to make informed decisions about a given child. This process is critical in as far as placement and overall education for children with intellectual disabilities is concerned. It is only through assessment that educators would be able to draw a distinction between developmental delays and intellectual disabilities in the strict sense.

(a) Discuss the implications of the above statement (6 MARKS).

(b) What contextual challenges are you likely to encounter as regards assessment of children with intellectual disabilities? (6 MARKS)

4. Identification with the label of “*intellectual disabilities*” has contradictory personal and educational implications for people so-labelled. While this identification has allowed people to organise support collectively through self- advocacy movement, pervasive understanding of intellectual disabilities that permeate many societal settings tend to be framed in ways that directly confirm a personal tragedy model of disability and impairment.

Discuss the extent to which you agree or disagree with the above statement (12 MARKS).

5. Quality and relevance in special education calls for the need to have a curriculum which is responsive to children with diverse needs.

(a) What factors would you consider pertinent in curriculum planning for children with intellectual disabilities? (6 MARKS)

(b) Distinguish between functional and developmental curricula in relation to children with intellectual disabilities (6 MARKS).

END OF EXAMINATION

UNIVERSITY SECOND SEMESTER EXAMINATIONS-MAY 2011

H232

HISTORY OF MODERN AFRICA: 1900 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

1. What internal factors facilitated African nationalism in colonial Africa?
2. Discuss the ways in which colonial policies influenced the status and role of women in colonial Africa.
3. What do you think prompted the British colonial office to introduce Indirect rule in its African colonies?
4. The First World War was a European war. Explain why and how African colonies became embroiled in the war.
5. What do you think prompted the minority white regime in South Africa to enshrine the Apartheid policy in its constitution in 1948?
6. Did European colonial governments bring economic development to Africa?
7. Why have most African governments failed to govern and develop their countries so many years after attaining independence?
8. Why are military coup d'états no longer common phenomena in Africa?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS - 2010

H242

THE CAPITALIST ECONOMIC SYSTEM, 1914 TO PRESENT

TIME: THREE HOURS.

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Was the pre-1914 economic boom in Europe primary in the out-break of World War One? Assess the post-World War One recovery measures.
2. Why is there so much debate on the causes of the Great Depression? Were measures embarked on to recover from its effects successful?
3. "The Second World War left immense destruction and efforts at recovering from its effects proved futile." Argue.
4. Did John Maynard Keynes's ideas positively impact on the world?
5. Should the spread of Transnational Corporations be halted?
6. What prompted some nations to adopt New Capitalism? Were Thatcher and Reagan justified in dismantling it in their respective countries?
7. To what extent do Bretton Woods institutions contribute to solving financial crises experienced in the developing world?
8. Is large- scale industrialization necessary?
9. To what extent has the shrinking of the globe contributed to the development of the world economy?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS – MAY 2011

H322

TWENTIETH CENTURY

INSTRUCTIONS

ANSWER THREE QUESTIONS

TIME:

THREE HOURS

1. To some the Paris Peace Settlement was an opportunity to liquidate Germany's potential to wage war. To others it was a missed opportunity for lasting peace in the world. To what extent did the Paris Peace Settlement fail to achieve eternal peace? What factors were responsible for its failure?
2. What was the Weimar Republic? Explain why it did not succeed.
3. Who was Benito Mussolini and how did he rise to power?

4.

EITHER

How did the Bolsheviks come to power and establish their new regime?

OR

What was the impact of the Bolshevik revolution on Europe as a whole?

5. Identify and show the significance of FIVE of the following:

- | | |
|--------------------------------|-----------------------------------|
| (a) Treaty of Brest-Litovsk; | (b) War Communism; |
| (c) Alexander Kerensky; | (d) The policy of containment; |
| (e) The policy of appeasement; | (f) Austrian ultimatum to Serbia; |
| (g) The Cold War; | (h) The Cheka; |
| (i) Giacomo Matteotti; | (j) Joseph Goebbels. |

6. Would you agree that the Second World War was essentially the result of Hitler's aggressive policies?

7. Choose any two leaders from Lenin and Stalin, Mussolini and Hitler, and then compare and contrast their personalities and strategies. How did they achieve, consolidate, and use (or abuse) their power?
8. What strategies did the colonized peoples of Africa and Asia use to resist and rebel against European imperialism in the post-1945 period?
9. What was “perestroika” and “glasnost” and why did Mikhail Gorbachev see the need for them in the Soviet Union in the 1980s?

END OF EXAMINATION



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

2010/11 ACADEMIC YEAR SECOND SEMESTER DEFERRED EXAMINATION

ISE 152: ANATOMY AND PHYSIOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS:-

1. Answer only **Three** questions, **NOTE** that question (1) **ONE** is **COMPULSORY**
 2. Please clearly indicate the number of the question you are answering in the left margin of the answer book.
 3. Marks will be awarded for clarity, precision and exemplification of ideas
-

1. For each of the following activities, discuss briefly the major muscle stressed when performing the actions. **(40 Marks)**
 - a) Chest pass in Netball
 - b) Vertical jump
 - c) Picking up a heavy carton
 - d) Toe touch
2. Taking into account areas of absorption, discuss the digestion process of proteins, carbohydrates and fats. **(30 Marks)**
3. Giving specific examples and illustrations where possible, discuss the types of synovial joints. **(30 Marks)**
4. In relation to Physical Education and Sport, discuss the importance of the respiratory, digestion, circulatory and nervous systems. **(30 Marks)**
5. The skeletal is one of the vital body systems;
 - a) Discuss the four basic functions of the skeleton
 - b) Briefly discuss the types of bones.**(30 Marks)**
6. Discuss the types of synovial joints giving specific movement/action examples when these are involved and where possible illustrations be provided. **(30 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2010 FIRST SEMESTER FINAL EXAMINATION JUNE 2011
COURSE: ISE 171 INTRODUCTION TO FOOD AND NUTRITION SCIENCE
TIME 3 HOURS
INSTRUCTIONS

MARKS 100

1. There are five questions in this paper.
2. Question one is **compulsory** and has **40 marks**.
3. Chose any **two** questions from the 4 questions remaining, each question has **30 marks**.
4. Answer in essay form.

QUESTION ONE

Discuss fat as a nutrient under the following headings:

- | | |
|---------------------------------------|----------|
| a) Lipids- functions and sources | 8 marks |
| b) Fatty acids and chemical structure | 15 marks |
| c) Essential fatty acids | 4 marks |
| d) Hydrogenation of fatty acids | 6 marks |
| e) Functions of triglycerides | 7 marks |

QUESTION TWO

Describe the following tools for studying nutrition:

- | | |
|---|----------|
| a) Chemistry of Food | 10 marks |
| b) Body systems related organs that function together | 10 marks |
| c) Five common chemical groups under two headings ie group and chemical group | 10 marks |

QUESTION THREE

Discuss the diet planning tools- food plan under the heading:

- | | |
|--|---------|
| a) History of Recommended Dietary Allowance | 7 marks |
| b) Important points to bear in mind when using the Daily Food Guides | 8 marks |
| c) The seven dietary guidelines | 7 marks |
| d) What is the Recommended dietary allowance used for in nutrition | 8 marks |

QUESTION FOUR

Discuss the functions of the following major minerals:

- | | |
|--|--------------|
| a) Sodium | |
| b) Calcium | |
| c) Phosphorus | |
| d) Magnesium | |
| e) Briefly explain the two sources of each of the above minerals | 6 marks each |

QUESTION FIVE

Explain the functions of the following survey in nutrition studies:

- | | |
|------------------------|--------------|
| a) Medical history | |
| b) Blind experiments | |
| c) Nutrient density | |
| d) Oxidize | |
| e) The exchange system | 6 marks each |

THE END

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2010 FIRST SEMESTER FINAL EXAMINATION JUNE 2011**

COURSE: ISE 172 COMMUNITY NUTRITION EDUCATION

TIME 3 HOURS

MARKS 100

INSTRUCTIONS

1. There are five questions in this paper.
2. Question one is **compulsory** and has **40 marks**.
3. Chose any **two** questions from the 4 questions remaining, each question has **30 marks**.
4. Answer in essay form.

QUESTION ONE

- | | |
|---|----------|
| a) What is the food path? | 4 marks |
| b) Write two examples of how food travels on the food path | 16 marks |
| c) Write Ten (10) food blocks and how to overcome these food blocks | 20 marks |

QUESTION TWO

- | | |
|--|----------|
| a) Discuss the general aims of community nutrition education giving two examples of community nutrition problems for each aim. | 15 marks |
| b) Describe the four methods of collecting data on problems from the community areas with examples. | 15 marks |

QUESTION THREE

- | | |
|---|----------|
| a) Outline the duties of a nutritionist in community nutrition including four positions of the staff working with the nutritionist. | 15 marks |
| b) Write a plan of how nutrition is conducted in an area | 15 marks |

QUESTION FOUR

- | | |
|---|----------|
| a) How can a nutritionist use Food Science and Art in community nutrition education? | 15 marks |
| b) Discuss the five basic concepts used by a nutritionist in the community structure. | 15 marks |

QUESTION FIVE

- | | |
|---|----------|
| a) Discuss how the nutritionist uses community organisation and process. | 15 marks |
| b) Discuss the steps used as a model for community organisation suggested by Cohen. | 15 marks |

THE END

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2010/11 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 202: MUSIC TEACHING METHODS II

TIME: THREE HOURS

100 Marks

INSTRUCTIONS: Read the instructions carefully before you start answering questions. Credit will be given for orderly presentation of work.

There are seven questions in this paper. **ANSWER ONLY FIVE QUESTIONS.** Each question is worth 20 marks.

1. Contrast the paraxial and aesthetic philosophies of music education?
2. Discuss music cognition in music education.
3. Compare the paraxial philosophy of music education with the Zambian indigenous philosophies of musical arts education.
4. Briefly describe and discuss the roles of the following musical ensembles function in music education:
 - (a) Orchestra
 - (b) Choir
 - (c) Band
 - (d) Dance troupe
5. Discuss the role of teaching and learning aids in music education. Give examples!
6. Discuss the African perception of music and musical arts education.
7. Every primary school teacher should be able to teach music. Discuss!

END OF EXAMINATION

GOOD LUCK

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION
2010 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION
MAY 2011

ISE 222 HOME ECONOMICS TEACHING METHODS II
TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

- Read the questions carefully.
 - There are six (6) questions in this paper.
 - Answer four (4) questions only. Each question carries **25** marks.
 - Question one (1) and two (2) are **compulsory**.
-

Question 1

Write a lesson plan for a grade 6 class on “pastries”. Explain the basic ingredients, general rules and the methods used to make pastries.

Question 2

You are teaching a grade five (5) class on leather

- a) Write the introduction for leather
- b) Choice and care of shoes
- c) Demonstration
- d) Post test and Home work.

Question 3

Garrison (1992) has defined and explained the five methods of critical thinking. Define and explain the five methods of critical thinking.

Question 4

Wyk (1997) explained values in his management process.

- a) What are values?
- b) Explain how values are classified and where they originate.
- c) Give five examples of value conflict in a family and explain why.

Question 5

- a) Briefly define problem solving and explain the seven (7) common terminologies used in problem solving.
- b) Write one example where problem solving can be used and outline the steps involved.

Question 6

Briefly explain

- a) the role of Government in education for each individual.
- b) the three major principals of education
- c) the expectations of education boards in schools.

END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

2010/2011 ACADEMIC YEAR – 2nd SEMESTER EXAMINATIONS

ISE 252 PHYSICAL EDUCATION & HEALTH

TIME: 3 HOURS

INSTRUCTIONS:

ATTEMPT ALL QUESTIONS IN SECTIONS A AND B.

READ QUESTIONS CAREFULLY BEFORE ANSWERING.

ONLY WELL WRITTEN, CLEAR AND TIDY WORK WILL BE CONSIDERED.

SECTION A

1. An athlete needs to be at his/her best, health wise, before a major competition.
 - A) Why is athlete nutrition an important element for coaches to know?
 - B) Outline and explain the energy sources an elite athlete needs during prolonged physical activity.
 - C) Explain why this athlete needs to watch what he/she eats before, during and after every completion.
 - D) What are the key nutritional needs by a 16 year old basketball player participating in a regional competition, before, during and after this competition?

(18 Points)
 2. Drug abuse is a social ill that has led to worldwide concern. Zambia is one country that faces challenges with this social problem.
 - A) Outline and explain in detail the “process of addiction” and explain what kinds of “dependence” an addict can suffer from.
 - B) Name 7 drugs and explain their physiological effects.
 - C) Explain what is a “performance-enhancing” drug and give 6 examples of “performance-enhancing” drugs while mentioning their effects (if any) on elite athletes.
 - D) What is the International Olympic committees stance on drugs in sport?

(15 Points)
 3. HIV/Aids is a global epidemic that has caused the loss of many lives and continues to affect our society adversely.
 - A) Outline the major causes of HIV/Aids in Zambia. 3
 - B) What do the following acronyms stand for i) VCT ii) NAC iii)ART iv)AIDS 2
 - C) What are the short and long term impact of HIV/Aids on the Physical Education class in Zambia? 4
 - D) Explain how the P.E class can help curb the effect of HIV/Aids in Zambia. 4

(15 Points)
- A) SECTION B
4. Using the diagram below name and identify the flowing types of fractures.



A) ----- B) ----- C) -----

(8 Points)

5. Students who participate in the Physical Education class are at risk of injuries.
 - A) How do you prevent your students from being injured?
 - B) Explain the difference between a fracture and a dislocation?
 - C) How should they (Fracture and dislocation) be treated?
 - D) Name and explain the kinds of Head injuries that your students can suffer from?
 - E) How would you treat a student who has been injured and is unconscious?

(18 Points)

6. The ----- was started by the Ministry-----when a declaration was made by-----in the year-----. The main goal of this campaign is-----.

(8 Points)

7. Community 'X' has a population of 20, 000 people. They all live and work together for the improvement of living standards in their community. They are health conscious and believe in looking after the environment. They have a school, college and university. You have been posted to community 'X' to be in charge of sports development for the community. Your first task is to come up with a community wide campaign promoting Physical activity.

Using your answer sheet please outline and explain the benefits of Physical Activity.

(18 Points)

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY SECOND SEMESTER EXAMINATIONS – MAY 2011

ISE 282: CURRENT ISSUES IN SOCIAL STUDIES II

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER THREE (3) QUESTIONS. TWO (2) FROM SECTION A AND ONE (1) FROM SECTION B. CREDIT WILL BE GIVEN FOR USE OF RELEVANT EXAMPLES AND ILLUSTRATIONS

SECTION A

1. The natural calamities that Zambia has experienced are as a result of both anthropogenic as well as natural activities. Discuss. (17 marks)
2. Analyse the key environmental and natural resources management issues in Zambia. (17 marks)
3. Discuss how you would use both the SWOT and PESTE analysis tool as a development planner to ensure that an area/community is developed. (17 marks)

SECTION B

4. In your views, do you think internal factors contributed more than external factors in the fall of One – Party Participatory Democracy? (17 marks)
5. Explain some of the constitutional and institutional changes made in the Third Republic. (17 marks)

END OF EXAMINATION



UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2011 ACADEMIC YEAR SECOND SEMESTER EXAMINATION
ISE 292: MUSIC IV (MUSIC OF AFRICA)

TIME: 3 Hours

TOTAL MARKS: 100

INSTRUCTION:

- The Examination paper consists of **eight** question;
- Candidates should answer **five** questions only.
- Question 1 is compulsory.
- Answers must be written clearly and neatly.

Question 1

- a) Formulate your own definition of African music without any recourse and reference to initial information and other definitions. Motivate your answer.
- b) Discuss the following statement; "The meanings of music are not universal but generated by members of social groupings".
- c) How is music and culture related?

Question 2

- a) Define the following acoustic classification of instruments as formulated by Erich von Hornbostel and Curt Sachs;
 - I. Membranophones
 - II. Idiophones
 - III. Chordophones
 - IV. Aerophones
- b) Classify the following instruments under the above heading; Mbira, Mbalule, Marimba, Kissar, Atumpan, Donno, Kora, Gaitha, Gangatan, Chipendani, Itumba, Singubu.

Question 3

With reference to your own social background, outline the life circle of an African, highlighting the main musical practices that characterize the life stages from pre-natal to death.

Question 4

Discuss the main influences on the regional musical performance practices of;

- I. North Africa
- II. West Africa
- III. South Africa
- IV. East Africa and
- V. Central Africa

Question 5

With musical illustrations and examples, discuss the major characteristics of the following elements in African music?

- I. Rhythm
- II. Melody
- III. Texture and
- IV. Form

Question 6

How are visual arts and dance related to music in the African context? Motivate your answer.

Question 7

Trace the "harp" in the history of music of African.

Question 8

Outline the history of music of Africa from 1920 to the present. Your answer should speak to research history and technological developments.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2010 ACADEMIC YEAR SECOND SEMESTER DEFERRED EXAMINATIONS

JUNE 2011

ISE 319: PRIMARY SCHOOL CURRICULUM DEVELOPMENT

TIME ALLOWED: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS:

1. Answer **four (4)** questions.
 2. Clearly indicate your computer number on the front cover of your answer book.
 3. Also, clearly write the number of the question you are answering in the left-hand margin of the sheets of paper contained in the answer book.
-

Question One

George Bishop in his book Curriculum Development states that in implementing teaching strategies in the classroom teachers should promote thinking skills. Identify the later and explain the application of thinking skills in the primary school classrooms.

Question two

Discuss the **six** divisions of the cognitive Domain in Bloom's Taxonomy of Educational Objectives. Give reasons why this section of the Taxonomy is of great value to the primary school curriculum.

Question three

Philip Phenix in his book Realms of Meaning asserts that the best curriculum for any school pupil is one that makes each learning experience available to him or her as soon as he/she is ready for it. Discuss the principles you would take into consideration in planning materials for instruction in your subject area.

Question four

Compare and contrast Ralph Tyler's model of curriculum development with that of Daniel and Laural Tanner.

Question five

Andrew Urevbu in his book Curriculum Studies argues that "the experiential model of the curriculum is subjective, personalistic, heuristic and transactional. It is learner-centred activity-oriented approach to teaching and learning." Critically discuss this statement in light of curriculum reforms adopted in basic schools in Zambia.

Question six

"Curriculum, teaching and examinations are interrelated activities in the school system", A. Lewy asserts in the Handbook of Curriculum Evaluation. In view of this statement, explain the term "curriculum evaluation" and discuss relationships between school curriculum, teaching process and achievement tests and final examinations.

End of Examination

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS
MAY 2011

INSTITUTE OF DISTANCE EDUCATION

LSE 212: SOCIAL STUDIES TEACHING METHODS II

TIME: THREE (3) HOURS

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

1. (a) Explain the importance of lesson planning in the teaching of Social Studies.
(b) Construct a full 40-minutes lesson plan on the topic “Environment and settlements in Zambia”.
2. (a) Highlight the likely problems that a teacher may face in using role-playing to teach Social Studies.
(b) Argue for the assertion that small group discussion is superior to whole class discussion.
3. What are the merits and challenges of teaching Social Studies using learner-centred teaching methods?
4. Discuss the professional skills of a good Social Studies teacher.
5. Use decision making procedure to suggest the solution to the problem of adolescent child bearing in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY SECOND SEMESTER EXAMINATIONS – MAY 2011

LSE 312: GEOGRAPHY TEACHING METHODS

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

-
1. (a) Explain the importance of lesson planning in the teaching of Geography
(b) Construct a full 80 minutes lesson plan on the topic “Factors affecting location of industries in Zambia. (20 marks)
 2. (a) Discuss the different ways you could use to introduce a lesson in Geography. (9 marks)
(b) Explain the different forms of presenting Geographical notes to a class. (6 marks)
 - 3 Analyse the use of textbooks as teaching resources in Geography. (15 marks)
 - 4 Discuss the problems faced by teacher in the teaching of Geography in Zambia. (15 marks)
 - 5 Analyse the use of discussion as a teaching-learning strategy. (15 marks)
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES
EDUCATION
2011 SECOND SEMESTER EXAMINATIONS

LSE332: ENGLISH TEACHING METHODS

MARKS: 100

TIME: THREE HOURS

INSTRUCTIONS

1. There are two Sections in this Paper, Sections A and B.
2. Answer Three Questions in all, **one** from Section A and **two** from Section B.
3. All questions carry equal marks.
4. Good command of English language will be rewarded.

SECTION A

Answer only one question from this Section.

1. Discuss similarities and differences of the Situational method and the Cognitive Code Approach in English Language Teaching.
2. A number of Approaches, Methods and Techniques emerged as Language Teaching Methodologies developed from the 1940s (Audio-lingual) to the 1980s (Communicative Language Teaching). Discuss this statement bringing out **the trends** that emerged in language teaching methodology development.
3. The Communicative Language Teaching Approach (CLT) teaches language as communication (Widdowson 1998). Discuss this approach bringing out its characteristics and principles.

SECTION B

Answer any two questions from this Section.

4. Design (a)**one visual** situational and(b)**one linguistic** situational exercise to practice the following structure:
Expressing Reason, using 'because', and 'since'.
5. Construct a complete lesson plan showing teacher/learner activities and materials to teach an **Oral Communicative Competence** lesson to a 9 class based on the following language function:
Pupils should be able to accept or decline an offer (e.g. No, I don't mind, or Yes, I mind)
6. A **Summary** lesson should be a teaching lesson and not a testing one. Prepare a detailed lesson plan to teach a single period (40 minutes) summary lesson to a Grade 10 class based on the attached passage titled: **Kino and the Pearl**. Give various activities and tasks you would give at each stage of the lesson.

KINO AND THE PEARL

And Juana Tomas, who squatted on Kino's right hand because he was his brother, asked: "What will you do now that you have become a rich man?"

Kino looked into his pearl, and Juana cast her eyelashes down and arranged her shawl to cover her face so that her excitement could not be seen. And in the glowing light of the pearl the pictures formed of the things Kino's mind had considered in the past and had given up as impossible. In the pearl he saw Juana and Coyotito and himself standing and kneeling at the high altar, and they were being married now that they could pay. He spoke softly: "We will be married - in the church".

In the pearl he saw how they were dressed – Juana in a shawl stiff with newness and a new skirt, and from under the long skirt Kino could see that she wore shoes. It was in the pearl-the picture glowing there. He himself was dressed in new white clothes. And he carried a new hat-not of straw but of fine black felt – and he too wore shoes – not sandals but shoes that laced. But Coyotito – he was the one – he wore a blue sailor suit from the United States and a little yachting cap such as kino had seen once when a pleasure-boat put into the estuary. All of these things kino saw in the shining pearl and he said, "We will have new clothes".

And the music of the pearl rose like a chorus of trumpets in the ears. Then to the lovely surface of the pearl came the little things Kino wanted: a harpoon to take a place of one lost a year ago, a new harpoon of iron with a ring in the end of the shaft; and - his mind could hardly make the leap – a rifle - but why not, since he was so rich? And kino saw kino in the pearl, kino holding a Winchester carbine. It was the widest day dreaming and very pleasant. His lips moved hesitantly over this. "A rifle," he said. "Perhaps a rifle".

It was the rifle that broke down the barriers. This was impossibility, and if he could think of having a rifle whole horizons were burst and he could rush on. For it said that humans are never satisfied, that you give them one thing and they want something more. And this is said in disparagement¹, where as it is one of the greatest talents the species has and one that has made it superior to animals that are satisfied with what they have.

The neighbors, close pressed and silent in the house, nodded their heads at his wild imaginings. And a man in the rear murmured: "A rifle. He will have a rifle".

But the music of the pearl was shrilling with triumph in Kino. Juana looked up, and her eyes were wide at Kino's courage and at his imagination. And electric strength had come to him now the horizons were kicked out. In the pearl he saw Coyotito sitting at a little desk in a school, just as Kino had once seen it through an open door. And Coyotito was dressed in a jacket, and he had on a white collar and a broad silken tie. Moreover, Coyotito was writing on a big piece of paper. Kino looked at his neighbors fiercely. "My son will go to school," he said, and the neighbors were hushed. Juana caught her breath sharply. Her eyes were bright as she watched him, and she looked quickly down at Coyotito in her arms to see whether this might be possible.

But Kino's face shone with prophecy. "My son will read and open the books, and my son will write and will know writing. And my son will make numbers, and these things will make us free because he will know – he will know and through him we will know." And in the pearl, Kino saw himself and Juana squatting by the little fire in the brush hut while Coyotito read from a great book. "This is what the pearl will do", said Kino. And he had never said so many words together in his life.

1. Disapproval

Now that you have read the story answer question six (6).

7. Read the excerpt from the novel **The Tongue of the Dumb**, by Dominic Mulaisho below and answer the questions that follow.

At the village, the dance warmed up. Upon hearing that Dulani had gone in search of the child, Banda and his brother had volunteered to take his place at the big drum. The initiate was hoisted on a platform, where she sat, head bowed, while the people showered gifts on her. Then it was her turn to dance for them, to dance in order to thank them, but also to dance to show them how she could dance for her future husband.

At first the big drum beat slowly. The girl swayed her waist slowly, in tune to the drum. Standing there alone on the platform she looked half asleep. Then the smaller drums joined in and the dance began to quicken. She swung into the rhythm. Quicker and quicker the rhythm went, and faster and faster she swayed her waist until, in the end, with arms delicately raised up, she looked once again like a graceful reed in a current. In the reflection of the fire her body was smooth, lithe, and beautiful. This was a great moment for the Chief, as it was for whoever was going to marry her.

The hour was getting late, but Dulani had not returned. Lubinda, noticing Natombi's absence, quietly slipped away, and in a moment he was whispering 'Odi!' at Natombi's door.

'Who are you? Asked Natombi from within.

'I am Lubinda,' whispered the man outside. 'I have come to find out about Dulani. Are he and the child back yet?'

Natombi felt frightened. There was something which told her that this man was not come to help. Yet she was anxious. Dulani had not returned after all this time, although the child had been found shortly after he had left.

QUESTIONS

- Decide on the teaching point you would choose based on the text above.
- Explain the lesson procedure (**not a lesson plan**) you would follow to teach the story in the text. You should clearly outline the **steps** and **activities with related materials (such as questions and expected answers)** you would engage your Grade 11 Literature class.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – MAY, 2011

LSE 352

HISTORY TEACHING METHODS 1

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY **THREE (3)** OF THE QUESTIONS LISTED
BELOW. ALL QUESTIONS CARRY EQUAL MARKS.

1. The success of any lesson depends as much on its proper planning as it does on its effective delivery. Discuss the factors that contribute to a teacher's effectiveness during lesson presentation.
2. A teacher ought to have both professional and personal qualities in order for him/her to function effectively in class. Choose any five of the professional qualities and explain how each one of them is of value to the teaching/learning process.
3. There are a number of variables that teachers need to consider when preparing their lessons. Identify and explain the variables in question and then briefly state the reasons why each of one of them is worth considering during the planning stage of one's lesson(s).
4. Although history is difficult to define, the subject is of great value to mankind. Write an essay which portrays the value aspects of this important subject.
5. Outline the purposes of essay marking and then discuss the best ways of carrying out this exercise.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
COURSE: LSE 362: HISTORY TEACHING METHODS EXAMINATION
SECOND SEMESTER 2010

INSTRUCTIONS:

- (a) There are five questions in this examination
 - (b) All of them carry equal marks
 - (c) Choose any three (3) and answer each one of them in one (1) hour. Total for three (3) questions, three (3) hours
-

1. Discuss how you would go about to prepare, plan and teach a lesson on the pre-colonial History of Zambia: the Iron Age period under area of settlement, nature of economic activities, social stratification, political system and technology, limit yourself to a particular ethnic group and period.
2. A History or Social Sciences Department is an important springboard for the learning and teaching of History in any high school. Briefly describe the main features of such a department and say their importance. Mention the main challenges too.
3. With good examples, describe and distinguish the methodologies of Science, Philosophy and Religion. In what ways could such methodologies be useful in the teaching and learning of a chosen topic of high school History?
4. How would one apply the child-centered and playway methodologies of John Dewey and Montessori respectively to the learning and teaching of a given topic in History or Social Studies? What challenges are likely to be encountered?
5. Discuss and illustrate the use of the class analysis methodology in teaching a topic on the modernisation of Zambia 1964-1991 under social, economic, political and technological factors. What challenges are likely to be encountered by the teacher in this work?

END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2010 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

LSE 909: CURRICULUM STUDIES

TIME: THREE (3) HOURS

Instructions

1. Answer **Question One** and **any other Two** questions.
2. Clearly indicate your computer number on the front cover of your answer booklet.

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Question One (Compulsory)

Curriculum development is a demanding activity that requires proper planning and understanding of the education system of a particular country for which the curriculum is to be developed (Marsh 2001).

- i. Describe the stages of curriculum development as they are applied in most Anglophone countries in Africa. **(14 marks)**
- ii. Using examples of content in form of topics from your area of specialization, explain how you would employ the following criteria in the sequencing of curriculum content;
 - a. Whole to part learning
 - b. Pre-requisite learning
 - c. Chronology. **(6 marks)**

Question Two

"The way a curriculum is conceptualized in theory and then designed, organized and developed for practical implementation depends on a country's particular philosophy of education, on its national, social, cultural, economic and developmental aspirations" (Bishop 1985 : 85)

- i. What is curriculum implementation? **(1 mark)**
- ii. With relevant examples explain how the philosophical and sociological foundations can help curriculum specialists in the selection of curriculum content. **(10 marks)**

- iii. How does student characteristics and educational objectives as elements of the psychological foundation influence the curriculum specialist in the development process of a curriculum. **(4 marks)**

Question Three

Print (2007) explains that content is the subject matter of the teaching and learning process.

- i. Analyze **two** sources of curriculum content. **(4 marks)**
- ii. Explain how a curriculum developer can be guided by **any one** of Jean Piaget's stages of cognitive development in the sequencing and selection of curriculum content. **(3 marks)**
- iii. Discuss **four** criteria for the selection of curriculum content. **(8 marks)**

Question Four

Tyler (1949:86) asserts that "in working out a plan of organization for a curriculum, it is necessary to identify the elements of that curriculum which serves as the organization threads".

- i. What was Tyler's greatest contribution to the development of curriculum models? **(2 marks)**
- ii. In organizing elements in curriculum, credible criteria should be followed.
- a. Discuss **two** criteria for the organization of learning activities. **(4 marks)**
- b. Discuss **three** sources of curriculum objectives. **(6 marks)**
- iii. Assess **two** roles of the teacher in the curriculum development process. **(3 marks)**

Question Five

Kennedy (1995) asserts that curriculum reform is really about changes to the content and organization of what is taught, within the constraints of social, economic and political contexts.

- i. Analyze **two** reasons why a curriculum may be changed. **(2 marks)**
- ii. Discuss **three** characteristics of an effective curriculum innovation. **(6 marks)**
- iii. Describe with relevant examples the expressed need and institutionalization stages of the curriculum change process. **(4 marks)**
- iv. Explain **two** backwash effects of national examinations on curriculum implementation. **(3 marks)**

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END OF THE EXAMINATION

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THE UNIVERSITY OF ZAMBIA
Directorate of Distance Education

2009/2010 ACADEMIC YEAR
SECOND SEMESTER FINAL EXAMINATIONS

M111: Mathematical Methods I

TIME ALLOWED: Three (3) Hours

INSTRUCTIONS : Answer any **Five (5)** questions from this paper
Omission of essential working may result in loss of marks
Calculators and Mathematical tables are **NOT** allowed in this paper

1. (a) (i) Express $3.\overline{88}$ in the form $\frac{a}{b}$ where a and b are integers in their lowest terms.
(ii) Express $\frac{3-2i}{1+i}$ in the form $a+ib$ where a and b are real numbers.
(iii) Rationalize the denominator $\frac{2+\sqrt{3}}{4-\sqrt{3}}$
- (b) Given that roots of the equation $2x^2 - 4x + 5 = 0$ are α and β ,
 - (i) Find the value of $\alpha^2 + \beta^2$.
 - (ii) Find the quadratic equation whose roots are $\frac{1}{\alpha+1}$ and $\frac{1}{\beta+1}$.
2. (a) (i) Let $U = [-5,5]$ be the universal set, $A = [-2,1)$, $B = [0,5]$ and $C = (-3,2)$. Find $A \cup (B \cap C)'$ and illustrate your answer on a number line.
(ii) Given that A and B are any sets, simplify as much as possible $[A' \cup (A \cap B')]'$
- (b) Let $f(x) = \frac{3x}{3-x}$ and $h(x) = \frac{1}{x^2+1}$
 - (i) State the domain of f and the range of h
 - (ii) Find $h\left(\frac{-3}{2}\right)$
 - (iii) Find $f^{-1}(x)$
 - (iv) Solve the equation $(foh)(x) = 1$

3. (a) (i) Prove the identity $(\sec \theta - \tan \theta)(\operatorname{cosec} \theta + 1) = \cot \theta$
(ii) Let $f(x) = x^2 \sin(x^2 - 1)$. Find $f'(x)$.
- (b) Consider the function $f(x) = kx^2 - 2x + 5$
(i) Find the range of values of k if the function f has real roots
(ii) Express the function $f(x) = -2x^2 - 2x + 5$ in the form $a(x + p)^2 + q$ where a , p and q are constants
(iii) Sketch the graph of $f(x) = 5 - 2x - x^2$.
4. (a) (i) Evaluate the limit $\lim_{x \rightarrow 3} \frac{3 - x}{4 - \sqrt{x^2 + 7}}$.
(ii) Sketch the graph of the function $f(x) = |2x - 1| - 2$.
- (b) (i) Solve the equation $\sin^2 x + 3\cos^2 x = 2$, for values of x in the range $0 \leq x \leq 360^\circ$
(ii) Find the general solution of the equation $\sin 2x = \frac{1}{2}$
5. (a) (i) Solve the equation $\frac{x + iy}{3 + 2i} = 2 - 5i$ for x and y .
(ii) Find the solution set of the inequality $-1 < \frac{2 - x}{2 + x} \leq 1$.
- (b) (i) Given that $x - 2$ is a factor of both $x^3 - x^2 - 2px + 3q$ and $qx^3 - px^2 + x + 2$, find the values of p and q .
(ii) Find $\frac{dy}{dx}$ if $y = 3xe^{x^2}$

6. (a) Differentiate from the First Principle the following functions
- (i) $f(x) = \sqrt{x}$
 - (ii) $f(x) = \frac{1}{x}$
- (b) Let $y = -2\cos\left(2x - \frac{\pi}{2}\right)$.
- (i) State the amplitude, the period and the phase shift of the function.
 - (ii) Find y when $x = \frac{-\pi}{4}$ and when $x = \frac{\pi}{2}$
 - (iii) Sketch the graph of $y = -2\cos\left(2x - \frac{\pi}{2}\right)$ for values of x in the interval $\left[\frac{-\pi}{2}, \frac{\pi}{2}\right]$
 - (iv) Hence or otherwise find values of x with $\frac{-\pi}{2} < x < \frac{\pi}{2}$ such that $2\cos\left(2x - \frac{\pi}{2}\right) = 1$.

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
Department of Mathematics and Statistics
2010/2011 Academic Year
Semester II
M112 Mathematical Methods II – A
FINAL EXAMINATION

Time Allowed: Three (3) Hours

May, 2011

Instructions:

1. You must write your **Computer Number**, on each answer booklet you have used.
2. There are Seven (7) questions in this paper, Attempt **Any Five (5)** questions. All questions carry equal marks
3. Calculators are **Not** allowed.

1. (a) (i) Find the third term and the constant term in the expansion of $\left(2x - \frac{1}{x^2}\right)^{18}$.
 - (ii) Simplify $\frac{\left(\cos \frac{\pi}{7} - i \sin \frac{\pi}{7}\right)^3}{\left(\cos \frac{\pi}{7} + i \sin \frac{\pi}{7}\right)^4}$.
 - (iii) Find the value of the integral $\int_0^2 x^2 \sqrt{x^3 + 1} dx$.
 - (b) (i) Show that the first three terms in the expansion in ascending powers of x of $(1+8x)^{\frac{1}{4}}$ are the same as the first three terms in the expansion of $\frac{1+5x}{1+3x}$.
 - (ii) Use the corresponding approximation $(1+8x)^{\frac{1}{4}} \approx \frac{1+5x}{1+3x}$ to obtain an approximation to $(1.16)^{\frac{1}{4}}$ as a fraction in its lowest terms.
 - (c) Let $z = \frac{8(1+i)}{\sqrt{2}}$ be a complex number.
 - (i) Express z in the form $r(\cos \theta + i \sin \theta)$, $0 \leq \theta < 2\pi$.
 - (ii) Find the cube roots of z .
2. (a) (i) Find the distance from the line $5x+12y=25$ to the point $P(-4, 3)$.
 - (ii) Find the equation of a circle which is tangent to the line $x+3y=9$ if its center is at $C(-2, 5)$.
 - (iii) Evaluate the integral $\int \frac{3}{9+x^2} dx$.
 - (b) (i) Find values of x such that the determinant of A is zero given that $A = \begin{pmatrix} 3-x & 2 & 4 \\ 2 & -x & 2 \\ 4 & 2 & 3-x \end{pmatrix}$.
 - (ii) Use Cramer's rule to solve the system of linear equations

$$\begin{aligned} 3x - y + 2z &= 4 \\ x + y + z &= 2 \\ 2x + 2y - z &= 3 \end{aligned}$$

- (c) The line $L: 4x - 5y + 20 = 0$ cuts the x -axis at A and cuts the y -axis at B.
- Find the coordinates of the points A and B
 - Find the equation of a line perpendicular to L and passing through the origin.
3. (a) Given that A is a point $(1, 2, 1)$, B is a point $(1, 0, 3)$ and C is a point $(-1, 2, -1)$. Find
- a vector perpendicular to \overline{AB} and \overline{BC}
 - the area of the triangle ABC
- (b) Let $z = 4\sqrt{3}\left(\cos\frac{\pi}{3} + i\sin\frac{\pi}{3}\right) - 4\left(\cos\frac{5\pi}{6} + i\sin\frac{5\pi}{6}\right)$
- Express z in the form $a + ib$
 - Express z in the form $r(\cos\theta + i\sin\theta)$.
 - Show that $\frac{z}{8} + i\left(\frac{z}{8}\right)^2 + \left(\frac{z}{8}\right)^3 = 2i$
- (c) (i) A parabola passes through the point $\left(4, -\frac{4}{3}\right)$ and has its focus at $(0, -3)$. Find the equation of the parabola.
- (ii) P is any point on the parabola $y^2 = 4x$ and A is the point $(4, 0)$. Q divides AP in the ratio 1 : 2. Find the equation of the locus of the point Q.
4. (a) (i) Solve the equation $2(2^{2x}) - 15(2^x) - 8 = 0$
- (ii) Express in partial fractions $\frac{2x-3}{x(x+1)(x-2)}$
- (b) Given that $\log_a x^2 y = p$ and that $\log_a \left(\frac{x}{y^2}\right) = q$,
- find $\log_a x$ and $\log_a y$ in terms of p and q .
 - Express $\log_a(xy)$ in terms of p and q .
- (c) The sales S of a new product after it has been on the market for t years is $S = 30\,000(1 - e^{kt})$.
- Show that $k = \ln\frac{5}{6}$ given that 5 000 units have been sold after one year.
 - Determine S as a function of t .
 - Find expressing your answer as a fraction in its lowest terms how many units will have been sold after 3 years.

5. (a) Let $f(x) = 1 + \sin^2 x + \sin x$ be a function defined on the interval $0 < x < 2\pi$.
- Find all the critical points of the function on $0 < x < 2\pi$.
 - Find the tangent to the graph of the function at a point where $x = \pi$.
- (b) Let $f(x) = -3x^4 + 6x^2$ be a function.
- Determine the intervals where the function is increasing and where it is decreasing.
 - Use the **second derivative test** to determine and classify the extreme points of the function.
 - Hence sketch the graph of the function.
- (c) (i) Find the equation of the normal to the curve of $y^2 - xy - 8 = 0$ at the point of intersection with the line $y = -x$.
- (ii) Find the center and the radius of the circle $2x^2 + 2y^2 + 5x - 4y - 1 = 0$

6. (a) Let $A = \begin{pmatrix} 3 & 0 \\ -1 & 5 \end{pmatrix}$, $B = \begin{pmatrix} 4 & -2 & 1 \\ 0 & 2 & 3 \end{pmatrix}$, $C = \begin{pmatrix} 1 & 2 \\ 3 & 4 \\ 5 & 6 \end{pmatrix}$, $D = \begin{pmatrix} 0 & -3 \\ -2 & 1 \end{pmatrix}$.

Find

- $A + 2D$
 - $B - C^T$
 - AB
- (b) The function $f(x) = ax^3 - bx + c$ passes through the origin, $f(-1) = \frac{4}{3}$ and it has an extreme point at $x = 1$.
- Find the values of a , b and c .
 - Sketch the graph of $f(x)$
 - Find the area bounded by the graph of $f(x)$ and the x -axis between the lines $x = -1$ and $x = 1$
- (c) (i) Find a unit vector parallel to the vector $3\mathbf{i} + 2\mathbf{j} + \sqrt{3}\mathbf{k}$
- (ii) Given that $\mathbf{a} = \mathbf{i} + 2\mathbf{j} - 2\mathbf{k}$ and $\mathbf{b} = p\mathbf{j} + q\mathbf{k}$ and that $\mathbf{a} \times \mathbf{b} = 2\mathbf{j} + \lambda\mathbf{k}$, find the values of p , q and λ .

7. (a) (i) Find an equation of the straight line that is parallel to the line $y = 4 - 6x$, passing through the point $(-1, 3)$.

(ii) If the lines with equations $10x + cy - 8 = 0$ and $5x - y - 6 = 0$ are perpendicular, find the value of c .

(b) (i) Find the inverse of the matrix $A = \begin{pmatrix} 3 & -1 & 2 \\ 1 & 1 & 1 \\ 2 & 2 & -1 \end{pmatrix}$

(ii) Hence use your inverse to solve the system of linear equations

$$3x - y + 2z = 4$$

$$x + y + z = 2$$

$$2x + 2y - z = 3$$

(c) Evaluate the following integrals

(i) $\int \frac{1}{\sqrt{x}} dx$

(ii) $\int \frac{x+3}{x(x+1)} dx$

(iii) $\int x \sin x dx$

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF MATHEMATICS AND STATISTICS

SEMESTER I EXAMINATIONS - 2010
DISTANCE EDUCATION
M212 – MATHEMATICAL METHODS IV

- INSTRUCTIONS:**
- 1 Answer any five (5) questions.**
 - 2 All questions carry equal marks.**
 - 3 Show all the necessary work to earn full marks.**
 - 4 Write down the questions attempted on the front page of the main booklet.**
 - 5 Use of calculators is allowed.**

TIME ALLOWED: Three (3) hours.

1. [a] Given the three points $P(1, -1, 0)$, $Q(2, 1, -1)$ and $R(2, 1, -1)$ in the plane,

[i] Find the area of triangle PQR.

[ii] Find the volume of the box (parallelepiped) determined by \vec{PQ} and \vec{PR}

[iii] Find an equation of the plane through the three points P, Q and R.

[b] [i] Evaluate : $\lim_{(x,y) \rightarrow (2, 1)} \frac{4x^3y^2 - 2xy^5 + 7y - 1}{3x - y^4 + 3x^3}$

[ii] Verify that the second mixed fractions are equal for $w = xy^4 - 2x^2y^3 + 4x^2 - 3y$

2. [a] Find the local extreme values of the function

$$f(x, y) = xy - x^2 - y^2 - 2x - 2y + 4$$

[b] If $z = xy f\left(\frac{x}{y}\right)$, show that $x \frac{\partial z}{\partial x} + y \frac{\partial z}{\partial y} = 2z$

3. [a] [i] Find the curvature of the circular helix given by
 $r(t) = (2 \sin t, 2 \cos t, 4t)$ at $t = 2$
 [ii] Verify Euler's theorem for a homogeneous function:
 $w = x^4 + 2x^2y - 3x^2y^2 + xy^2 - 4y^4$
- [b] Find the particular solution of the differential equation that satisfies the given boundary solutions:

$$x dy - (2x + 1)e^{-y} dx = 0$$

4. Solve the differential equation:

[a] $\cos x \frac{dy}{dx} + y \sin x = \sec^2 x$

[b] $y'' + 2y' - 8y = e^{3x}$

5. [a] [i] Find $\frac{dw}{dt}$ if $w = x \sin yz$, $x = 3e^{-t}$, $y = t^2$ and $z = 3t$
 [ii] For $f(x, y) = \cos(xy) - x^3 + y^4$, compute f_{xyyy}

- [b] Find the differential dy and the increment Δy when
 $y = x^3$ for $x = 10$, $\Delta x = 0.1$

6. [a] Find the
 [i] Parametric equations
 [ii] Symmetric equations

for the line through the point P (4, -1, 0)
 that is parallel to the line through the points
 Q(-3, 9, -2) and R(5, 7, -3).

Determine also whether the line intersects the yz plane.

- [b] Suppose the dimensions (in meters) of a rectangular box change from 9, 6, and 4 to 9.02, 5.97 and 4.01, respectively.
- [i] Use differentials to approximate the change in volume.
 [ii] Find the exact change in volume.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2010 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

MSE 232

PRIMARY MATHEMATICS EDUCATION II

TIME: 3HOURS

MARKS: 100

INSTRUCTIONS:

1. There are **five** questions in this paper. Answer any **four (4)** questions.
 2. Each question carries **twenty five (25)** marks.
 3. Marks for questions are shown in brackets [] at the end of each question or part of a question
-

1. (a) Distinguish between *a teaching aid* and *a learning aid* in school mathematics.
Is there a need for this distinction? [10]
- (b) "Calculators have revolutionized the teaching and learning of mathematics."
Using examples from school mathematics, discuss three (3) ways in which the
above statement is true. [15]
2. (a) Below are two possible research topics in mathematics education:

A Historical Study of Curriculum Development in School Mathematics in Zambia Since Independence.

A Study of Difficulties Grade 6 Pupils Encounter in Reading Mathematics: The case of Kabwe Urban Basic Schools.

For each research topic:

 - (i) Write down two (2) questions that the study might address. [08]
 - (ii) Identify two (2) organizations that might benefit from the results of the study and explain how they might benefit . [08]
- (b) Discuss three (3) ways in which conducting research in their classrooms
can help teachers of mathematics grow professionally. [09]
3. (a) "Mathematics textbooks should not dominate a teacher of mathematics."
 - (i) Explain the meaning of the above statement. [03]
 - (ii) Outline two (2) steps teachers of mathematics could take to avoid their
teaching being dominated by textbooks. [08]
- (b) Discuss four (4) of the factors which must be taken into consideration
when selecting a mathematics textbook. What, in your view, would be the
disadvantage of ignoring such factors? [14]

4. (a) Outline in detail why gender is currently an issue in Mathematics Education. [10]
- (b) Identify three (3) major players in the fight against gender discrimination in Mathematics Education, explaining with examples their roles in this regard. [15]
5. (a) (i) As a teacher of mathematics, discuss the contribution made by two of the following to our understanding of how children learn:
Piaget; Brunner; Dienes. [10]
- (iii) Explain three (3) ways in which a theory of mathematics learning could benefit a teacher of mathematics in basic school. [09]
- (b) “Developing skill in performing mathematical operations is greatly facilitated by understanding the concepts of the operations.”
Citing specific examples from school mathematics in Zambia, explain why the above statement is true. [06]

END OF THE EXAMINATION

GOD BLESS YOU

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2010 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

MSE 332

MATHEMATICS EDUCATION II

TIME: 3HOURS

MARKS: 100

INSTRUCTIONS:

1. There are five questions in this paper. Attempt any **four (4)** questions.
 2. Each question carries **twenty five (25)** marks.
 3. Marks for questions are shown in brackets [] at the end of each question or part of a question.
-

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- (b) “Developing skill in performing mathematical operations is greatly facilitated by understanding the concepts of the operations.”
Citing specific examples from school mathematics in Zambia, explain why the above statement is true. [06]

END OF THE EXAMINATION

GOD BLESS YOU

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATIONS –JUNE, 2011

RS 101 INTRODUCTION TO RELIGIOUS STUDIES

TIME: THREE (3) HOURS

MARKS :100

INSTRUCTIONS:

ANSWER THREE QUESTIONS ONLY

1. a) What is Religion? What is the importance of studying religion?
 b) Why is religion so difficult to define?
2. Describe in detail any two of the following:

 a) **The Animistic Theory** (b) **The Magic theory** (c) **Wishful-fulfilment Theory**
3. Clearly illustrate how Zoroastrianism influenced the development and beliefs of Judaism.
4. Critically Justify Emile Durkheim's hypothesis that "God is society and society is God."
5. Describe three of the following heresies in some detail:

 a) Gnosticism
 b) Docetism
 c) Marcionism
 d) Pelagianism
6. Explain in detail two of the following varieties of Judaism:

 a) **Orthodox** b) **Reform** c) **Reconstructionist**
7. Why is Martin Luther traditionally regarded the founder of Protestantism Reformation?

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2011 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION
RS 102: Introduction to World Religions II**

TIME: THREE HOURS

MARKS: 100

Instructions:

- ✓ Answer only **three (3)** questions
 - ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
 - ✓ All questions carry equal marks.
-

1. Write short notes on any three (3) of the following;
 - a) Women in Islam
 - b) *Sanatana dharma*
 - c) The Four noble truths
 - d) *Li* and *jen*
2.
 - a) Differentiate between the Imamate and Caliphate doctrines.
 - b) List and explain the five pillars of Islam.
3. Describe the caste system. What are its main advantages and drawbacks?
4. Imagine that you are explaining to a grade 11 pupil the main principles of Buddhism. What salient features would you stress?
5.
 - a) What is the Ying-Yang theory?
 - b) Explain the main causes of suffering in Taoism.
6. With reference to specific Confucian concepts, explain how Zambian Politicians can apply Confucian teachings in their principles of governance.

===== END OF EXAMINATION =====

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
UNIVERSITY SECOND - SEMESTER EXAMINATIONS, MAY 2011
RS 201: INDIGENOUS RELIGIONS IN SOUTHERN AFRICA

Time: Three (3) hours

Marks: 100

INSTRUCTIONS: Answer any three (3) questions. All questions carry equal marks.

1. Describe African Traditional Religion in relation to the five tenets of a religion as advanced by John Mbiti.
2. Discuss the roles of the following scholars in the academic study of African Traditional Religion:
 - a) Rev Edwin Smith
 - b) Edward Geoffrey Simons Parrinder
 - c) John Mbiti
3. Using an example of a myth from your ethnic group, show the significance of myths in African Traditional Religion.
4. It has been contended that for a religion to be called a world religion, it must have extensive sacred writings. ATR has no sacred writings and does not fit to be a world religion. Discuss.
5. Compare and contrast the characteristics of the Eastern and Western Bantu.
6. Write brief and concise notes on the following:
 - a) Chief Led cults.
 - b) Territorial cults.
 - c) Lineage Spirits..

The End

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY SECOND SEMESTER EXAMINATIONS, MAY, 2011**

**RS 202: BANTU RELIGIONS IN CENTRAL AFRICA II
FULL TIME AND DISTANCE EDUCATION EXAMINATION**

Time: Three (3) Hours

Marks: 100

INSTRUCTIONS: Answer any three (3) questions. All questions carry equal marks.

1. The word *dimu* in proto Bantu came originally from the verb *dim*. With reference to indigenous religions in Zambia, explain at least three words from different ethnic groups that derive from *dimu* and explain in detail.
2.
 - a) Explain the meaning of 'territorial shrine'.
 - b) In what sense are the following activities at a shrine religious?
 - i. Clearing a spot
 - ii. Erecting a spot
 - iii. Libation and sacrifice
3. Explain the following in terms of ORIGINS, SYMPTOMS and NGOMA:
 - a) Vimbuza
 - b) Ingulu
 - c) Masabe
4. Discuss divination among the Lamba in pre-independence Zambia in terms of learning the profession and the actual divination (with an axe handle and with rattles).
5. Discuss the theories of *Deus Otiosus* and *Mediumistic* as they apply in understanding God in Bantu religious thinking.
6. In rites of passage, discuss the religious significance of liminality.
7. According to Hinfelaar (1994: 12) a woman in Bemba community occupied a sacred position: *Enabler of the domestic Cult*, *Initiator of Worship*, and *Tutor of the Transcendent*. Discuss each one of the positions in detail.
8. There is no such thing as 'sin' or 'evil' in African Traditional Religion. What is there then? Explain.
9. Scholars project the view that African Traditional Religions have come back in form of African Independent Churches. Discuss.
10. Some Christian Churches try as much as possible to inculturate Christianity. Discuss the meaning of 'inculturation'. Do you think it is possible?

THE END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY SECOND SEMESTER EXAMINATIONS
MAY 2011

RS 312: THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA 11

TIME: THREE (3) HOURS

Marks: 100

INSTRUCTIONS:

- 1. ANSWER QUESTION ONE (1) AND ANY OTHER TWO.**
- 2. Write clearly with absolute clarity.**
- 3. All questions carry equal marks.**

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1. Write detailed notes in paragraph form on any three of the following;
 - a) Marcionism
 - b) Nestorianism
 - c) Sabellianism
 - d) Pelagianism
2. Discuss some salient features in the history of the Coptic Church. Why did it 'split' from the main Christian church?
3. Critically, why was Islamic penetration successful in Egypt and not in Ethiopia?
4. Is it tenable to argue that the Emperor Constantine played any significant role in the development of the church in Africa?
5. Discuss the career of William Harris Wade and his contribution to the development of the Church in West Africa.
6. Account for the decline of the church in Manikongo kingdom.
7. Discuss conversion strategies used by Muslims and the significance of trade routes in the spreading of Islam in West Africa.

END OF EXAMINATION