

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - 2000/2001
SECOND SEMESTER EXAMINATIONS
SCHOOL OF EDUCATION

- | | | | |
|-----|-------------|---|---|
| 1. | DTS 171/191 | - | Biology/Chemistry Teaching Methods |
| 2. | EAP 111 | - | The Origins and Development of Education in Zambia |
| 3. | EAP 112 | - | The Role of Education in Development |
| 4. | EAP 112 | - | The Role of Education in Development (Def/Sup). |
| 5. | EAP 112 | - | The Role of Education in Development |
| 6. | EAP 132 | - | Issues in Early Childhood and Primary Education |
| 7. | EAP 912 | - | Educational Administration and Management |
| 8. | EAP 912 | - | Educational Administration and Management (Def/Sup) |
| 9. | EAP 925 | - | Issues in Higher Education |
| 10. | EAP 965 | - | Introduction to Gender Issues in Education |
| 11. | EPS 112 | - | Educational Psychology |
| 12. | EPS 152 | - | Special Education Needs |
| 13. | EPS 212 | - | Educational Psychology |
| 14. | EPS 225 | - | Examinations |
| 15. | EPS 252 | - | Theories of Learning and Language in Communication |
| 16. | EPS 322 | - | Clinical Child Neuropsychology |
| 17. | EPS 332 | - | Learning Processes: A Sociological Perspective |
| 18. | EPS 422 | - | Clinical Rehabilitation |
| 19. | ISE 132 | - | Written |
| 20. | ISE 172 | - | Community Nutrition Education |
| 21. | ISE 215 | - | Inspection and Supervision |
| 22. | ISE 252 | - | Physical Education |
| 23. | ISE 372 | - | Issues in Home Economics |
| 24. | LSE 232 | - | English Teaching Methods (Primary) |
| 25. | LSE 292 | - | Primary Religious Education Methods |
| 26. | LSE 322 | - | Geography Teaching Methods (Single Subject Major) |
| 27. | LSE 332 | - | English Teaching Methods |

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| 28. | LSE 352 | - | History Teaching Methods |
| 29. | LSE 362 | - | History Teaching Methods |
| 30. | LSE 372 | - | African Languages Teaching Methods 1 |
| 31. | LSE 382 | - | French Teaching Methods 1 |
| 32. | LSE 392 | - | Religious Education Methods |
| 33. | MSE 332 | - | Mathematics Education II |
| 34. | MSE 342 | - | Biology Education |
| | MSE 352 | - | Physics Education |
| | MSE 362 | - | Chemistry Education |
| 35. | RS 102 | - | Introduction to Religious Studies |
| 36. | RS 312 | - | Examinations. |

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

DTS 171/DTS191

BIOLOGY/CHEMISTRY TEACHING METHODS

TIME: THREE HOURS

INFORMATION:

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

INSTRUCTIONS:

1. Answer question ONE (1) and
2. Any other four(4) questions

1.
 - (a) Discuss the advantages of planning a lesson before presenting it to the class [4]
 - (b) Identify the characteristics of a good lesson introduction. [3]
 - (c) Using the textbook provided, prepare a 40 minutes lesson plan. [13]
2.
 - (a) What is a behavioural objective? [2]
 - (b) Describe three ways in which behavioural objectives are useful to a science teacher. [3]
 - (c) Identify three (3) components of a complete behavioural objective. [3]
 - (d) Describe each of the components you have identified above. Give examples. [6]
 - (e) Behavioural objectives can be classified into areas of learning. Name each of the areas and explain what each of them involve. [6]
3.
 - (a) Give six (6) uses of questions in science teaching. [6]
 - (b) Giving examples, distinguish between the following:
 - (i) convergent and divergent questions
 - (ii) knowledge and comprehension questions
 - (iii) application and evaluation questions[8]

- (b) Give reasons why the following practices are discouraged:
- (i) naming a pupil to answer a question before posing a question.
 - (ii) Asking questions in a predictable pattern
 - (iii) Ignoring wrong answers given by pupils [3]
- (d) Justify the use of question and answer strategy in teaching science. [3]
4. In teaching science, the use of a variety of teaching strategies or methods is recommended.
- (a) Why is the use of a variety of methods recommended? [3]
- (b) One of the methods recommended in the teaching of science is role-play.
- (i) Describe what role-play is. [3]
 - (ii) Pick a topic in your subject area and describe how you would teach it using role-play. [10]
 - (iv) Give two merits and two demerits of role-play for teaching science. [4]
- 5.
- (a) What is a record of work? [2]
- (b) Some science teachers have argued that writing records of work just gives extra load to a science teacher who already has many periods to teach. It should therefore be discontinued. Argue against this. [7]
- (c) Describe the components of a good record of work. [11]
- 6.
- (a) Discuss the value of assessing pupils during the teaching-learning process. [5]
- (b) Write short notes on the following:
- (i) formative test
 - (ii) diagnostic test
 - (iii) summative test
 - (iv) table of specification [8]
- (c) Discuss the advantages and disadvantages of essay items for assessing learning in science. [7]

End of Examination

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

EAP 111

THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA

TIME: THREE HOURS

INSTRUCTIONS:

- Answer any **THREE** questions.
- Make sure that you write your computer number on each answer book.
- There are **TWO** printed pages in this examination.

1. Outline the way in which the policy and practice of partnership in education developed from the time just after independence to the present day. In your response, you should pay attention to local and international developments that contributed to this development.
2. Evaluate the strengths and weaknesses of traditional forms of education in preparing young people for life in their communities.
3. Examine the aims, strategies and constraints affecting secondary school development in Zambia in the period 1964 - 1974. Specify, very briefly, the challenges facing secondary school education towards the close of this period.
4. A long and costly process in the period 1974 - 1978 led eventually to the formal statement on educational reforms, *Educational Reform. Proposals and Recommendations*, 1977. Examine the reasons why the proposals and recommendations in this document differed so extensively from the more radical proposals contained in the 1976 Draft Statement on Educational Reform.
5. Outline the factors that led to the establishment of an organised national system of education in 1925 and subsequent years, comparing what was established with what the Phelps-Stokes Commission had recommended.
6. Analyze the major issues and problems arising from the financing of education in Zambia in recent decades, indicating some steps that need to be taken to resolve these problems.

**THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS - MAY, 2000**

EAP 112

THE ROLE OF EDUCATION IN DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER THREE QUESTIONS ONLY.

1. Human capital theory and modernization theories have been used to justify huge public resources as investments in education. Outline and discuss the arguments the two theories advance for investments in education in Zambia?
2. Evaluate the overall impact of HIV/AIDS on the education system of a severely affected country such as Zambia showing the principal ways in which the epidemic can affect the system.
3. Vocationalisation and Ruralisation are concepts which try to answer the problems of unemployment in developing countries. How does this statement relate to curriculum issues in national development?
4. Development is more than the passage from being poor to being rich, from a traditional rural economy to a sophisticated urban one. Discuss these assertions using your knowledge of development theories.
5. Liberalization is one of the philosophical basis of education policy and practice in Zambia. Discuss how this principle has affected educational provision in Zambia.
6. Discuss the aspects of quality that will impinge on educational development in Zambia in the 21st century.

End of Examination

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EAP 112

THE ROLE OF EDUCATION IN DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

- (a) Answer only THREE questions from the given ten questions.
- (b) All questions carry equal marks.
- (c) You are required to read all the questions carefully before selecting which ones to attempt.
- (d) There are 2 printed pages in this examination.

1. Identify and critically discuss the arguments which modernization theorists would advance in support of investment in Basic education in Zambia?
2. While the quality of Human Resources in a society is considered the key to development, poverty, HIV/AIDS and illiteracy have become a major constraint to that inter-relationship. Using examples from Zambia, critically discuss this statement.
3. According to the advocates of globalization, in which ways is education an important factor in the development process?
4. Critically discuss the educational implications of rapid population growth: How does population dynamics affect students and teachers?
5. What are the successes and failures of the literacy programmes in Zambia? What could be done to revitalize literacy programmes?
6. Education and Democracy are linked. Critically discuss how education promotes democracy.
7. Using the concept Curriculum say how skills acquisition can be part of the provision of quality education in Zambia both in rural and urban areas.
8. Discuss the concept Decentralization in terms of improving the educational situation in Zambia.

9. What is Non Formal Education? Answer this question by critically analyzing the advantages and disadvantages of Non Formal Education in Zambia.
10. Clarify the meaning of the term “Effective Schools” using the vision of the society in general.

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**UNIVERSITY SECOND SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS - 2000**

DISTANCE EDUCATION

EAP 112

THE ROLE OF EDUCATION IN DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS

(a) Write your Computer Number

(b) Answer any THREE questions only

1. Quality in schools has the external and internal dimensions. On the basis of these dimensions and other aspects of quality that you know, describe a good school?
2. Using examples from Zambia, explain how the education of girls and women is so important in the world today?
3. Outline arguments that favour investments in the education and training of workers in Zambia?
4. From 1991, explain how government policy in education has encouraged and supported private provision of education in Zambia?
5. Explain the relationship between education and sustainable human development in Zambia.
6. University education has more benefits to the individuals who get it or acquire it. Therefore, beneficiaries of this type of education must share its costs. Discuss.

End of Examination

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EAP 132

ISSUES IN EARLY CHILDHOOD AND PRIMARY EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

- (a) Answer only THREE questions from the given ten questions.
- (b) All questions carry equal marks.
- (c) You are required to read all the questions carefully before selecting which ones to attempt.
- (d) There is 1 printed page in this examination.

1. Discuss what you believe is the importance of Early Childhood and Primary education in the modern developmental thought.
2. Why should Government invest in Primary Education? Use your ideas on the Basic Education Sub-Sector Investment Programme (BESSIP) in the 21st century.
3. How can we study children?
4. Suggest how a child can learn more effectively.
5. What is the significance of Educational Planning in the education system?
6. What is illiteracy? By giving concrete examples indicate the extent of the problem in the world in general and in Zambia in particular.
7. Using your knowledge on language issues say what language varieties exist and how policy can be used to enhance language as a tool of educational and consequently national development.
8. Comment on Familypac.
9. What is the social environment of the African Child?

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EAP 912

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

TIME: THREE HOURS

INSTRUCTIONS:

- (a) Answer only THREE questions from the given ten questions.
 - (b) All questions carry equal marks.
 - (c) You are required to read all the questions carefully before selecting which ones to attempt.
 - (d) There are 2 printed questions in this examination.
-
- 1. Define the term “Organization” and say to what extent the principles of organizational structure are applicable in EITHER (a) primary OR secondary schools OR (b) colleges in Zambia
 - 2. Examine EITHER the Human Relations Approach OR the Behavioural Approach to organizational theory. Apply the principles of the approach you have chosen to education in Zambia, showing how the principles are or are not relevant within the system as a whole within a secondary school or primary school or college.
 - 3. Outline the basic propositions contained in McGregor’s Theory X and Theory Y, and link these theories to the management styles identified by Likert.
 - 4. Discuss what you understand by the values and culture of a school, and show how these are interrelated.
 - 5. Explain what you mean by each of the following, giving concrete examples in each case:
 - (a) conceptual/verbal manifestations of school culture;
 - (b) behavioural manifestations of school culture;
 - (c) visual manifestations of and symbolism in school culture.
 - 6. Explain what you mean by a school mission statement, giving the principles that govern the formulation of such a statement.

7. Think of some problem you currently face. Work through the five steps of decision-making procedures systematically to solve it or to arrive at an essential and desirable solution.
8. What role should government play in education and why.
9. Why did Zambia decide to decentralize her education system after 1991? In your answer, discuss the success factors in decentralization.
10. It is better to see policy-making in education not as a reflection of the interests of one social class, but as a response to a complex and varied combination of elements (which include the current dominant ideologies and those that are out-moded but are still below the surface) (Svi Shapiro, 1980:23). Discuss the above statement.

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**UNIVERSITY SECOND SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS – SEPTEMBER 2001**

EAP 912: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

TIME: THREE HOURS

Instructions

- i) Answer only THREE questions
 - ii) All questions carry equal marks
 - iii) You are required to read all the questions carefully before selecting which ones to attempt.
 - iv) There are two (2) printed pages in this examination.
-
- 1. Discuss in detail the meaning and significance of the notion of the school organizational culture. What can school administrators and teaching staff do to ensure that they are meeting educational objectives?
 - 2. Select EITHER the Human Relations Approach OR the Behavioural Approach to organizational theory and say how it can improve educational provision in Zambia.
 - 3. What are the advantages and disadvantages of bureaucracy in education?
 - 4. Examine the factors that determine school effectiveness by critically discussing those that relate to school management.
 - 5. Critically analyze the importance of Human Resource Development in the management of education and indicate the steps that the Ministry of Education may need to take in order to strengthen its work in this area.
 - 6. How is the level of participation by teachers, students and parents in management and decision-making within schools or colleges?
 - 7. Examine the major policy-related issues that arise in the provision of education, and identify the major groups who are likely to affect the formulation of

educational policy in Zambia. Support your discussion by giving relevant examples and illustrations.

8. How do you expect the Management and Administration of Education to evolve in the 21st century?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EAP 925

ISSUES IN HIGHER EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

- 9
- (a) Answer only **THREE** questions from the given ~~ten~~ questions.
 - (b) All questions carry equal marks.
 - (c) You are required to read all the questions carefully before selecting which ones to attempt.
 - (d) There are 2 printed pages in this examination.

1. Define higher education and discuss its aims, objectives and its relevance to the social and economic development of Zambia.
2. Discuss at least two models of institutions of higher learning. To what extent do you think their structures and organization facilitate teaching, learning and research?
3. 'Agriculture is the backbone of development in Zambia.' Discuss this quotation in relation to the training and deployment of relevant human resources after 1991.
4. Distinguish a curriculum from a syllabus. Outline issues related to curriculum development while at the same time highlighting their implications with regard to a given model of higher education.
5. Highlight some important organizational features and structures of DTEVT after 1967. How were they geared towards achieving the objectives of the DTEVT?
6. In what ways is inservice teacher education linked to preservice teacher education? Critically relate the relevance of the main forms of inservice teacher education to current pedagogical issues.
7. "The government and the institutions of higher learning must work together in order to achieve the goals of national development." Critically examine this statement in the light of state relations with institutions of higher learning.
8. Compare and contrast the policies of technical education and vocational training before and after 1996. Highlight the major functions of the Technical Education, Vocational and Entrepreneurship Authority (TEVETA)?

9. “When we come to study at the University of Zambia” we make up a student body that is made up of people from different social and economic backgrounds. Critically discuss this remark made to one lecturer by a student, in the light of the role of an institution of higher learning such as the University of Zambia in participating in national and international issues.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EAP 965

INTRODUCTION TO GENDER ISSUES IN EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer ALL questions in Section A, ONE (1) question in Section B, and another ONE(1) question in Section C.

Marks: This examination contributes 40% of your total course marks. Section A carries 24%, Section B carries 8% and section C carries 8%.

SECTION A: Compulsory (Answer all questions).

1. What does Zambia benefit from educating all women? Give 4 reasons.
2. (a) What do you understand by feminist theory and its role in development?
(b) Briefly explain 3 feminist theories of your choice and provide their short comings.
3. What are the four (4) benefits which can be derived from gender analysis?
4. (a) Differentiate between “strategic interests” and “practical gender needs”.
(b) Why are these concepts important?
5. (a) Explain the gender “tripple-role” concept giving clear examples.
(b) How does education enhance the “tripple-roles”?
6. (a) What do you understand by the concepts of “access and control”?
(b) Explain the relevance of these concepts to education.
7. Discuss 2 barriers to girls’ education and participation at each of the following levels.
 - (a) Policy level
 - (b) School level
 - (c) Community level
 - (d) Household level

8.
 - (a) How do “gender-typing” and “gender-streaming” manifest themselves in Zambian education?
 - (b) Briefly discuss their outcomes.
9.
 - (a) Discuss the concepts of GAD, WAD and WID providing their major short comings
 - (b) Of what relevance is the understanding and application of these concepts to education?
10. Identify and justify four(4) practical interventions, which if implemented could address gender inequalities in education in Zambia.
11. What factors hinder females from entering or taking up “mens” jobs and vice-versa?
12. What are the four(4) policy guidelines on gender in education contained in the Ministry of Education policy document – Educating Our Future?
13. The Programme for the Advancement of Girls’ Education (PAGE) has several interventions as identified by Mumba, E, et.al in the PAGE Baseline Survey and other documents, like Philosophy and Education by Msango, J.H. et.al.
 - (a) Briefly discuss six(6) of the PAGE interventions.
 - (b) To what extent are the interventions achieving their intended goals?
14. What roles did the early girls boarding schools play in Zambia?
15. Define the following terms:
 - (a) Gender
 - (b) Gender roles
 - (c) Sex-roles stereotypes
 - (d) Gender sensitization.
16. In 1988, 200,000 children entered grade 1, half boys, half girls. These children should all have completed grade 7 in 1994, but it was found that the 1988 – 94 completion rate for girls was 71.4% while that for boys was 86.9%.
How many girls and how many boys were in grade 7 in 1994?
17. Compare and contrast the aims of female education during missionary and British Colonial period.
18.
 - (a) Who was the Chairperson for the Phelps – Stockes Commission?
 - (b) What influence did the commission have on the education of girls?

19. Several international instruments and conventions have been ratified by many governments, including Zambia, aimed at promoting the status of girls and women.
 - (a) Identify and explain four (4) of such conventions.
 - (b) What are the problems of relying on such instruments?
20. Sikwibele, A., discusses four(4) principles of equality in Msango, J.H. et.al (2000).
Critically discuss the pros and cons of those principles.
21. What are four(4) of the issues which Sibalwa, D. discusses in his article in Msango, J.H. et. al (2000)?
22. Explain why the planning and policy making levels are important in dealing with gender issues in education.
23.
 - (a) What do you understand by the “Self-fulfilling Prophecy”?
 - (b) How does it relate to what goes on in the education system, especially in schools?
24. How does sex role socialization work in Schools?
25. Tong (1989) says that “any attempts to define women is politically reactionary and ontologically mistaken”.
Explain this within the post-structuralist feminism concept of “deconstruction” of concepts.
26. What are the four(4) levels of analysis employed when using the Gender Analysis Matrix (GAM) and what are the four (4) categories of analysis for the same?
27. Explain the significance of the school curriculum and role it plays in promoting or reducing gender inequalities.
28. “The missionaries and the church are the worst culprits in promoting gender inequalities”. Discuss briefly (2 - 4 lines).
29. Critically assess the statement that women and girls are “Below the poverty line in education” Kelly, M.J. (1994) (2 – 4 lines).
30.
 - (a) Provide a brief summary of Key Lessons learnt in EAP 965.
 - (b) How do you plan to utilize the lessons, knowledge and skills?

SECTION B: Answer ONE (1) question only. Please be brief and to the point.

EITHER

1. The education of girls and women has become one of the key national development issues in Zambia. Drawing on research evidence and literature on girls education in Zambia, design a research project that will ensure equal opportunities for quality education for girls at primary school level. In your project design, you should consider the following:

- (a) Barriers to and problems faced by girls;
- (b) Constraints to girls participation in education;
- (c) Justifications for girls' education;
- (d) Role of various stakeholders in the education of girls/women.

Your project proposal should focus on a district or province best known to you. It should show evidence of knowledge of research or project design skills.

OR

2. You are a headteacher of a predominantly male dominated, isolated, co-education school in a poor district of Zambia. Your schools is experiencing several inequalities including gender based ones. You are not happy with the situation.

- (a) Explain the problems girls and female teachers are facing in such a context, what you plan to do about it and how.
- (b) What problems do you anticipate at the different levels?
- (c) Who will you bring on board as allies?

SECTION C: Answer ONE(1) question only. Please be brief and to the point.

1. Zambia has both a national gender policy and an education policy with a focus on gender in education. Critically review the principles and guidelines of these documents on gender and education. What progress has been made towards implementing these policies? What are the major obstacles to implementation IF any?
2. Write a critical essay on the theme: "Do schools make a difference?" Your essay should provide adequate research evidence showing what goes on in school environments and especially inside the classrooms, and outside class.
3. Critically analyze the current status of girls' education in Zambia providing recent research evidence on the following:

- (a) Access to education and enrolment.
- (b) Participation in education.
- (c) Attrition rates
- (d) School completion
- (e) Progression rates
- (f) Examination performance.

What are the future prospects in these areas?

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EPS 112

EDUCATIONAL PSYCHOLOGY

TIME: THREE HOURS

COMPUTER NO.

INSTRUCTIONS:

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1.
 - (a) Answer all multiple choice questions in section A.
 - (b) Answer all short-answer type questions in section B.
 - (c) Answer the compulsory question in section C.
 - (d) Answer ONE question from section D and E.
2. Except for Section A, write each section answer in a separate booklet which should bear your computer number.
3. Credit will be given for orderly presentation of material.
4. This examination contributes 50% to the total course marks (Sections A, B, C, D and E carry 10% each).

SECTION A.

Ten Multiple-choice questions are given below. Answer all questions by circling what you consider the best option.

1. According to the Attribution theory, a student who concludes that attainment of a poor grade (D) was due to lack of enough effort is likely to be an/a:
 - a) average student
 - b) higher achiever
 - c) low achiever
 - d) highly motivated student
2. Motivation is usually defined as:
 - a) the location of the cause of behaviour
 - b) that which is associated with activities that are their own rewards.
 - c) An internal state that arouses, directs and maintains behaviour.
 - d) Personal attributes to success.
3. Intelligence Quotient is equal to:
 - a) a standardized test used to establish an intelligence level.
 - b) mental age over chronological age multiply by 100.
 - c) Problems equivalent to a particular age group.
 - d) An individual's ability to form concepts
4. Summative evaluation is used to:
 - a) provide ongoing feedback to the teacher and student regarding success and failure.
 - b) Detect problems students have with certain instructional objectives.
 - c) Detect student entry behaviour before the beginning of instruction
 - d) Determining how well students have attained the instructional objectives.
5. The statement "my son did better than 70 per cent of the other students on a biology test" means it is a
 - a) norm-referenced assessment
 - b) diagnostic assessment
 - c) criterion-referenced assessment
 - d) formative evaluation

6. When a test measures consistency of scores, this is an indicator of

- a) validity
- b) reliability
- c) practicability
- d) none of the above

7. Test-retest is a measure of

- a) consistency of scores
- b) validity of scores
- c) consistency overtime
- d) split-half

8. A measure of relationship between scores is referred to as:

- a) consistency
- b) correlation
- c) placement
- d) appropriateness

9. One measure of central tendency is the

- a) median
- b) frequency distribution
- c) graphical representation
- d) close intervals

10. Behavioural theories focus on ways responses are influenced by

- a) conditioning those responses
- b) pairing of the conditioned and unconditioned stimuli.
- c) the stimuli that precede or follow those responses.
- d) All the above.

SECTION B.

Below are ten(10) short-answer type questions. Answer all of them in a separate booklet bearing your computer number.

Giving one concrete example for each item, explain the following concepts and how they can help teachers in the classroom.

- 1. Accommodation
- 2. Intrinsic motivation
- 3. Extrinsic motivation

4. Locus of control
5. Bruner's representation through imagery or iconic representation.
6. In Freud's theory, the ID is what part of the personality? Briefly discuss the ID.
7. At what age range is Erickson's "Identity Vs Role Confusion." Briefly discuss the ID.
8. What is the key nature of significant learning?
9. According to Gagne, the phase of generalization means what?
10. Giving examples, explain two of Benjamin Bloom's Hierarchy of learning objectives.

SECTION C.

One question is given below. Answer it in a separate booklet bearing your computer number.

1.
 - (a) One indicator of variability is the RANGE of SCORES. What is the disadvantage of the range?
 - (b) Calculate the mean and standard deviation of the following scores: 4, 6, 8, 10, 14

$$\text{Given } S = \sqrt{\frac{\Sigma(x-m)^2}{N}}$$

- (c) Outline the difference between a histogram and a frequency polygon and give one example of the use of each in an educational setting.

SECTION D

Two questions are given below. Answer only ONE question in a separate booklet bearing your computer number.

1. Giving examples, discuss the nature-nurture controversy.
2. How do behaviourists' theories of learning differ from cognitive theories?

SECTION E

Two questions are given below. Answer only ONE question in a separate booklet bearing your computer number.

1. Discuss any theoretical and practical differences between Freud's and Erickson's theories of personality development. In your opinion which of these theories is more readily applicable?
2. Compare and contrast Piaget's and Vygotsky's theories.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EPS 152

SPECIAL EDUCATIONAL NEEDS

TIME: THREE HOURS

MARKS: 50

INSTRUCTIONS:

1. There are three sections in this paper, A, B and C.
2. Multiple choice questions constitute section A.
3. Section B has short answer-type questions.
4. Section C contains essay type questions and you are expected to answer only three questions.
5. All answers must be written on the answer sheet provided.

SECTION A (5 Marks)

- ◆ All questions in this section are of multiple choice type and are compulsory.
- ◆ Answer each question by writing the letter (a, b, c or d) of the item that best answers the question.
- ◆ The answer sheet has been provided for your use.

1. Which group of children mostly experience short memory span as one of their learning difficulties?
 - a) The hearing impaired
 - b) The physically disabled and health impaired
 - c) The mentally retarded
 - d) The Visually impaired.
2. Incontinence is usually associated with
 - a) Cerebral Palsy
 - b) Spina bifida
 - c) Hydrocephalus
 - d) Rhesus incompatibility
3. What do you understand by the term visual acuity?
 - a) The ability to see clearly
 - b) It is the same as visual field.
 - c) It is associated with long-sightedness.
 - d) The distance at which an object can be seen clearly.

4. Which category of hearing impairment would be identified by using an audiometric test at 41 – 55 db?
- Moderate – Hard of hearing
 - Mild - Hard of hearing
 - Moderately severe – Hard of hearing
 - Severe – Hard of hearing or deaf.
5. What is the common characteristic of children with behavioural disorders and those with learning disabilities?
- Poor motor abilities
 - Juvenile delinquency
 - Oral language difficulties
 - Disorders of attention.

SECTION B. (20 marks)

- ◆ Short answer type questions constitute this section.
- ◆ Attempt all questions and use the answer sheet provided
- ◆ All questions carry equal marks.

6. Explain two measures you would take, aimed at preventing eye diseases. [2 marks]
7. Draw a distinction between legal and educational classifications of visual impairment [4 marks]
8. Identify and briefly explain two features for the essence of adaptive behaviour as associated to the child with mental retardation. [2 marks]
9. What two intervention strategies would you apply in order to foster limited ability in generalization experienced by children with mental retardation? [2 marks]
10. Needs of the amputees are many and diverse. Explain two of these needs. [2 marks]
11. Why is the child with asthma referred to as being delicate? [2 marks]
12. Why is it argued that sensori-neural deafness is more serious than conductive deafness? [2 marks]
13. Explain briefly two reasons why it is important to test hearing. [2 marks]
14. Consider two environmental factors that would adversely contribute to learning disabilities. [2 marks]
15. Explain briefly the teaching approach you would employ to a child with multiple disabilities. [2 marks]

SECTION C.

(25 marks)

- ◆ All questions are essay type and you are requested to answer only **three** questions.
- ◆ Question 16 is compulsory
- ◆ Choose other two questions from questions 17 to 19.
- ◆ You will be rewarded a mark for the orderly presentation of the material
- ◆ Use answer sheet provided for your mark.

6. Cerebral Palsy is a group of neurological conditions varying one from another.

a) Explain clearly early signs of a child suspected of being cerebral palsied.
[4 marks]

b) Describe the significance of the following remedial measures:

(i) Physiotherapy

(ii) Counselling [4 marks]

7. In America and elsewhere, hearing impairment has been defined in terms of degree of hearing loss, age at which loss occurs and type of loss suffered.

a) What are the functions of the following parts of an ear?

(i) Tympanic membrane

(ii) Cochlea [4 marks]

b) Identify and describe some useful teaching strategies for children with hearing impairment.
[4 marks]

8. Strategies for teaching skills to children with mental retardation are many and tailored to each individual's needs.

a) Describe Piagetian learning approach that a child with mild mental retardation would benefit from.
[4 marks]

b) Explain clearly the teaching procedure you would follow for children with mental retardation as adopted by Perkins, Taylor and Capie (1983). [4 marks]

9. Visually impaired pupils have a problem of learning through the use of sight. They therefore, depend on using other remaining senses.

a) Here below are some parts of an eye. Describe their functions:

(i) Eye lids

(ii) Retina [4 marks]

- (b) After identifying special needs of children with visual impairment, explain some measures you would take to enhance their learning. [4 marks]

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**UNIVERSITY SECOND SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS – SEPTEMBER 2001**

EPS 212: EDUCATIONAL PSYCHOLOGY

Instructions

READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. a. Answer all multiple choice questions in Section A.
 b. Answer all short - answer type questions in Section B.
 a. Answer the compulsory question in Section C.
 b. Answer two questions from Section D.
2. Except for Section A, write each section answer in a separate booklet which should bear your computer number.
3. Credit will be given for orderly presentation of material.
4. This examination contributes 50% to the total course marks (Section A, B and C carry 10% each, while Section D carries 20%)

SECTION A

Ten multiple choice questions are given below. Answer all questions by circling what you consider the best option.

1. Intelligence testing can be said to have been started by:
 a. Freud
 b. Binet
 c. Spearman
 d. Thurstone

2. Mental Age pertains to the:
- Problems or tasks a child is capable of solving that is equivalent to a particular age group.
 - Standardized test used to establish an intelligence level of an individual.
 - Intelligence test measures of scholastic aptitude.
 - None of the above
3. Formative evaluation is used to:
- Measure the students' entry behaviour before the beginning of teaching.
 - Determine how well students have attained the instructional objectives.
 - Provide on-going feedback to the teacher and student regarding success/failure.
 - Ascertain the basis of a student's problem.
4. When contents of a test are consistent, this is a type of:
- Validity
 - Predictability
 - Correlation
 - reliability
5. Split-half is a measure of:
- Practicality
 - Validity
 - Internal consistency
 - intelligence
6. According to the Attribution theory, a student who concludes that the attainment of a poor grade (D) was due to lack of enough effort is likely to be an/a:
- Average student
 - High achiever
 - Low achiever
 - Highly motivated
7. The statement "my son did better than 60 percent of the other students on a psychology test" means it is a:
- Criterion – referenced assessment
 - Norm – referenced assessment
 - Diagnostic assessment
 - Formative evaluation

8. The key nature of significant learning is that it:
- Involves the whole person in terms of cognitive and affective experiential elements.
 - Encourages the learner to play an active and leading role.
 - Is understanding that comes about by putting oneself in the place of a student.
 - None of the above.
9. Behavioural theories focus on ways responses are influenced by:
- Conditioning those responses.
 - Pairing of the conditioned and unconditioned stimuli.
 - The stimuli that precede or follow those responses.
 - All the above.
10. The most commonly used measures of central tendency are the:
- The standard deviation and the range.
 - Frequency polygon and histogram.
 - Measures of variability.
 - Mean, median and mode.

SECTION B

Below are five (5) short-answer type questions. Answer all of them in a separate booklet bearing your computer number.

1. Attribution theory begins with the assumption that people differ in how they think about success and failure. With examples, briefly discuss.
2. Outline Maslow's hierarchy of Needs.
3. What is the difference between chronological age and mental age?
4. Most psychologists agree that learning is a relatively lasting change in behaviour brought about by experiences as organisms adjust to their surroundings/environments. Mention TWO of the THREE key things behind this definition.
5. Compare and contrast TWO of the following learning theories:
 - The humanist theory of learning.
 - The cognitive theory of learning.
 - The behaviourist theory of learning.

SECTION C

One question is given below. Answer it in a separate booklet bearing your computer number.

- 1a. One indicator of variability is the RANGE of SCORES. What is the advantage and disadvantage of the range?
- b. Calculate the MEAN and STANDARD DEVIATION of the following scores: 2, 4, 6, 8, 10

Given that $S = \sqrt{\frac{\Sigma(x-m)^2}{n}}$

- c. Why is the Standard Deviation necessary and useful in interpreting test scores?

SECTION D

FOUR questions are given below. Answer only TWO questions in a separate booklet bearing your computer number.

1. The fact that a child is born to parents who are renowned scientists or professors may not necessarily mean that he or she will be a high achiever. With examples, discuss.
2. How do behaviourists' theories differ from cognitive theories?
3. It must be noted that moral thinking does not always lead to moral behaviour. Discuss.
4. Compare and contrast Piaget's and Vygotsky's theories. In your opinion which theory of the two seems to make sense and why?

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EPS 225

TIME: THREE HOURS

INSTRUCTIONS:

Answer three(3) questions. Question one(1) is compulsory.

Question 1.

-) With the aid of diagrams, explain how mitosis takes place in human beings.
 -) How does the human body ensure that all the genetic characteristics remain intact during this type of cell division.
 -) What are the two main functions that mitosis plays in human development?
- (10 marks)

Question 2.

Freud's psychoanalytic theory states among other things that failure of an individual to resolve Id, Ego and Super-Ego conflicts can result in fixation. This blocks the process of personality development.

With special reference to Freud's psycho-social developmental stages, discuss the specific observable behaviours which could indicate that fixation has taken place in a person's life.

[25 marks]

Question 3

Critically analyse Piaget's theory of cognitive development.

Is this theory directly applicable to the study of child development in this country.

[25 marks]

Question 4.

As qualified teachers you will often be faced with the vexing question of child readiness and maturation. How useful will the knowledge of child readiness and maturation be when you are faced with the over-ambitious parent?

[25 marks]

Question 5.

Whilst on teaching practice you notice that most of the children in your grade 10 class became restless and inattentive by the third period. When you enquire, the pupils tell you that it is because they came to school hungry. Guided by the scientific method, discuss the steps you would take to investigate the problem. [25 marks]

Question 6.

In developmental psychology, the nature/nurture controversy is an on-going debate. What are your views on the influences of heredity and environment on child intellectual development in developing countries. [25 marks]

Question 7.

The state of the Zambian Economy can affect all aspects of development of the Zambian Child. With special reference to Bronfenbrenner's ecological systems theory, debate this hypothetical statement. [20 marks]

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EPS 252

THEORIES OF LEARNING AND LANGUAGE IN COMMUNICATION

TIME: THREE HOURS

MARKS: 40

INSTRUCTIONS:

- . This paper has three sections, A, B and C.
- . Section A comprises compulsory multiple choice questions.
- . Section B contains compulsory short answer type questions.
- . Section C has Essay type questions. You are required to attempt only three questions.
- . All answers must be written on the answer sheet provided.

SECTION A (5 Marks)

- All questions in this section are multiple choice and are compulsory.
- Answer each question by circling the item that best answers the question.

Reinforcement schedules are related to the law of

-) effect
-) exercise
-) facilitation
-) intensity.

At what age is a normal child expected to ^{utter}utter the first word?

-) 6 – 10 months
-) 10 – 14 months
-) pre linguistic stage
-) any time after 14 months.

..... is characterized with voice sounding breathy, hoarse, huskey or strained or even voiceless.

-) Resonance disorder
-) Omission disorder
-) Articulation disorder
-) Phonation disorder

4. Assisting the child to perceive vibration and pressure patterns upon the surface or back of the hand so that vibrations and puffs are felt is referred to as Approach.
- a) auditory
 - b) visual
 - c) kinesthetic
 - d) tactile
5. Global language disorders are characteristics of the following conceptual frame work:
- a) Expressive language disorders
 - b) Receptive language disorders
 - c) Difficulties in both receptive and expressive language
 - d) Deficiency in remembering and expressing words.

SECTION B (14 Marks)

- ◆ Short answer type questions constitute this section
- ◆ Answer all questions on the answer sheet provided
- ◆ All questions carry two marks each.

6. What is the significance of stimulus generalization in learning?
7. Explain briefly the role of shaping in learning and how it is related to operant conditioning.
8. Language learning is based on experience. Explain what the statement entails.
9. Explain the similarity of and distinction between cluttering and stuttering.
10. What is the difference between pre-lingual deafness and bi-lingual speech?
11. Identify and describe some linguistic and cognitive disorders which are associated to children with learning disabilities.
12. What do you understand by the term Critical Learning?

SECTION C. (21 marks)

- ▶ All questions are essay type and you are required to attempt only three questions.
 - ▶ Question 13 is compulsory
 - ▶ Choose other two questions from questions 14 to 16.
 - ▶ You will be rewarded a mark for the orderly presentation of the material.
3. Intervention strategies are a key for correcting speech and language disorders and can serve a cross section of diverse grounds in classroom situations. Design a programme of activities that would take care of language and speech disorders in a disabled child. [8 marks]
4. Explain clearly intervention measures you would apply to hearing impaired children with the following difficulties:
- a) Slow language development due to sensory deficiency in speech system. [3 marks]
 - b) Educational and social environmental restrictions. [3 marks]
5. Discuss the Assessment procedure of communication disorders. [6 marks]
6. Discuss the dual concept of individual differences and learning among disabled children. [4 marks]
- What role does Educational psychology play in the realization of individualized teaching and learning? [2 marks]

End of Examination

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EPS 322

CLINICAL CHILD NEUROPSYCHOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

- Answer all questions in Section A and B
- Answer only one question from Section C.

SECTION A

The basic unit of the nervous system is the

- brain
- neuron
- myelin sheath
- spinal cord

The weight of the human brain at maturity is approximately

- 400 Kg.
- 400gm
- 1100gm
- 1 – 45 Kg

The comparative approach to the study of the brain

- compares the brain of humans to that of primates
- describes the development of the brain from childhood to adulthood
- describes the brain's evolution from the primitive spinal cord to a large complex one in humans
- compares the human brain to other mammals

The chemicals responsible for interneuron communication at synapses are called

- communicator chemicals
- displacors
- neurochemicals
- neurons

5. The nervous system is said to have developed in four general steps. Which of the following describes the third step.

- a) the nervous system is mainly composed of sensory fibres
- b) the prosencephalon is the most prominent feature at this stage
- c) the front and hind-ends enlarged into two new structures
- d) the mammalian brain develops into the human brain

6. The Cerebro-spinal fluid in the hollows of the central nervous system is produced by the

- a) ependymal cells
- b) the cell nucleus
- c) cerebral hemispheres
- d) corpus callosum

7. The anatomical position used to indicate that a certain brain structure is at the bottom is

- a) posterior
- b) bilateral
- c) ventral
- d) distal

8. Which of the following brain structure is involved in nearly all aspects of behaviour

- a) hypothalamus
- b) midbrain
- c) frontal lobe
- d) epithalamus

9. The brainstem includes

- a) the endbrain
- b) the diencephalon and midbrain
- c) the diencephalon, midbrain and telencephalon
- d) the diencephalon, midbrain and hindbrain

10. Which of the following structures is involved in regulation of mental alertness.

- a) cerebellum
- b) thalamus
- c) reticular formation
- d) basal ganglia

1. Cortico connections are basically of three types. List the types.
 - 1.
 - 2.
 - 3.
2. The angulate gyrus is part of the
3. Which of the following is part of the basal ganglia
 -) caudate nucleus
 -) septum
 -) hippocampus
 -) anterior commissure
4. is the only sensory system that does not project through the thalamus.
5. The sensory systems include
 1.
 2.
 3.
6. The four lobes are:
 1.
 2.
 3.
 4.
7. are the types of maps that are constructed by tracing axons from the sensory systems into the brain and from the cortex to the motor systems.
8. The visual system project to
9. The auditory system project to
0. The somatosensory system project to
1. The motor area project to
2. Brain lesions can produce 3 kinds of effects. These are
3. Crowding refers

4. When symptoms occur together e.g. ADD is called
5. was responsible for postulating the modular approach to the study of brain process.
6. Two process occur during the development of the dendrite. These are:
 1.
 2.
7. is the process by which the glial cells of the nervous system begin to surround axons.
8. The periods of rapid increase in brain weight and size are termed
9. is the term that describes nerve cell production.
0. When neuroblasts move from the profliferative zone into their permanent locations is called
1. Cell differentiation can be divided into four phases namely:
 1.
 2.
 3.
 4.
2. The degree of myelination at birth is heavy in the system.
3. Language development is dependent on two aspects: appropriate perceptual abilities and
4. The development of appropriate language skills are dependent on the maturation of and lobes.
5. The degree to which a particular hemisphere can carry out a particular function is termed
6. Three types of glial cells can be distinguished
 1.
 2.
 3.

7. The normal development of a functional system is an interaction between brain development and
8. Two semi-independent systems are involved in motor activity. These are:
 1.
 2.
9. Frontal lobes are involved in attention and Functions.
10. The NEPSY battery measures five different areas of functioning. These are:
 1.
 2.
 3.
 4.
 5.
11. Left ear dominance for music is apparent at which age

SECTION B

Describe the items below as briefly as you can

1. Corpus collsum
2. Agraphia
3. Phoneme
4. Perseveration
5. Lateralisation
6. Sulcus
7. Echolalia
8. Neuron
9. Types of dyslexia

SECTION C

Essay – Answer only one question in not more than 2 pages

1. Describe the concept of cerebral assymetry
2. Why is good rapport necessary when carrying out neuropsychological assessment.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EPS 332

LEARNING PROCESSES: A SOCIOLOGICAL PERSPECTIVE

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER ONLY FOUR QUESTIONS. CREDIT WILL BE GIVEN FOR WELL ORGANISED WORK.

ANSWER EACH QUESTION IN A SEPARATE BOOKLET.

There are a number of topics you have covered in this course. Take a topic of your interest and frame your own question and answer it critically.

Below are results of a prestige rating study from a sample of 30 respondents, for 10 occupations. Calculate the mean score for each occupation and rank the occupations in order of their prestige.

Occupation	Very high prestige	High prestige	Average prestige	Low prestige	Very low Prestige
Clinical officer	1	6	14	5	4
Special education teacher	1	5	12	7	5
Police officer	0	1	15	6	8
Secretary	0	2	17	6	5
Soldier	0	2	12	10	6
Taxi Driver	0	1	13	10	6
Conductor	0	0	13	7	10
Medical doctor	12	6	6	5	1
Mail Runner	0	1	8	11	10
Bank Teller	1	4	16	5	4

Note: Arbitrary weighting for each category is:

Very high prestige - 5
High prestige - 4
Average prestige - 3

Low prestige - 2
Very low prestige - 1

Compare and contrast the Labelling Theory and the New Sociology of Education Theory. With examples where possible, discuss how relevant one of these theories is to a classroom situation.

Discuss the characteristics of a profession. From the discussion of the characteristics of a profession, discuss whether or not teaching is a profession in Zambia.

There are three main schools of thought or school-community relations. Discuss the merits and demerits of each one of them.

In what ways has the Ministry of Education in Zambia succeeded and failed in its role of the functions of education?

Critically analyze three classroom leadership styles. Which one would you be most comfortable with and why?

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

EPS 422

CLINICAL REHABILITATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer 3 questions only. Question 3 is compulsory.

Choose any topic of interest and write extensively about it.

Discuss the dimensions along which early intervention methods may vary.

In your clinical training you worked at least with one child on a very intensive level. Describe what was involved in your treatment programme and the outcomes.

Describe these concepts in relation to children

- (i) medical assessment
- (ii) neonatal assessment
- (iii) behavioural assessment

Describe the referral procedure used in the assessment centre at the University of Zambia.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – AUGUST 2001

ISE 132

WRITTEN

TIME: THREE HOURS

MARKS: 40%

INSTRUCTIONS:

READ THE INSTRUCTION CAREFULLY BEFORE YOU START ANSWERING QUESTIONS.

ANSWER THREE QUESTIONS ONLY.

Discuss what you know about collage and its origins. What influence has it in today's Art?

What role has print making in school and the community?

Puppetry is included as one of art activities. What functions does it play in the curriculum?

Why is lettering so important? How is it different from ordinary writing? Give examples using a pencil.

How is mosaic different from collage?

End of Examination

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

ISE 172

COMMUNITY NUTRITION EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer question 1 which is compulsory and any three (3) questions from the rest.

Question 1.

Nutrition in schools is receiving attention through the Basic Education Sub-Sector Investment Programme (BESSIP). The Ministry of Education would like to build capacity in schools for the school Health and Nutrition component.

-) Plan a training programme using the steps in nutrition training.
-) Design a tool for evaluating the programme
-) What training methods and learning aids are you going to use for the programme.

Question 2.

Though the work of community nutrition is very complex, it is supposed to be accomplished by the application of a number of skills.

-) Define a skill.
-) What kind of skills does the community nutritionist need to possess.
-) List four (4) phases of teaching in the education process.

Question 3.

Nutritionist may be either a participant or a planner.

-) Discuss a series of decisions that are followed by a nutritionist during the planning of a community nutrition programme.
-) What kind of group meeting or method can you use if you are presenting subject matter to people in the same field.
-) Design a one day workshop for fellow home economists to decide on what will be the contents of a bigger workshop on nutrition in schools.

Question 4.

The community nutritionist uses many tools and skills in conducting programmes.

- a) Define a tool.
- b) Name five (5) tools that can be used to conduct a programme on malnutrition.
- c) What are the sources of information on tools that are used by a nutritionist on a food and nutrition programme.

Question 5.

An important part of food security is Food and Nutrition Surveillance (FNS).

- a) What does Food and Nutrition Surveillance mean?
- b) What is its aim?
- c) What indicators of under nutrition can FNS use?

Question 6.

One of the roles of a home economist is to work with fellow professionals in the Ministry of Agriculture on the issue of food security.

- a) Define the term “food security.”
- b) What strategies can a professional share with people in order to sustain household food security.
- c) Which groups are most vulnerable to food insecurity and malnutrition.

Question 7.

You have been invited to participate in a conference hosted by The Food and Agriculture Organisation. Write short notes on each of the following on the paper you are going to present.

- a) Food path
- b) Blocks of food path
- c) Customs and practices which affect the food path.
- d) What is the role of a home economist on the issue of a food path.

Question 8.

An important factor in conducting community nutrition programmes is professional education.

- a) What is professional education?

- (b) What are the purposes of professional education.
- (c) What could be the role of a nurse in a community nutrition programme?

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

ISE 215

INSPECTION AND SUPERVISION

TIME: THREE HOURS

INSTRUCTIONS:

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

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

SECTION A

INSTRUCTION FOR SECTION A

Answer only TWO questions in this section.

1. According to William Lucio and John McNeil, the scientific philosophy to the supervision of teachers emphasizes careful empirical research and administrative efficiency. Discuss these values in terms of the supervisor objectively measuring the critical teaching behaviours of the teachers to improve teaching in the classrooms and at the same time enhancing efficient administration and tight organisation in the primary schools.
2. Morris Cogan states that there are eight phases in the cycle of clinical supervision. Explain the phases in terms of how the teacher educator utilizes them during the supervision of student teachers who are on school teaching practice. Also briefly discuss Cogan's phases which are similar and dissimilar to those of Robert Goldhammer.
3. "Previously the date of school inspection was kept secret from the Headteacher of the school. Inspectors preferred to take the school authorities by surprise. This approach had created a feeling of resentment among teachers, lack of cooperation and trust. At its worst, there was hostility between the teachers and the inspectors." (W.A. Dodd, 1968). Comment on this statement according to the modern approach for inspecting schools thereby outlining the purposes of inspection, the various types of inspection, the duration and frequency of

inspection, the preparation for inspection, what to look for when visiting the primary or basic school, and the resultant staff meetings.

SECTION B.

INSTRUCTION FOR SECTION B:

Answer only ONE question in this section.

4. “Partington (1982) research study found that one of the important factors making for student teachers’ preferences for school-based rather than college – based supervisors was the reduction of anxiety about the assessment of student teaching. The finding that students preferred this type of supervision is entirely consistent with the literature on students’ attitudes to their training which almost invariably reports that they consider school teaching practice the most useful aspect of their training.” (Edgar Stones, 1984). Analyze this statement in terms of J.A. Moyo’s research study findings as obtaining in the primary teacher training colleges of Zambia practice of supervising student teachers in primary schools when they are on school teaching practice.
5. Drawing on the research studies covered in this course on the clinical supervisor’s effectiveness during the feedback conference, identify the characteristics of an effective clinical supervisor and explain the techniques he or she uses during the feedback conference.

SECTION C

INSTRUCTION FOR SECTION C

Answer only ONE question in this section.

6. Assume you are visiting a primary school in Ndola as a District Inspector of Schools for the purpose of assisting a few beginning teachers attain teaching skills in your subject area according to Brown’s and Flander’s categories of interaction analysis, how would you go about inculcating these skills in the teachers concerned?
7. “In their review of research on teaching and supervision in the 1970s, Rosenshine and Furst found consistent evidence that pupils whose teachers make clear structuring statements on particular topics and in addition give clear classroom rules of classroom management have better academic achievement.” (K.A. Acheson and M.D. Gall, 1992). Scrutinize this statement and thereafter:
 - (a) define the terms “structuring statement”, “classroom management” and “academic achievement;”

- (b) give examples of structuring statements a teacher would make on two different topics;
- (c) provide examples of instructions and disciplinary statements a teacher would make in the classroom situation; and
- (d) explain the classroom observation technique you would use to analyze structuring statements, instructions and disciplinary comments made by the teacher in carrying out your duties as a supervisor.

End of Examination

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

ISE 252

PHYSICAL EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer TWO (2) questions from section 'A' and TWO (2) from section 'B'. All questions carry equal marks.

SECTION A

What are the principles underlying health education in homes, schools and the community.

Name eight of the causes of **poor posture** and give examples.

The **Wolfe's Law** states that structure is related to function, he continues to say that change the function one changes the structure. Going along this theory, what is the difference between Functional and Structural deviations?

Mention five postural deviation. Show through drawings and explain how these postural deviations could be corrected.

SECTION B.

What do the letters in the word 'GATHER' stand for in counselling. Explain each one of them.

Mention the minor and major symptoms of HIV and how many of them make the AIDS disease.

Mention the six types of counselling and briefly explain each of them.

Why should Health Education be taught in physical education? Give reasons and examples.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

ISE 372

ISSUES IN HOME ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS:

Answer **4 questions** from the following. All the questions carry equal marks.

Question 1.

Historical influences within a profession suggest that more diverse paradigms of knowledge and action would facilitate the desired goals.

- (a) Define a paradigm.
- (b) Discuss the implications of the above statement.
- (c) Explain how you would use paradigms to address the problem of street kids in Zambia.

Question 2.

Many professionals are expressing a growing interest in improving ethics education in the preparation of future professionals.

- (a) State areas of ethics in home economics as a profession.
- (b) Discuss types of ethical dilemmas that can be experienced during professional practice.
- (c) Cite one example of an ethical issue that you had to deal with in your working experience.

Question 3.

A problem orientation is a way of thinking about home economics in view of the concerns or questions that families face over time.

- (a) What does the above statement mean?
- (b) What is a practical problem?
- (c) What are the features of a practical problem?
- (d) Give an example of a practical problem in home economics.

Question 4.

There is much potential in action research approaches for furthering research and understanding in home economics and education. Winter 1989 outlines six principles of action research.

- (a) What does the first sentence in the above quotation mean?
- (b) Discuss the six principles of action research outlined by Winter.

Question 5.

It is believed that home economics is the missing link for emancipatory education. Schuster and Van Dyne (1984) proposed a model with different stages of curricular change.

- (a) What does the first statement in the above statement mean?
- (b) Discuss the different stages of curricular change in Schuster and Van Dyne's model.

Question 6.

Discuss the implications of the statement below.

The practice of home economics in Africa in general, and Zambia in particular has borrowed heavily from the Western world in terms of professional development.

Question 7.

Homelessness is a complex problem that the public and private sectors of society need to understand because of its impact upon society.

- (a) Discuss the factors that make people become homeless.
- (b) What is the role of a home economist in dealing with the complex problem of homelessness.

Question 8.

- (a) With the help of examples, explain the meaning of the statement below.
- (b) What major challenges does a home economist face in improving the profession.

“As a discipline, home economics has undergone a great many changes in definition, academic status, content and scope in many countries.”

Question 9.

HIV/AIDS is an issue that is receiving attention and publicity in the workplace.

- (a) Design a one day workshop for fellow professional on this issue.
- (b) Explain your role in the workshop.

GOOD LUCK IN YOUR PROFESSION AS HOME ECONOMISTS!

End of Examination

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

LSE 232

ENGLISH TEACHING METHODS (PRIMARY)

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS:

Answer Three(3) questions, question ONE (1) and TWO(2) others. All questions carry equal marks. CREDIT will be given for relevance, good English and orderly presentation.

QUESTION ONE(1) (COMPULSORY)

The teaching of English language in **Grades 1 to 7** has evolved through much experiment, some success and some failure. **Examine**

- a) the history of the English language syllabus in **Zambian primary schools between 1969 and 2001**, and then
- b) **describe** and **explain** its merits and demerits.

QUESTION TWO (2)

Consider the following instructional objectives for English language in **Grade 6**:

By the end of the lesson **PSBAT**

- read fluently**
- read with understanding.**

Explain how you would teach **reading** based on the following passage. Your answer should indicate how you will take care of poor reading habits. The lesson, in this context, may be taken to mean more than one unit/session. Note that **this is not a lesson plan**.

PASSAGE: [from English Grade 6 p/s' part ONE pp. 17 – 19]

The Lost Son

There was a man who was very rich. He had a very big farm and a very big house. On the farm, there were a lot of cattle, goats and chickens. He had more than fifty servants. Some were working in the fields and others in the house. In the fields, he grew many different crops. There was enough food for everybody.

This man had two sons. The older son used to work very hard in the fields, but the younger son did very little work. He used to laugh at his elder brother and say, "Why do you work hard every day? You must have a break."

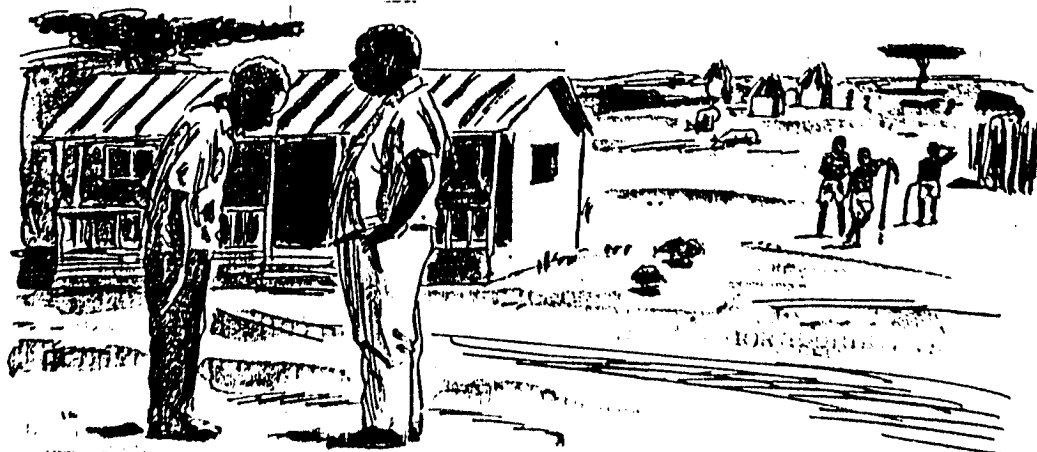
One day, the younger son said to his father, "Father, may I please have my share of your goods now because I want to travel to another country?"

Pict. 1

So the father divided his goods between his two sons. A few days later, the younger son sold his share. After he had collected a lot of money, he left to go to another country, far away. When he arrived in this country, he wanted an enjoyable life. He spent his money carelessly. He ate greedily and bought foolish things, and so in a short time all the money was gone.

After he had spent all the money, he looked for a job. He was sent into the fields to take care of the pigs. Life became very hard. He had nothing to eat. He wished he could fill himself with the pig's food. He was very unhappy.

He said to himself, "I'm starving. At my father's house, there is a lot of food and all the workers are eating very well. I must leave this place and go to my father and say I'm sorry."



Pict. 2

He got up and went to his father. When his father saw him, he jumped up with joy and went to meet him.

"That's my son," he said.

As he went nearer, he saw that his son was very thin. He had no shoes and his clothes were torn. The father was filled with pity. He threw his arms around him.

Pict 3

“Father,” said the son, “I’m really very sorry. Please forgive me.”

“It’s all right,” said the father. Let’s forget it.

The son said, “I’m a bad son. After I had left home, I spent my money foolishly.”

“We don’t blame you. It wasn’t your fault,” said the father.

“I promise I won’t waste money again. May I be one of your servants? Will you let me work in the fields?” asked the son.

“ You can help in the fields but not as a servant,” said the father.

The father called his servants.

“hurry!” he said, “Bring the best clothes and put them on him. Put a ring on his finger and shoes on his feet. Then go and get a fat cow and kill it. Let us be happy because my son was lost but now he has been found.”

After they had killed a cow, they had a big meal. While they were eating and drinking and dancing, the older son arrived from the fields. There was a servant at the door.

“What is going on here?” the son asked him.

Your younger brother who went away a long time ago has come back,” said the servant.

When he heard this, the older brother was very jealous. Although he had worked very hard, his father had never given him a cow or even a goat to enjoy with his friends.

The father came out of the house to meet his older son.

“Father, I don’t understand,” said the older son. “Why are you doing this for my brother? Has he ever helped you like I have? Why haven’t you ever done this for me?”

“Everything I have is yours,” said the father. “We are drinking and dancing because your brother is back home. He was lost but now he has been found.”
(p. 19).

QUESTION THREE (3)

It is said that **reading** and **writing** are related skills. Discuss, with examples, the things that make these skills

- (a) different
- (b) teachable by use of different techniques and methods.

QUESTION FOUR (4)

Consider the **objective** of teaching **writing** that what is written should

- (a) be in good handwriting
- (b) maintain equal letter size and alignment
- (c) be legible
- (d) follow the correct spelling.

Show how you would implement this objective in teaching a Grade 4 class:

- 1. copying handwritten words from the board.
- 2. Writing down dictated words/sentences
- 3. Describing in writing and in single words or sentences what pupils can see on pictures.

QUESTION FIVE (5): Answer BOTH parts, Part I and Part II, of this question.

Part I

Write briefly, with appropriate examples, on five(5) of the following:

- a) vowels and consonants
- b) minimal pair
- c) diphthong
- d) the L2 learner and the English spelling pronunciation.
- e) Word and sentence stress
- f) Phonetics and the second language teacher
- g) Mother-tongue interference and pronunciation

Part II

What do you consider to be the major pronunciation difficulties of the learner of English in Zambia? With examples, show how you would systematically help the learner overcome any two of the difficulties at a given level.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

LSE 292

PRIMARY RELIGIOUS EDUCATION METHODS

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS:

Answer fully any THREE questions.

1. Critically discuss Ronald Goldman (1965)'s contribution to the thinking and development of modern Primary School RE.
2. Identify and discuss similarities between the thinking about and approaches to RE of British Primary school teachers of the 1970s and that of the Zambian primary school teachers today.
3. According to Jean Holm (1975), there were two important revolutions in Primary School RE in the 1960s and 70s.
 - (a) State these two revolutions.
 - (b) What are some of the ways in which they have affected Zambian Primary School RE?
4. Mention some social and religious experiences of early primary school children which can form part of the RE material at this stage and explain or show how you would make use of such experiences in the classroom.
5.
 - (a) What is meant by the concept of 'indoctrination'?
 - (b) Why are educationists more concerned with religious indoctrination than other forms of it?
6. According to Cox (1975), the problem of what to teach in Primary School RE arises from the difficulties created by the misunderstandings of religious language and stories used in the early years of schooling.
 - (a) State at least five of these misunderstandings.
 - (b) Briefly discuss how Cox proposes (or suggests) to overcome the above problems in Primary School RE.
7.
 - (a) What does the concept of educational integration mean?

(b) Currently, RE at primary school level in Zambia is/has been integrated into SMRE. Comment on this new area of learning.

8. From what you have studied in this course, how is religion connected/related to morality or ethics and how can RE contribute to moral development in children.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

LSE 322

GEOGRAPHY TEACHING METHODS (SINGLE SUBJECT MAJOR)

TIME: THREE HOURS

INSTRUCTIONS:

Answer THREE (3) questions, question ONE (1) compulsorily.

- 1.(a) Name one method of teaching controversial issues in geography and describe it.

(b) Show how features of this method help to reduce controversy.
- 2.(a) Show how rapid population growth has created problems in government's efforts to improve the standards of living and quality of life of Zambians.

(b) Some researchers like Banda (1993) have argued that there is little commitment by the Zambian government to implement the National Population Policy (1989) revised in 1998. Provide a defensible argument to show that there has been little commitment to implement the Population Policy by the Zambian government.
3. There is more justification today than in the past to teach geography by fieldwork. Argue.
4. Analyse Zambia's population situation as revealed by the 1990 census and provide likely reasons for this.
- 5.(a) Comment on the quality of the urban environment in Zambia.
(b) Outline measures to enhance the quality of the urban environment in Zambia.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

LSE 332

ENGLISH TEACHING METHODS

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS:

Answer **THREE** questions, **ONE** only from each section (A, B and C).
All questions carry equal marks. Ensure that **ALL** parts of your chosen questions are answered.

SECTION A

Answer one question

1. **Recent attempts to make language teaching more “communicative” have led to an emphasis on teaching language functions** and the relationship between sentences in discourse.
 - (a) Construct two functional communicative activities suitable for a Grade 9 class as follows:
 - (i) activities should use **pair** or **group work** to solve a problem
 - (ii) activities should last ten minutes.
 - (b)
 - (i) In normal handwriting, write a paragraph of 15 – 20 lines entitled “The Use of English to Friends” for a Grade 11 or 12 class.
 - (ii) Construct four questions that would assist pupils to become aware of cohesive devices such as **reference, substitution, ellipsis and connectors**.
2.
 - (a) Imagine that you are a Grade 8 teacher in an area of Zambia familiar to you (name it).
 - (i) Present a list of **situations** outside the classroom in which your pupils will need English for oral communication. (Your list should include both the situation and the role they are likely to play).
 - (ii) Select **two situations** and construct two cue-cards for each that will initiate relevant speech inter-action.

- (b) Zambia is an English-using society in which English is needed and used for internal and international purposes.
- (i) Discuss the extent to which this fact affects the teacher of **spoken** English in secondary schools.
 - (ii) Explain how such English language needs may influence methods of teaching, materials and attitudes to local forms of English (1 – 2 pages).

SECTION B

3. “.....Language teachers have always tended to apply language analysis to the teaching of a language; in fact, some of the first descriptions of a language were made for the purpose of teaching it” (Mackey, 1964).

EITHER

- (a) Discuss the significance of this statement in relation to the teaching of structure lessons at both primary and secondary levels in Zambia today.

OR

- (b) Describe the main stages of a structure lesson, and then devise a lesson plan to show how you would follow these stages in reteaching the use of the **full-stop (.)**, **question mark (?)** and **capital letter** as part of a remedial lesson.
4. Despite areas of overlap, intensive and extensive reading involve different objectives and different skills.

EITHER

- (a) Examine the likely problems in the organisation and teaching of an intensive reading lesson in the junior classes. What strategies and techniques would you adopt to attempt to solve these problems?

OR

- (b) Briefly describe how you would conduct or organise a class reader period. Your description should take into account some of the problems involved also in 4(a).

SECTION C: Answer one Question.

5. One of the skills involved in the teaching of continuous writing is the ability to choose an appropriate style for the “.... Aim of the writer and also the audience the writer has in mind when he writes.” (Tomlinson and Ellis).

EITHER

- (a) Construct a composition lesson plan for a Grade 9 class for 80 minutes based on the above subject. In the course of the lesson, your PSBAT
- (i) recognise the differences between a formal and an informal account of the same incident, and
 - (ii) produce both versions of a different incident.

(All materials should be included in the lesson plan).

OR

- (b) Below is an extract from a comprehension passage commonly used in senior secondary classes in Zambia. Following the principles of an integrated skills approach to English language teaching, **explain** how you would use this passage as the basis for a 40 minute senior composition class. Your class should cover the following points:
- (i) the title of the composition (based on a topic or idea taken from the passage).
 - (ii) The preparation activities before pupils write the composition.

(PASSAGE):

The only course left to Okonkwo was a flee from the clan. It was a crime against the earth goddess to kill a clansman, a man who committed it must flee from the land. The crime was of two kinds, male and female. Okonkwo had committed the female, because it had been accidental. He could return to the clan after seven years.

That night he collected his most valuable belongings into headloads. His wives wept bitterly and their children wept with them without knowing why. Obierika and half a dozen other friends came to help and to console. They each made nine trips carrying Okonkwo's yams to store in Obierika's barn. And before the cock crowed, Okonkwo and his family were fleeing to his motherland. It was a little village called Mbanta, just before the borders of Mbaino.

As soon as the day broke, a large crowd of men from Ezendu's quarter stormed Okonkwo's compound dressed in garbs of war. They set fire to his houses, demolished his red walls, killed his animals and destroyed his barn. It was the justice of the earth goddess, and they were merely her messengers. They had no hatred in their hearts against Okonkwo. His best friend, Obierika, was among them. They were merely cleansing the land Okonkwo had polluted with the blood of a clansman.

Obierika was a man who thought about things. When the will of the goddess had been done, he sat down in his 'obi' and mourned his friend's calamity. Why should a man suffer so grievously for a crime he committed accidentally? But although he thought for a long time he found no answer. He was merely led into greater complexities. He remembered his wife's twins, whom he had thrown away. What crime had they committed? The Earth had decreed that they were an offence on the land and must be destroyed. And if the clan did not exact a punishment for an offence against the great goddess, her wrath was loosed on all the land and not just on the offender. As the elders said, if one finger brought oil it soiled the others.

6. EITHER

(a) with concrete examples, explain what each of the following terms means in a second language syllabus design:

- (i) sequencing
- (ii) specification
- (iii) grading
- (iv) categories
- (v) exponents

OR

(b) Discuss the advantages and disadvantages of each of the following syllabus types of second language teaching:

- (i) the situational syllabus
- (ii) the grammatical syllabus
- (iii) the functional syllabus
- (iv) the multi-dimensional syllabus

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

LSE 352

HISTORY TEACHING METHODS

TIME: TWO & HALF HOURS

MARKS: 100

INSTRUCTIONS:

Answer any **THREE** out of the five questions listed below:- Write the answer to each question in a separate booklet. All questions carry equal marks.

1. Effective lesson planning is one of the key factors to successful teaching and learning. Outline and then discuss the various factors that teachers ought to consider when preparing their lessons and why.
2. Explain the term evaluation in the educational sense; then discuss its importance to both the teacher and pupils.
3. What do you understand by the term 'scheme of work'? Discuss its roles in the teaching/learning process and then explain how you would go about preparing this type of document.
4. Briefly explain how each of the following factors promote the teaching/learning process:-
 - (a) A teacher's knowledge of his/her pupils.
 - (b) A teacher's use of resources and aids.
 - (c) Discipline.
5. Choose Three of the following concepts and explain how you would teach each one of them to a Grade 9 class.
 - (a) Apartheid
 - (b) Missionary
 - (c) Treaty
 - (d) Mandated territories
 - (e) Revolution

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

LSE 362

HISTORY TEACHING METHODS

TIME: THREE HOURS

MARKS: 40

INSTRUCTIONS:

Answer any **THREE** of the five questions given in this paper. Write the answer to each question on a separate sheet. All the questions carry equal marks.

1. What is effective teaching and how can a teacher achieve it?
2. Teachers are usually classified by educational scholars according to their teaching styles such as authoritarian, Laissez-Faire and democratic. Explain the characteristics of each of these teachers' teaching styles.
3. Educational psychologists have found out that pupils are different from each other in many respects. Discuss some of the identified individual pupil differences relating them to a classroom situation.
4. What is involved in Johann Friedrich Herbart's doctrine of apperception and the method of instruction?
5. Why and how should history be taught in Zambian Secondary Schools?

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

LSE 372

AFRICAN LANGUAGES TEACHING METHODS 1

TIME: THREE HOURS

INSTRUCTIONS:

Answer TWO questions from each section. All the Questions carry equal marks.

SECTION A.

1. (a) Explain and illustrate the implications of the following statement:

Whereas Communicative Language Teaching (CLT) is based on the functional view of language, most of the other approaches to language teaching are influenced by the structural view of language.

- (b) Explain at least **six** shortcomings of CLT.

- (c) In the light of the inherent weaknesses of each of the various approaches and methods in language teaching, what should a language teacher do to successfully and effectively teach his/her pupils?

2. Following the Zambian Government's new Educational Language Policy of using a local language in each region as a medium of instruction in Grade 1, you have been asked to make recommendations on the best way to arrive at the decision of choosing one language for each region. Write these recommendations.

3. Discuss the implications of the statement below.

The controversies surrounding learning and teaching a mother tongue (L1) range from conflicting views about teaching mother tongues in schools to wrong assumptions concerning children's competence in L1 as well as subject content and methodology.

4. (a) Below are the objectives of teaching translation extracted from the Basic Education and Senior Secondary Zambian Languages Syllabuses. Write critical comments on each objective and then, with the help of illustrations, suggest any improvements that can be made to them.

Grades 8 and 9

- PSBAT: 5.1.1.1 convey meaning between languages.
 5.1.1.2 modify an interpretation from one language to another.

Grade 10

- PSBAT: 10.7.1 translate from the Zambian language into English and vice versa.
 10.7.2 interpret ideas, phrases or terminologies from English into a Zambian language and vice versa.

- (b) Write a brief comment on the contrast between the procedures, techniques and teaching materials used to teach translation in junior secondary school and those used in senior secondary school classes.
- (c) State the **five** basic or standard things that you should pay attention to in your lesson plan and procedure regardless of whether you are teaching translation in a Grade 8 or a Grade 11 class.

SECTION B

5. Use a novel or a short story book from the prescribed Grade 12 literature books in the Zambian language you will be teaching to answer the following questions:

- (a) Assuming that you are introducing the book to the pupils, state **five** issues you would discuss with them.
- (b) Prepare **one** thematic and **one** major incident literature essay questions on this book.
- (c) Prepare **two** context literature questions on each of the following aspects from the book mentioned above.

- (i) language
- (ii) theme
- (iii) plot
- (iv) characterization
- (v) setting

N.B. Make sure that the rubric or instructions for each set of questions and the questions themselves are clearly written in the local language you teach with a gloss added to them in English.

6. Design a lesson plan in which you teach Grade 10 pupils the form and function of any **one** of the following items of language structure in one of the indigenous languages in Zambia.

- (a) infixes
- (b) reciprocal verbal extension
- (c) singular and plural diminutive nouns.
- (d) Suffixes
- (e) Singular and plural augmentative nouns.

N.B. Use either a visual or a linguistic situation to introduce your topic. You should also indicate all the teacher/pupil activities you will use.

7.
 - (a) Prepare a situational prose summary question in which you aim at equipping Grade 10 pupils to deal satisfactorily with the summary situations they are likely to meet in real life.
 - (b) Design a lesson plan based on the situational prose summary question mentioned above.
8. Given the objective that *at the end of the lesson PSBAT order details in a description in such a way that they start wide and finish narrow*, prepare a lesson plan for a Grade 11 class based on the situational composition below. You should include all the teacher/pupil activities and materials you need to use in this lesson.

You are a Public Relations Officer of Moofwe Swamps Enterprise. You witnessed a dreadful motoring accident in which your company secretary miraculously escaped unhurt in spite of the fact that the company car he was driving was damaged beyond repair.

The car was insured against accident but the insurance company has asked for a detailed written description of the accident to ascertain what really happened. The Managing Director of your company, who has been informed that you were at the scene of the accident, has asked you to write two foolscap pages describing the whole situation as vividly as possible. Write this description.

End of Examination

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

LSE 382

FRENCH TEACHING METHODS I

DUREE: TROIS HEURES

CONSIGNES:

REPONDEZ AUX TROIS QUESTIONS. UNE QUESTION DANS LA PREMIERE SECTION ET DEUX DANS LA DEUXIEME SECTION.

PREMIERE SECTION

- (1) Les evolutions sont en pedagogie des langues comme ailleurs, le plus souvent analysees comme des ruptures, voire des revolutions. La nouveaute, dans la plupart des cas, apparait dans le prolongement d'une tradition et vient re'pondre a une demande. Les approches communicatives n e'chappent pas a cette regle. Elles n'ont pas le caractere revolutionnaire que certains veulent leur preter.
- (a) Justifiez cette assertion
- (b) Qu'est-ce que vous entendez par l' approche communicative (definition, origine, activite's proposees, role du maitre et des apprenants, observations).?

OU

- (2) Definisiez les terminologies suivantes:

- Methode
- Methodologie
- Technique
- Approche
- Didactique
- Pedagogie
- Enseignement
- Apprentissage
- Acquisition
- Eclectique (integrative)

DEUXIEME SECTION

- (3) Preparez un “lesson plan” pour enseigner la possession (en grade 8); mon, ma, ton, ta son et sa.
- (4) Je m appelle Marielle. Je suis francaise. Je suis mariee. J’ai un enfant. J habite a Lille. J’ai 26 ans. Je suis professeur de francais.

Utilisez le texte ci-dessus pour preparez un exercice de reperage. Définissez d’abord cette terminologie (reperage).

- (5) Les jeux contribuent a animer les classes de langue et a permettre aux apprenants de S impliquer davantage dans leur apprentissage en prenant plaisir a jouer avec les mots, les phrases et les textes qu’ils creeront individuellement ou collectivement.

Proposez un jeu de vocabulaire pour les eleves en grade 8 ou 9.

- (6) Dans l’approche communicative, l’ utilisation de la technique de simulation, est tres fortement recommandee.

Qu’entendez-vous par simulation?

En vous vous appuyant sur la notion de salutation, preparez un exercice (une activite) de simulation.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

LSE 392

RELIGIOUS EDUCATION METHODS

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS:

Answer question 1 and any other THREE questions from 2 – 8.

1. The current Zambian High School RE syllabuses have five (2044) and four (2046) teaching/learning stages.

State and explain each of the teaching/learning stages in the two syllabuses.

2. Describe the changes that have and are still taking place in Zambian RE since the beginning of the Interdenominational stage in 1972. Indicate the reasons behind the changes.

3. One of the principles of modern RE is that the role of a teacher of RE is that of educator more than anything else.

Explain in detail what this means.

4. Using any topic that you know well from any of the three Secondary School RE syllabuses, show how you would use the class discussion technique to teach it.

5. Compare and contrast free drama and role play as RE teaching techniques. Your discussion should focus on aims/objectives, execution and educational value.

6. Discuss the importance or value of (a) a lesson plan, (b) records of work, and (c) examinations in the education system.

7. Compare and contrast the Life-themes approach and the Systems or Biblical-themes approach to RE teaching. Which of the two approaches do you prefer and why?

8. Discuss in detail the differences between RE in school and Evangelism in Church. What, if any, similarities are there between the two.

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY SECOND SEMESTER EXAMINATIONS-JULY/AUGUST 2001

MSE 332

MATHEMATICS EDUCATION II

TIME: **THREE (3) HOURS**

INSTRUCTIONS: Answer **Question 1** and any **Three (3)** other questions. Each question carries 25 marks. For each part of a question, maximum possible marks are shown in brackets [].

MARKS POSSIBLE: 100

1. Compulsory.

- (a) Give an outline of what constructivists believe. [6]
- (b) Explain the implications of constructivism for the teaching of mathematics. [9]
- (c) Outline the strengths, weaknesses, opportunities and threats for the constructivist approach to the teaching of mathematics in Zambia [10]

- 2.**
- (a) Time spent on learning may be shortened and yet the quality of learning may still be improved, through appropriate use of aids. Discuss this statement, illustrating with examples. [12]
 - (b) Despite being the most commonly used aid in the classroom, the chalkboard is also one of the most poorly used.
 - (i) Describe poor chalkboard habits/features. [5]
 - (ii) Outline how the chalkboard could best be used. [8]

3. (a) Write brief notes on:
- (i) the meaning and purpose of classroom interaction analysis; [5]
 - (ii) direct and indirect teaching styles. [8]
- (b) An interaction analysis of one of your mathematics lessons reveals that the lesson consisted mostly of teacher-initiated talk in which you gave pupils information and asked narrow memory questions. If this is typical of all your lessons, what changes do you think you need to make in your teaching style? Justify your answer. [12]
4. (a) What determines whether or not a given situation is a problem for a particular individual? [5]
- (b) Consider the following question:
- A certain town has a population of 90,000 people. How long would it take to spread a rumour in this town if each person who heard it told it to three new people every 15 minutes?*
- (i) Work out a solution to this question. [6]
 - (ii) Identify and list **two** special mathematical skills children need to develop to have better success in working out answers to questions such as the one above. For each skill, explain briefly why you think it is necessary and suggest how mathematics teachers might go about helping children develop the skill. [8]
 - (iii) State with reasons the level in secondary school, either junior or senior or both, at which you would consider this question to be a *mathematical problem* rather than merely an *exercise*. [6]

5. (a) It is generally agreed that every child should learn mathematics at school and that without learning mathematics it would be difficult to cope with modern life.
- Discuss the above statement, justifying any points you make in agreeing or disagreeing with it. [10]
- (b) What are some of the problems of teaching school mathematics in Zambian schools? [8]
- (c) Comment on **either** the significance of removing Earthy Geometry from school mathematics **or** the inclusion of Functions in school mathematics. [7]
6. (a) Explain how each of the following factors contributes to the under-achievement of girls in mathematics.
- (i) the curriculum
 - (ii) classroom interaction
 - (iii) assessment
 - (iv) attitudes, feelings, and expectations [12]
- (b) Name **one** major initiative in Zambia that has been working towards raising the achievement of girls in mathematics. For the named initiative,
- (i) state the broad objective
 - (ii) explain its strategies
 - (iii) outline some of its activities [6]
- (c) Explain why, in spite of several interventions aimed at raising girls' achievement in mathematics, the syndrome of under-achievement persists. [7]

End of Examination

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

MSE 342: BIOLOGY EDUCATION
MSE 352: PHYSICS EDUCATION
MSE 362: CHEMISTRY EDUCATION

INSTRUCTIONS:

1. Duration three(3) hours
2. Attempt any five(5) questions
3. Each question carries 20 marks.
4. You are allowed 10 minutes to read through the question paper.
5. Do not start writing until you are told to do so.

1.
 - (a) Define the term discipline and say why it is important in the classroom [2]
 - (b) List five(5) common pupil misbehaviour you as a classteacher are likely to encounter in a classroom [5]
 - (c) Identify and explain the major causes of pupil misbehaviour [8]
 - (d) State and explain with examples, how you can deal with five(5) pupil misbehaviour [5]

2.
 - (a) Explain how a science teacher can bring about a scientific way of thinking in his/her pupils [10]
 - (b) Describe any five process of science and show how each helps pupils to develop a scientific way of thinking. [10]

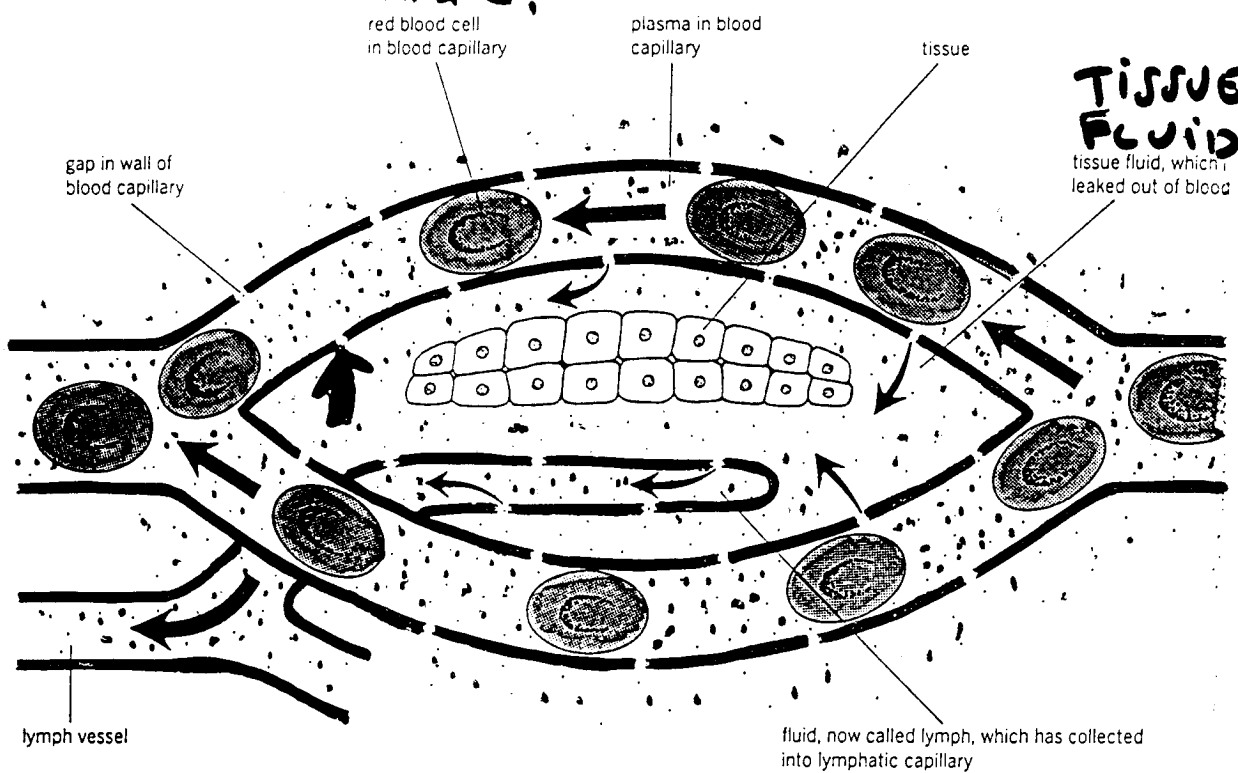
3.
 - (a) State any three (3) computer programmes and explain how you can use them to teach science (Biology, Chemistry, Physics) [10]
 - (b) Outline the limitations of the use of computers in teaching/learning in a developing country like Zambia. [10]

4. Imagine you have arrived at Choongo High School where you will be attached for a period of 6 weeks for your school experience (Teaching Practice). The Head of Science Department allocates to you two grade 10 classes and one grade 11 class to teach your subject (Chemistry, Biology, Physics).
 - (a) Identify the information you need to collect about these classes before you start teaching. [5]
 - (b) Describe how you are going to collect the information you have identified above. [5]
 - (c) In your investigations you discover that pupils in the grade 11 class are not interested in learning your subject and also their performance in the subject is poor. Discuss how you will address these problems. [10]

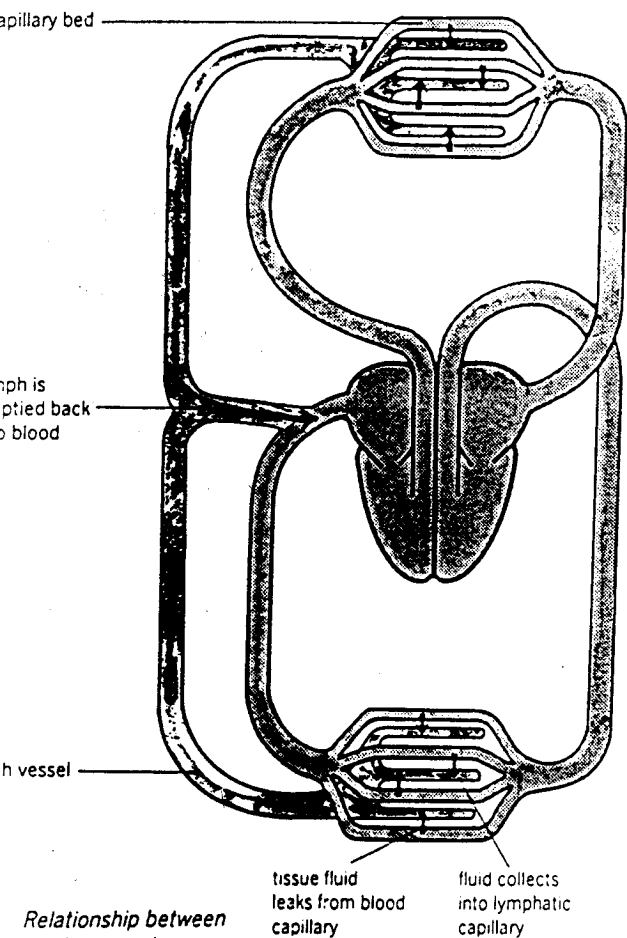
5. A new teacher may say: “Why bother with all those learning/teaching aids? I can manage without them.”
 - (a) Give two(2) reasons why a science teacher should make use of learning/teaching aids. Explain your answer [4]
 - (b) State one advantage that a magnetic board has over other teaching/learning aids such as the chalkboard or wall chart. [4]
 - (c) Choose one topic from the biology/chemistry/physics “O” level syllabus and show how it can be taught with the help of the magnetic board because of the advantage in (b) above. [4]
 - (d) Attached to the question paper is a transparency prepared by a beginning teacher. Analyze it and then give both positive and negative comments about the transparency. [8]

6. (a) Suppose an electrical fire broke out in the school laboratory, explain what you as a teacher would do. Include those actions you certainly **must not** do. [5]
- (b) One should never use any water extinguisher on class B fires. What is a class B fire? Why should water never be used on such fires. [2]
- (c) One of your students broke an empty glass beaker and in the process a glass splinter entered his eye.
Write an example of an accident report using your imagination to enter other relevant information. [5]
- (d) One of your students sustained burns on her hands caused by moist heat. Describe the action(s) you would take, including what you **must not** do. [8]
7. Identify the key points of the following theories of learning.
- (a) classical conditioning. [4]
- (b) operant conditioning. [4]
- (c) theory of cognitive development. [4]
- (d) constructivist theory of learning. [4]
8. (e) Discuss implications of the theories mentioned above on science teaching. [4]

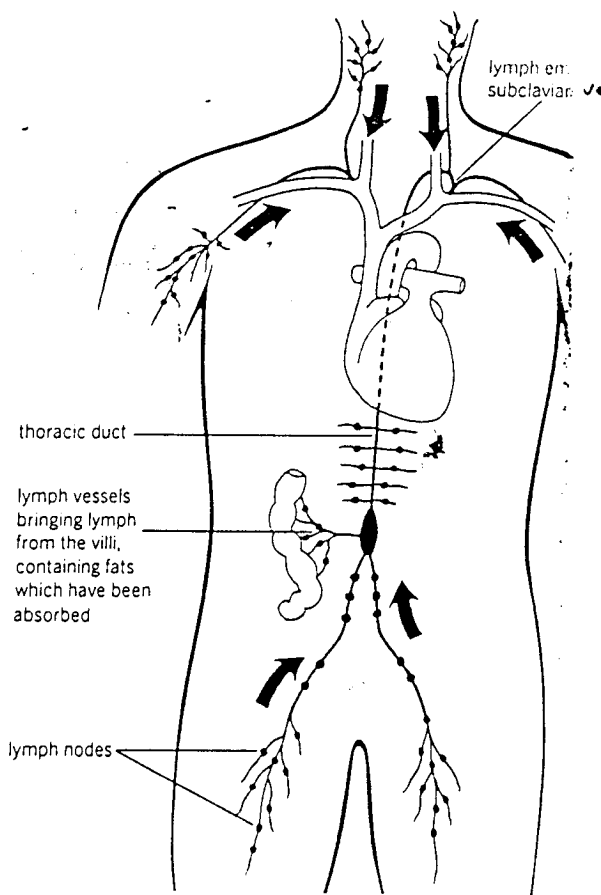
End of Examination.



Part of a capillary network, to show how tissue fluid and lymph are formed



Relationship between blood circulation and lymphatic circulation



The main lymph vessels and lymph nodes

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

RS 102

INTRODUCTION TO RELIGIOUS STUDIES

TIME: THREE HOURS

INSTRUCTIONS:

Answer **THREE (3)** questions only.

- 1.(a) Make a concise analysis of Moksha in Hinduism and Nirvana in Buddhism.
 (b) Relate the life of Gandhi and show the sense in which he was revolutionary.
2. Describe the caste system in Hinduism. How did it come about? What are its advantages and disadvantages?
- 3.(a) How does the code of manu constitute the ethical imperatives of a Hindu?
 (b) What is the significance of the Bhagavad Gita?
- 4.(a) What have the followers of Confucius understood by **LI, JEN** and **SHU**?
 (b) Critically discuss Lao Tzu.
- 5.(a) Which events in Muhammad's life ensured that Islam developed into an important world religion?
 (b) Critically evaluate the Islamic attitude to women.
- 6.(a) What are the differences (**traditional** and **theological**) between Sunni and Shi'ite Islam?
 (b) Why according to Muslims is the Quran the word of God?
7. What was Sufism? Describe how it emerged and how it was practised and account for its decline.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

RS 312

TIME: THREE HOURS

INSTRUCTIONS:

Answer any four (4) questions.

1.
 - (a) Trace the development of the coptic Church in Egypt.
 - (b) Give reasons for the decline of the Church in Egypt.
2.
 - (a) Explain the following heresies that occurred in the early church in North Africa:
 - Arianism
 - Monophysim
 - Donatism
 - Nestorianism
 - (b) How were the above heresies resolved.
3.
 - (a) Discuss the development of Christianity in the Kongo kingdom.
 - (b) What led to the decline of the Church in Kongo.
4.
 - (a) Give an account of the career of William Wade Harris.
 - (b) What led to the termination of Slave trade in Africa.
5.
 - (a) Trace the history of the United Church of Zambia (UCZ).
 - (b) Why did the missionaries found it difficult to Christianize the people of Malawi.
6. Trace the development of Islam in Malawi and critically assess its success.
7. Outline and explain the reasons that led to the formation of African Independent Churches according to Inus Daneel in Quest for Belonging which were proposed by David Bosch.

- 8.
- (a) Discuss areas in which the church in Zambia has come into conflict with the state.
 - (b) Discuss three problems that were faced by the Church in Kenya in Pre-independent period.

End of Examination.