

THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

2008 FIRST SEMESTER

1. CVE111- INTRODUCTION TO CIVIC EDUCATION
2. EAP111- THE ORIGINS AND DEVELOPMENT OF EDUCATION IN
ZAMBIA
3. EAP931- THE HISTORY OF EDUCATION
4. EAP941- INTRODUCTION TO THE PHILOSOPHY OF EDUCATION
5. EAP955- POLITICAL ECONOMY OF EDUCATION
6. EAP965- INTRODUCTION TO GENDER ISSUES IN EDUCATION
7. EEDIII- INTRODUCTION TO ENVIRONMENTAL EDUCATION
8. EPS121- SPECIAL EDUCATION
9. EPS121- DEVELOPMENTAL OUTCOMES; PRE-SCHOOL YEARS
10. EPS131- SOCIOLOGY OF EDUCATION
11. EPS151- INTRODUCTION TO SPECIAL EDUCATION
12. EPS231- SOCIOLOGY OF EDUCATION
13. EPS231- SOCIOLOGY OF EDUCATION
14. EPS261- CHILD NEUROPSYCHOLOGY
15. EPS301- INTRODUCTION TO RESEARCH METHODS IN
SPECIAL EDUCATION
16. EPS351- TEACHING METHODS IN SPECIAL EDUCATION
17. EPS371- TEACHING CHILDREN WITH PHYSICAL DISABILITIES
AND HEALTH IMPAIRMENTS
18. EPS451- IDENTIFICATION ASSESSMENT AND INTERVENTION
IN SPECIAL EDUCATION
19. EPS461- TEACHING CHILDREN WITH VISUAL IMPAIRMENTS

20. EPS471- COUNSELLING IN CHILD DISABILITY -THEORY
21. ISE111- THE NATURE OF CHILDREN'S LEARNING
22. ISE131- BASICS OF ART EDUCATION I
23. ISE151- HISTORY OF PHYSICAL EDUCATION AND SPORT
24. ISE171- INTRODUCTION TO FOOD AND NUTRITION
25. ISE181- INTRODUCTION TO SOCIAL STUDIES I
26. ISE221- HOME ECONOMICS TEACHING METHODS I
27. ISE231- ART IN PRIMARY SCHOOL I
28. ISE241- ART TEACHING METHODS I
29. ISE261- PHYSICAL EDUCATION TEACHING METHODS I
30. ISE271- CLOTHING AND TEXTILE SCIENCE
31. ISE281- BASIC TOPICS IN SOCIAL STUDIES
32. ISE351- ZAMBIAN GAMES,SONGS AND DANCES
33. ISE371- FAMILY RESOURCE AND MANAGEMENT
34. ISE381- SPECIAL TOPICS IN SOCIAL STUDIES I
35. LSE211- SOCIAL STUDIES TEACHING METHODS I
36. LSE231- ENGLISH TEACHING METHODS [PRIMARYI]
37. LSE401-CURRICULUM STUDIES
38. LSE411- GEOGRAPHY TEACHING METHODS
39. LSE421- GEOGRAPHY TEACHING METHODS; FIELD
EXPERIENCE IN GEOGRAPHY METHODS
40. LSE431- ADVANCED ENGLISH TEACHING METHODS
41. LSE451- HISTORY TEACHING METHODS II
42. LSE471- AFRICAN LANGUAGES TEACHING METHODS II
43. LSE491- RELIGIOUS EDUCATION TEACHING METHODS II
44. MSE131- FOUNDATION MATHMATICS FOR TEACHERS
45. MSE431- MATHMATICS EDUCATION III

- 46. MSE444/451/461- BIOLOGY/CHEMISTRY/PHYSICS TEACHING METHODS
- 47. RS101- INTRODUCTION TO WORLD RELOGION I
- 48. RS101- INTRODUCTION TO RELIGIOUS STUDIES I
- 49. RS201- INDIGENOUS RELIGIONS IN SOUTHERN AFRICA
- 50. RS901- AFRICAN INITIATIVES IN RELIGION
- 51. RS921- RELIGION AND PSYCHOLOGY

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2008 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

CVE 111: INTRODUCTION TO CIVIC EDUCATION

TIME: THREE HOURS

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

- Question 1: Itemise and explain Millennium Development Goals (MDGs) . In your view do you see Zambia as having made any marked achievement in the area of each of the eight MDGs?
- Question 2: What is development? Is there a link between Civic Education And development in Zambia ?
- Question 3: with reference to its processes, elements and advantages, explain what Development Planning is and show why planning is essential for a country like Zambia .
- Question 4: Discuss the assertion that citizenship entails both rights and responsibilities and show why, in your view, it is important to distinguish between Citizenship Education and Civic Education.
- Question 5: Are you in any way agreeable with the argument that the foundation and strength of civic education in our country is not in any way dependent on the providers of civic education?
- Question 6: What is Globalization? Has globalization got any impact on the functions of the state?

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2008/9 ACADEMIC YEAR
DISTANCE PROGRAMME EXAMINATIONS

CVE 111: INTRODUCTION TO CIVIC EDUCATION

TIME: THREE HOURS

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

- Question 1: What are Millennium Development Goals (MDGs) ? And where is Zambia, so far, in terms of achievements in the area of each of the eight MDGs?
- Question 2: do you agree with the assertion that there is no link between Civic Education And development in Zambia
- Question 3: What is Development Planning? And why is planning essential for a country like Zambia?
- Question 4: It is not important to distinguish between Citizenship Education and Civic Education because the two terms mean one and the same thing. Discuss.
- Question 5: The foundation and strength of civic education in our country is dependent on the providers of civic education. Discuss.
- Question 6: What is Globalization? Has globalization got any impact on the functions of the state?
- Question 7: What is sustainable development? In your view do you think sustainable development is an imperative?

END OF EXAMINATIONS

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

2008 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
EAP 111- THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA

TIME: THREE (3) HOURS

TOTAL MARKS: 60 MARKS

INSTRUCTIONS

- (a) Answer any **three (3)** from the nine (9) given questions.
- (b) All questions carry equal marks (i.e. 20 marks each)
- (c) You are required to read through all the questions carefully before selecting which ones to attempt.
- (d) Please do not cut words at the end of each line.
- (e) There is one printed page in this examination.

QUESTIONS

1. Critically discuss the major social consequences that colonial education has brought on the people of Zambia.
2. Examine the factors that account for the slow and ineffective advancement of secondary education for Africans in Northern Rhodesia during the colonial era (1924-1953).
3. Identify and analyze the major reasons why most African countries failed to meet the targets of the Addis Ababa Conference of May 1961.
4. Discuss the major reasons which led to the failure of implementation of the 1977 Educational Reforms.
5. Contrast Non formal education in terms of purpose, timing, content, delivery system and control, with formal educational programmes.
6. Discuss the factors that undermine the girl child's participation in education. What measures has the government of Zambia put into place to address gender imbalance in Education?
7. The principle of partnership in educational provision came to an end in Zambia at independence in line with the socialist ideology of the time. Discuss the negative consequences this change had on Educational provision in Zambia prior to 1991.
8. Using specific examples, discuss the three phases of Teacher Education. Show why each phase is necessary.
9. Make a critical analysis of the educational developments that took place between 1964 and 2008. In your view, what would you say were the milestones of Zambia's educational development?

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA.
SCHOOL OF EDUCATION.
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES.
2008/2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS.
EAP931: THE HISTORY OF EDUCATION.
TIME ALLOWED: THREE(3) HOURS.

INSTRUCTIONS

- a) Answer only **THREE(3)** questions from the nine given.
 - b) All questions carry equal marks i.e. **20 marks**.
 - c) You are required to read through all the questions carefully before selecting which ones to attempt.
 - d) Credit will be given for practical examples given in your answers.
 - e) Write legibly and do not cut words at the end of each line.
 - f) Clearly number each question that you are attempting to answer.
 - g) There is **1** printed page in this examination.
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1. Compare and contrast Greek education with Roman education. Of what practical value were their systems of education?
 2. Discuss the significance of the "Renaissance" and "Reformation" in the development of western and African education.
 3. Discuss the factors that ensured the survival and preservation of learning during the Dark Ages. How did such classical learning eventually spread and get adopted by other countries?
 4. Discuss with some examples the impact of Christian religious ideas on the advancement of the classical movement of free inquiry. To what extent did these have a limiting effect on the advancement of learning?
 5. Critically analyze the educational developments between 1924 and 1953 in Northern Rhodesia.
 6. Discuss **Three(3)** specific factors that were directly responsible for the low school standards in Zambia in 1992.
 7. Write detailed notes on any two of the following:
 - (a) Schools of rhetoric
 - (b) Monastic schools
 - (c) Quintilian
 - (d) Charlemagne
 8. What was the ERIP Report and what role did the government assign it to do? What were the subsequent educational developments associated with it?
 9. Identify and discuss **three(3)** essential elements of a good education system for Deomocracy.

THE END OF THE EXAMINATION!!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES
EAP 941 – INTRODUCTION TO THE PHILOSOPHY OF EDUCATION
END OF FIRST SEMISTER EXAMINATIONS 2008

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) Write your computer number on all answer booklets that you will use.
- b) Answer any THREE (3) from the given nine (9) questions.
- c) All questions carry equal marks.
- d) Do not cut words at the end of the line.
- e) There are two (2) printed pages in this examination.

QUESTIONS.

1. Discuss the Art of Philosophical Analysis as an approach to the study of issues, concepts and problems in education. What benefits would teachers get by engaging themselves in this Art?
2. Define the Philosophy of Pragmatism and discuss the main principles upon which this Philosophy is based. With examples, show how pragmatism has influenced the Zambian Basic education curriculum, in terms of content, teaching methods and assessment strategies.
3. Contrast empiricism and rationalism as philosophical schools of thought. Discuss in details how these schools of thought have influenced the kind of secondary education being offered in Zambia today.
4. *“Development of a man can only be done by man himself in order to preserve his pride, dignity and self-reliance”* (Nyerere, 1969). Explain what Nyerere meant by the above statement and discuss the implications of Education for Self-reliance according to Mwalimu Nyerere. To what extent was Nyerere’s Philosophy related to Utilitarian Education?
5. Distinguish a Profession from a mere Occupation. Examine the main features in teaching that makes it more of a profession than a mere occupation.
6. From the view of behaviourist psychologists, learning is perceived as a change or modification in the behaviour of an organism as a result of experience or as a reaction to stimulation in the environment. Advance some philosophical objections against this psychological understanding of learning. Discuss what would constitute learning in the philosophical context.

7. The Nature and the limits of human knowledge is one of the areas of philosophical concern in education. Use Rene Descartes' rationalistic view to discuss the nature and limits of human knowledge.

8. Critically examine Kant's moral principle of the categorical imperative. Show how you can apply this principle in making appropriate decisions as an educational manager.

9. With examples, discuss the phrase '*equality of educational opportunity*' both as an equal right to education for everyone and also as a right to equal education.

End of Examination.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2008/2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EAP 955: POLITICAL ECONOMY OF EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer any **THREE** from the given eight (8) questions.
 - b) Each question carries 20 marks.
 - c) Write legibly and do not cut words at the end of each line.
 - d) You are required to read through all the questions carefully before selecting which ones to attempt.
 - e) Clearly number each question that you are attempting to answer.
 - f) Credit will be given for practical examples you provide in the presentation of answers.
 - g) There are two printed pages in this examination.
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- 1) It is said that education in society reflects the politics, ideology and economy of a given society. Critically review this conception of education, giving examples from an African country of your choice.
 - 2) In a liberal democracy the provision of social services including education is done on a partnership basis with other stakeholders. What role should the Government of Zambia play in the provision of education? Justify the arguments with concrete examples.
 - 3) It is said that education simply gives rise to social classes and inequalities in society. Discuss this statement with regard to the education system in Zambia.
 - 4) Discuss the statement that Human Resource Development is a key element in the emerging development of the education system.

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

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

- 6) Why is educational planning important? State and explain the constraints or problems that educational planners face in Zambia. How could these be solved?
- 7) Discuss the major features of educational financing in Zambia between 1982 and 2008. Outline the major Policy changes undertaken and what impact the changes have had. Give specific examples.
- 8) Educational policy in Zambia today accords the highest priority to extending primary education of good quality to all eligible children.

With reference to the above statement examine the challenges, problems and possible solutions the Zambia's educational system is facing in the provision of good quality education to all eligible children.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
EAP 965 – INTRODUCTION TO GENDER ISSUES IN EDUCATION**

**2008/2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
TIME: THREE HOURS**

INSTRUCTIONS

- a) Answer any **THREE (3)** from the given 9 questions
- b) All questions carry equal marks
- c) You are required to read through carefully before selecting the ones to attempt.
- d) Do not cut words at the end of the line
- e) Credit will be given for giving practical examples.
- f) There is one (1) printed page in this examination.
- g) Clearly number each question that you are attempting

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- 1. Education in colonial Zambia is said to have had great disparities in favour of the male gender. To what can you attribute this phenomenon?
 - 2. Despite the many factors that dictated against the enrolment and retention of girls in schools during the colonial period, their numbers actually grew steadily over the years. Put up an argument to authenticate this statement and give reasons for an increase in girl-child enrolment.
 - 3. Identify and discuss the main reasons for conducting an educational research.
 - 4. Identify and critically discuss the main factors that contribute to Gender Inequality in Zambia's Educational system.
 - 5. Write detailed notes on any **two** of the following;
(a) Notion of a "Maternal Instinct" in women. (c) Social learning theory of gender
(b) Sociobiological theory of gender. (d) Cognitive development theory of gender.
 - 6. The social and economic benefits of educating girls have been widely acknowledged. Critically analyse the benefits of education in relation to public health.
 - 7. Discuss the gender factors that deprive womenfolk from accessing training and jobs on the labour market.
 - 8. Critically discuss the theory of thermodynamics in relation to the education of women.
 - 9. Explain the policy issues you would put in place to bring gender equality in Zambia's Education system if you were appointed the Permanent Secretary of the Ministry Of Education.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER/DECEMBER 2008

EED 111
INTRODUCTION TO ENVIRONMENTAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions in this examination, one of which must be question 1. All the answers must be written in the answer book(s) provided.

1. For any field study you have done in this course, write a report under the following headings:
 - (a) The major pollutants in the area of study
 - (b) The impacts of pollution on human beings and the ecosystem
 - (c) Solutions to the problemsClear examples and illustrations will be credited.
2. Discuss the objectives of environmental education, showing how they can be used to deal with an environmental issue of your choice in Zambia.
3. Explain the educational theory that would inform the way you deal with a community where littering is a problem.
4. What are the most critical indirect factors causing ecosystem change?
5. (a) What are the salient features of an open-ended curriculum?
(b) What is formative and summative evaluation?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS --
NOVEMBER/DECEMBER 2008

EPS 121: DEVELOPMENTAL OUTCOMES: PRE- SCHOOL YEARS

TIME: THREE HOURS

INSTRUCTIONS

1. THIS EXAMINATION PAPER CONTAINS FOUR SECTIONS -- A, B, C AND D
2. ANSWER ALL THE QUESTIONS IN SECTIONS A, B AND C.
3. ANSWER THREE QUESTIONS IN SECTION D.
4. ALL ANSWERS MUST BE WRITTEN IN THE ANSWER BOOKLET

PROVIDED TO YOU.

SECTION A (5 MARKS)

There are ten (10) multiple choice questions in this section. Answer all the questions in this section by circling the letter against the correct response.

1. Ability to think symbolically and use of language is a major gain by a child in the stage.
 - A. Sensorimotor
 - B. Preoperational
 - C. Concrete
 - D. Formal operational
2. Which of the following can accelerate the attainment of a skill?
 - A. Learning
 - B. Maturation
 - C. Heredity
 - D. Natural tendency
3. According to Erikson's, Psycho-social theory, which of the following stage is characterized by self-control expressed by climbing, touching, exploring, and general desire to do things for themselves?
 - A. Initiative versus Guilt
 - B. Autonomy versus Shame and doubt
 - C. Trust versus Mistrust
 - D. Industry versus Inferiority

4. Norwood (1999) proposed that Maslow's hierarchy of needs can be used to describe the kinds of information that individuals seek at different levels. Individuals at the lowest level (basic needs) seek information.
 - A. helping
 - B. empowering
 - C. coping
 - D. enlightening
5. What term was used by Piaget to refer to the tendency to combine physical and psychological processes into a coherent whole?
 - A. Assimilation
 - B. Accommodation
 - C. Equilibration
 - D. Organization
6. Atypical development can be determined by
 - A. Comparing the child's performance level with other children
 - B. Comparing the child's performance with his/her cognitive development
 - C. Comparing the child's performance with his/her grade level
 - D. Comparing the child's performance with his/her chronological age
7. Which of the following contains deficiency needs?
 - A. Self esteem needs, aesthetic needs, cognitive needs, biological needs
 - B. Social needs, psychological needs, self esteem needs, security needs
 - C. Self esteem needs, cognitive needs, self actualization needs, physiological needs
 - D. Security needs, affiliation needs, biological needs, esteem needs
8. impairs normal functioning and interaction within oneself and between oneself and the outside world.
 - A. Low self concept
 - B. Moderate self esteem
 - C. Atypical personality
 - D. Low affiliation
9. What would be an effective way of teaching children at the motor stage of development?
 - A. Practice a variety of skills in various terrains
 - B. Practice one skill on one type of terrain
 - C. Practice many skills on one type of terrain
 - D. Practice one skill on a variety of terrains
10. Which of the following contributes to low self esteem?
 - A. The difference between interrelationships and self-image
 - B. The gap between the self-image and the ideal-self
 - C. The gap between social perception and social concept
 - D. The difference between wishful thought and idealized self.

SECTION B (10 MARKS)

There are ten (10) questions in this section. Fill in the blank space s with an appropriate words or phrases.

- 11.....are changes in specific physical and mental abilities (such as walking and understanding language) that mark the end of one developmental period and the beginning of another.
12. The major theme of Vygotsky's theoretical frame work is that plays a fundamental role in the development of cognition.
13. Situations and conditions in the child's life that tend to interfere with healthy development are referred to asrisks.
- 14..... is a mental process involved in the manipulation and understanding of information.
15. The main limitation of a child at pre-operational stage is.....
- 16..... are psychological strategies brought into play by various entities to cope with reality and to maintain self-image.
17. The integration of all of a person's abilities and motives is referred to as
18. The ego's mode of operation referred to as, assesses new situations and plans how best to obtain gratification.
19. Freud suggested that if children receive too little or too much gratification in any of the Psychosexual stages, they are at risk of.....
20. According to Maslow, our need for must be met before we are prompted to satisfy our need for self-esteem.

SECTION C (5 MARKS)

Below are ten (10) tasks that developing children usually perform. For each task, write either **Gross motor development** or **Fine motor development** against the corresponding task performed by a developing child.

21. Lifts head while lying on stomach -----
22. Grasps a rattle -----
23. Rolls over one way -----

24. Picks up a tiny object -----
25. Walks holding on to furniture -----
26. Builds tower with six blocks -----
27. Rides tricycle-----
28. Copies circles on a paper -----
29. Uses spoon and fork properly -----
30. Hops on one foot-----

SECTION D (30 MARKS)

There are five essay questions in this section. Answer **only three (3) questions**. Each question carries ten (10) marks. Credit will be given for logical presentation of ideas and for citing examples.

31. With the use of examples, define Vygotsky's Zone of Proximal Development and describe how this can be used to teach pre-school children.
32. Describe Kohlberg's stages of moral development and how they affect child development.
33. How does the awareness of the self and of other people increase during toddler hood? What factors in cognitive and emotional development contribute to these changes?
34. Describe how a rich language environment might be created at home for children between birth and six years. Describe at least five suggestions.
35. Discuss conditions that place most rural Zambian children at increased risk of experiencing atypical development.

END OF EXAM

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

EPS 121 FIRST SEMESTER FINAL EXAMINATION

INSTRUCTIONS: This examination weighs 50%. It has 4 sections as shown below. Make sure you indicate your computer number on all the papers.

SECTION ONE- MULTIPLE CHOICE QUESTIONS (5 marks)

There are ten (10) questions in this section. Each question carries half a mark. Answer all the questions in this section. Circle the response of the correct response.

1. What term refers to behaviors that emerge overtime, forming the building blocks for growth and continued learning?
 - (a) Achievements
 - (b) Milestones
 - (c) Maturational
 - (d) Experiences
2. Atypical development can be determined by
 - (a) Comparing the child's performance level with other children
 - (b) Comparing the child's performance with his/her cognitive development
 - (c) Comparing the child's performance with his/her grade level
 - (d) Comparing the child's performance with his/her chronological age
3. Which of the following contains deficiency needs?
 - (a) Self esteem needs, aesthetic needs, cognitive needs, biological needs
 - (b) Social needs, psychological needs, self esteem needs, security needs
 - (c) Self esteem needs, cognitive needs, self actualization needs, physiological needs
 - (d) Security needs, affiliation needs, biological needs, esteem needs

4. impair normal functioning and interaction within oneself and between oneself and the outside world.
 - (a) Low self concept
 - (b) Moderate self esteem
 - (c) Atypical personality
 - (d) Low affiliation
5. What is self perception?
 - (a) Picture about one self based on things known to him/herself
 - (b) Aspects of the individual known by others and based on the environment
 - (c) Cognitive interpretation of an individual based on what society knows
 - (d) Interpersonal interrelationships attributed to individuals
6. Which of the following contributes to low self esteem?
 - (a) The difference between interrelationships and self-image
 - (b) The gap between the self-image and the ideal-self
 - (c) The gap between social perception and social concept
 - (d) The difference between wishful thought and idealized self.
7. plays a role in determining the process of learning of children.
 - (a) Inflection
 - (b) Psychology
 - (c) Competence
 - (d) Maturation
8. What does the term proximodistal mean? It means that
 - (a) growth starts with the limbic system and ends with the extreme libidinal parts of the body
 - (b) growth starts from longitudinal to cephalic parts of the body
 - (c) growth starts inward and then spreads to extreme parts of the body
 - (d) growth is related and starts from the extreme parts of the body to the cardiac parts

9. Funsani had an orange which her mother cut into four parts. When the four parts were given back to Funsani, she started crying and demanded to be given back the orange she had. This is a typical example of a child in the stage.
 - (a) sensorimotor
 - (b) decentration
 - (c) centration
 - (d) preoperation
10. Over protection of a child normally leads to
 - (a) maladaptive behavior
 - (b) integrity behavior
 - (c) reliable behavior
 - (d) trusted behavior

SECTION 2: FILLING IN THE BLACK SPACE- (10 Marks)

There are ten (10) questions in this section. Fill in the blank space with an appropriate word or phrase. Each question carries one (1) mark.

11. is a genetic condition causing learning difficulties in boys and men.
12. According to Maslow, is the motivator for the behavior designed to fill that need.
13. is the belief that everyone sees the world and responds to it exactly as you do.
14. The altered, simplified speech used by adults with small children is known as
15. Gratification of id instincts by primary process thinking is called
16. Girls develop a sexual attraction for their father, rooted in the fantasy that by seducing him they can have a penis. This pattern of desire in girls according to Freud is known as
17. thought allows toddlers to begin to think about events and anticipate their consequences without always resorting to action.
18. enhances physical development of a child.
19. The general pattern of growth starts with the head and is known as

20. A refers to a condition that disrupts or changes the order of a child's developmental progress.

SECTION 3 TRUE OR FORCE (5 marks)

There are ten (10) questions in this section. Each question carries half a mark. Answer all the questions from this section by writing **True** or **False** in the space provided

21. Children who show strength in one development are always slower to develop skills in another.
22. Differences in behavior always reflect differences in development
23. Language production precedes language comprehension.
24. babies acquire dozens of reflexes that enable them to adapt to their new environment.
25. Freud's theory concerns personality development in a social context.
26. If an exposure is necessary and sufficient for a given outcome, we can consider the exposure to be the cause of the out come.
27. Self concept is related to academic performance.
28. Environmental risk condition refer to situations and conditions in which there is history of complication and, or concerns in prenatal development.
29. Human behavior is purposeful and has cause and no effect.
30. The study of human development helps teachers to plan lessons to suit the levels of pupils.

SECTION 4: ESSAY TYPE (30 Marks)

There are 4 questions in this section. Write on two of the following Questions. Each of them carries 15 marks.

1. Available literature indicates that self esteem is at its highest in early childhood and tends to get lower as the child grows into middle childhood. In your learned opinion what factors are at play for this change?
2. With concrete examples, discuss how Maslow's need of belonging and love can be enhanced among pre-school children in a school setting.
3. With examples, illustrate the moral judgements of a child of pre-moral or pre-conventional stage. Try to explain the idea behind your response.
4. With reference to the relevant theories, compare and contrast moral development and cognitive development in a typical pre-school child.



THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS-NOVEMBER/DECEMBER 2008

EPS 131: SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

INSTRUCTIONS

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

1. Answer **all the questions** in Section A in the **Question Paper**.
2. Answer **question one** and **any other two questions** in Section B.
3. **Each question** in Section B should be answered in a **separate Examination Answer Book**.
4. Credit will be given for well thought-out work.

Name :-----

Computer No. :-----

SECTION A (20%)

Circle the letter against the most correct response.

1. To most of the parents of school children, the most important task which schools should perform is that of...
 - A. Preparing children for the world of work
 - B. National building
 - C. Socialising children
 - D. Social equality

2. A situation where a theory makes speculations about the relationship between education and development or social change without explaining what happens in the classroom is known as...
 - A. Status frustration
 - B. Educational symbolism
 - C. Black box of education
 - D. Educational inequality

3. Which one of these is a characteristic of a “sick” modern officialdom?
 - A. Division of labour
 - B. Peer pressure exerted upon fellow workers
 - C. Expertise
 - D. Flow of command from higher to lower officials.

4. One of the controversial tasks which schools perform is that of...
 - A. Preparing the experts to run industries
 - B. Problem solving
 - C. Providing employment
 - D. Socialising the young ones

5. There are teachers who behave unbecomingly, and some of these teachers have been disciplined. What characteristic of a profession do they contravene?
 - A. Code of ethics
 - B. Recognition
 - C. Authority
 - D. Freedom of practice.

6. refers to the successive and necessary stages of the development of the human mind and of human societies.
 - A. Social mobility
 - B. Social statics
 - C. Social differentiation
 - D. Social dynamics

7. Which one of these theories is concerned with inequalities within the school system?
 - A. Dynamics of Distributive system
 - B. Human Capital Theory
 - C. Conflict Theory
 - D. Technical Functionalist Theory
8. The major concern in sociology of education in the UK in the 1950s was...
 - A. Industrial growth
 - B. Social stratification
 - C. Migration
 - D. None of these
9. Father Bwalya of Ichengelo Radio station expressed his views without fear or favour and was able to stand by his action even if he was threatened with arrest. Which of the norms did Father Bwalya demonstrate?
 - A. Norm of independence
 - B. Norm of achievement
 - C. Norm of universalism
 - D. Norm of bravery
10. The unsocialised and self-centred component of personality according to George Mead is known as...
 - A. Id
 - B. Me
 - C. Ego
 - D. I

Complete the following statements by filling in the most appropriate words or phrases.

11. According to Good and Brophy the fourth stage in the Self-fulfilling Prophecy is.....

12.refers to change or progress of the society.
13. Behavioural patterns that are forbidden to members of a society e.g. incest are known as.....
14. Incompatibility between two or more roles is known as

15. Mention the four (4) findings of the Age-Earnings Profile by Education conducted in East Africa.

a)

.....

b)

.....

c)

.....

d).....

.....

16. Functional status is to community status as scalar status is to

17. Rewards or punishments used to enforce conformity to norms are known as

Circle the appropriate letter to show whether these statements are True or False.

18. **T. F.** Through role-taking individuals develop a sense of self.

19. **T. F.** The theory of social organizations is associated with Talcott Parsons.

20. **T. F.** Anticipatory socialization is the formal learning of future roles.

21. **T. F.** The process of socialization ends in adulthood.

22. **T. F.** Studies of isolated children were mainly done by Robert Merton.

SECTION B (30%)

Answer **question one** and **any other two questions** from Section B.

Answer **each question** in a **separate Examination Answer Book**.

Each question carries 10 marks.

1. Although pupils' social backgrounds may affect their classroom performance, it is also true that primary school teachers contribute greatly to the pupils' performance. Discuss critically how teachers affect their pupils' performance.
2. To Emile Durkheim, Sociology of Education is epitomized in four key areas. Critically analyse these four areas using clear examples from the Zambian situation
3. Describe at least four agents of socialization in the Zambian society and how they influence child development.
4. What are some of the social problems facing children in Zambian Basic Schools today? Suggest ways of resolving the identified problems.
5. To what extent should the school community be detached from or interwoven with the local community. Critically discuss this question in relation to the following schools of thought:
 - a). Closed door position
 - b). Open door position
 - c). Balanced door position
6. As Minister of Education, the Republican President has requested that you justify to cabinet your demand for the allocation of more funds to your ministry at the expense of other ministries. What would be your arguments?

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2008 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATIONS
EPS – 151 INTRODUCTION TO SPECIAL EDUCATION

TIME – THREE HOURS

INSTRUCTIONS

Read the following instructions carefully

- i) This exam carries 50 marks
- ii) In section A and B, answer all questions. In section C, answer question 1 which is compulsory and any other question.
- iii) All answers must be written in the answer booklets provided.

Answer all the questions in this Section (10 Marks)

1. The Educational Reform Document (1977) defines special education as “
education designed and adapted to suit the needs of unfortunate who may be
suffering _____.”
2. A person called _____ established the first successful school for
individuals with mental retardation in France.
3. The association of medical officers of American institute for idiots and feeble
minded persons was established in the year _____. The
association later came to be called _____.
4. Article number _____ of the Universal Declaration on Human Rights
states that everyone has the right to education. Education shall be free, at least in
the elementary and fundamental stages.
5. The purpose of the United Nations Standard Rules is

6. The moral argument refers to _____.
7. Universal Declaration of Human Rights was passed by the United Nations in the year _____.
8. Variations in definitions of special education have arisen because of differences in perceptions, orientations and experiences of professionals. TRUE /FALSE
9. According to PL94- 142 children aged _____ through _____ who need special education and related services because of a disabling condition are eligible.
10. The first forms of special education appeared in the latter part of the _____ Century in the two countries, _____ and _____.
11. _____ means making available to all persons with disabilities patterns of life and conditions which are as close as possible to regular circumstances.
12. The principle of _____ requires that as much as possible children with handicaps must be educated with those who are not handicapped
13. What is a disability? _____
14. An IEP refers to _____
15. The aims of the curriculum for special needs are twofold:
 - a)
 - b)

SECTION B (15 Marks)

Write brief notes on all the following

1. Normalization
2. Louise Braille
3. Categories of children with special Educational Needs
4. Zero reject.
5. Era of Public School

SECTION C (25 marks)

Instructions

- **Answer two questions from this section. Answer question one is compulsory and any other questions.**
-
1. Trace the development of special education in Zambia. What was the nature of education provided in the early classes and the challenges encountered?
 2. What is the justification for providing education to persons with disabilities?
 3. Critically analyse the preconditions and target areas in the equalization of opportunities for persons with disabilities.
 4. The Education For All campaign has also included the needs of learners with disabilities. With the use of examples discuss the target areas of this crusade.

THE END
HAPPY HOLIDAYS!!



THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS-NOVEMBER/DECEMBER 2008

EPS 231: SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

INSTRUCTIONS

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

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

Name :-----

Computer No. :-----

SECTION A (20%)

Circle the letter against the most correct response.

1. Inequalities in education is a subject of great concern in sociology of education, and more especially in one of the sociological theories discussed in sociology of education. Which theory makes this as a subject of great concern?

- A. Labelling theory
- B. Human Capital Theory
- C. Conflict Theory
- D. Technical Functionalist Theory

2. A sum total of attitudes which are associated with schooling are known as ...

- A. Social development
- B. Psychological modernity
- C. Psycho-socio change
- D. Social consequences

3. Mr. Mbewe took his time trying to explain what sociology was to his class of sociology of education. He explained Durkheim's ideas of sociology of education and later asked his students to define sociology of education from their own experiences. What perspectives did Mr. Mbewe and his students use in trying to define sociology of education?

- A. Sociological and scientific perspectives
- B. Educational sociology and sociology of education perspectives
- C. Scientific and social dynamics perspectives
- D. None of the above

4. There were two central aspects of society in Comte's sociology. One of them referred to the relationships among social institutions within the society and their stability. What did Comte call this aspect?

- A. Social interaction
- B. Social statics
- C. Social differentiation
- D. Social dynamics

5. One of the major concerns in sociology of education in the UK in the 1950s was -----

- A. The relationship between the school and the community
- B. Education and social stratification
- C. The rise of a meritocracy
- D. Classroom interactions and curriculum content

6. Mr. Mwale always frowned at James, a student in his class. Whenever he met James, he never greeted him because Mr. Mwale had the perception that James was a trouble maker. As time went on, James came to know that Mr.Mwale did not like him, though he did not know why. This knowledge affected James' morale and self-concept. Which stage of the self-fulfilling prophecy do you think James had reached?

- A. Stage two
- B. Stage four
- C. Stage five
- D. Stage three

7. Mr. Banda's social position at Kabulonga Girls High School is

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

8. Thepostulate that jobs are rewarded according to the sacrifices one has made in terms of time and money spent on education.

- A. Ethnomethodologists
- B. Functionalists
- C. Social scientists
- D. Traditionalists

9. One of the major concerns of the Conflict theory is . . .

- A. The Self-fulfilling prophecy of the teacher
- B. The discipline in the classroom.
- C. The concepts which teachers use to describe their students
- D. The use of education in instilling status group values.

10. Macro-sociological theories have been quite unhelpful in the study of issues within the classroom/school. One of the reasons for this is that they have been...

- A. Speculative about what goes on in the classroom
- B. General in their explanation of educational issues
- C. Concerned with issues at the societal level
- D. Inadequate in their explanations of the structure of society.

11. Unwillingness to teach approved curriculum is known as ...

- A. Laissez-faire
- B. Incompetence
- C. Curriculum modification
- D. None of the above

12. Which one of these concepts is concerned with the extent to which various social groups in a society have access to facilities?
- A. Pool of capability
 - B. Social inequality
 - C. Contest mobility
 - D. None of these
13. Which of the following is a primary agent of socialisation?
- A. The Nursing School
 - B. The Hospital
 - C. The Peer group
 - D. The Primary School
14. Socialisation means...
- A. Education
 - B. Passing on of culture from the old to the young generation
 - C. Learning how to get along with others
 - D. Learning skills of communicating with members of the community
15. The three main areas of interest to the Labelling Theory are...
- A. Teacher-pupil interaction, teachers' sources of information used to label pupils and outcomes of labelling.
 - B. Teacher-pupil interaction, teachers' sources of information used to label pupils and curriculum content
 - C. Teacher-pupil interaction, curriculum content and methods of content delivery.
 - D. Teacher-pupil interaction, method of content delivery and outcomes of Labeling
16. Teaching is regarded as an 'emerging' profession. This is because
- A. It is the oldest profession
 - B. It is the latest profession
 - C. Its status is slowly being legitimated
 - D. It has just been recognized as a profession
17. Which one of these men came up with the five stages of the self-fulfilling prophecy?
- A. S. Becker and E. Lemert
 - B. T. Good and J. Brophy
 - C. R. Rosenthal and L. Jacobson
 - D. S. Bowels and H Gintis
18. People who have direct influence on our socialization are referred to as...
- A. Secondary group
 - B. Significant others
 - C. Siblings
 - D. Peer group

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

20. The last step in George Mead's theory of Role-taking is...
- A. Imitation
 - B. Play
 - C. Organised games
 - D. Organised play

Complete the following statements by filling in the most appropriate words or phrases.

21. One of the features of an organisational status is.....
22. The undesired consequences of a social system are regarded as.....
23. Mr. Just Zulu was transferred from Nyimba High School to Chassa High School. At Chassa High School, teachers expected the Deputy Headteacher, Mr. Newtown Mwale to become the next Headteacher because they had confidence in him, and he was a charismatic leader. When Mr. Just Zulu came to Chassa, whatever he said or did, all teachers complained that their former Headteacher did not do things that way. "He was kind, he always visited us when we had bereavements in our families, and he represented our interests effectively. Not this new Headteacher". In short, Mr. Zulu was always compared with the former headmaster at Chassa whom they praised even though they did not like him when he was there. In sociological literature, what concept or term is used to describe this situation in a bureaucracy?
.....
24. Using Confucian education, illustrated the role of education under various styles of leadership.
25. In George Mead's socialization theory, the part of our identity that is aware of the expectations of the society is known as.....
26. Incompatibility between two or more roles is known as
27. The socialization that takes place in military camps is an example ofsocialization.

28. A group with whom individuals identify and whose attitudes and values they often adopt is known as a
29. A primary group composed of individuals of similar age and social characteristics is known as a
30. According to George Mead, the internalization of attitudes and expectations of society is known as the

Match the terms, names etc. in Section A with those in Section B

Section A	Section B	Answers
31. Secondary.....	A) Attraction of followers	31. -----
32. Conservative functions.....	B) Stability and progress	32. -----
33. Max Weber.....	C) Adult socialization	33. -----
34. Dysfunctions of bureaucracy.....	D) Deviance	34. -----
35. Comte.....	E) Community status	35. -----
36. Psychological Modernity.....	F) Education	36. -----
37. Stub.....	G) Maladministration	37. -----
38. Mid-life crisis.....	H) Red tape	38.
39. Laisser-faire.....	I) Bureaucracy	39.
40. Charismatic leader.....	J) Smith and Inkeles	40.

SECTION B (30%)

Answer **question one** and **any other two questions** from Section B.

Answer **each question** in a **separate Answer Booklet**.

Each question carries 10 marks.

1. The task of creating social equality which has been given to schools is a controversial one. With examples, discuss how this task is controversial in a Zambian context.
2. Explain the role of education as a social institution in the sustenance of a society.
3. "All things being equal, a young person looking for a job would look for one which would give him/her high social status in the community." In light of this statement, discuss the importance of status in recruiting and retaining young people in the teaching service at the high school level in Zambia.
4. A school is regarded as a society in miniature. Discuss this statement in relation to the "Open Door Position".
5. A number of theories exist to explain the process of socialization. Compare and contrast Cooley's Looking Glass Self and Mead's Role-taking.
6. Describe the major features of Max Weber's bureaucratic model. Explain whether or not the school organisation fits into this model.

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF DISTANCE EDUCATION
EPS 231: SOCIOLOGY OF EDUCATION
FINAL EXAMINATION-FEBRUARY, 2008

TIME: 3 HOURS

MARKS:100

INSTRUCTIONS:

1. Answer **Question one** and **any other TWO** questions.
 2. **Each question** should be answered in a **separate Answer booklet**.
 3. Question one carries 20 marks while the rest carry 15 marks each.
 4. Credit will be given for well thought out work.
-

1. A child's ability to profit from the school depends largely on his/her home environment. Discuss, with examples, some of the important home factors that influence a child's learning at school.
2. To Emile Durkheim, Sociology of Education is epitomised in four key areas. Critically analyse these four areas using clear examples from the Zambian educational setup.
3. Discuss the major ideas and arguments of the Structural functionalist theory.
4. Teachers are regarded as leaders in the school and in the community. Discuss the roles and functions of a teacher in the school and in the community.
5. Discuss the latent functions and dysfunctions of the Zambian educational system.

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
FIRST SEMESTRE EXAMINATIONS DECEMBER, 2008
EPS 261- CHILD NEUROPSYCHOLOGY

TIME: 3 HOURS

INSTRUCTIONS

1. THIS EXAMINATION HAS THREE PARTS, SECTION A, B AND C.
2. ANSWER ALL QUESTIONS IN SECTION A
3. ANSWER ANY 5 QUESTIONS IN SECTION B
4. ANSWER ANY TWO QUESTIONS IN SECTION C

SECTION A

Write all the responses in the table below.

1		6		11	
2		7		12	
3		8		13	
4		9		14	
5		10		15	

1. Which substance facilitates the transfer of messages along the axon membrane
 - a. calcium
 - b. fat
 - c. protein
 - d. epinephrine
2. Cecilia enters the examination room and started sweating, increased heart rate and muscle tension. These symptoms are most likely produced by the...
 - a. Somatic nervous system
 - b. Immune system
 - c. Parasympathetic nervous system
 - d. Sympathetic nervous system
3. The primary visual fields are one of the first fields to myelinate. The second fields to myelinate are referred to as...
 - a. Primordial Fields
 - b. Intermediate fields
 - c. Terminal fields
 - d. Second trimester
4. Ndipo is involved in an accident. He is in so much pain that he has to take some pain-killers. The effect of the pain killer is greater at which point...
 - a. The postsynaptic membrane
 - b. The corpus callosum
 - c. Presynaptic membrane
 - d. The gyri
5. Once HIV enters the brain, it is difficult to provide treatment. Which of the following causes this state?

- a. The Dura matter
 - b. The White matter
 - c. The Blood-Brain-Barrier
 - d. None of the above
6. The termination of axonal growth, selection of synaptic sites, and the formation of synapses is called_____.
7. During an experiment, information was flashed in the right visual field of a patient with a split-brain. To identify what he has seen, he will need to
 - a. Name the object
 - b. Pick the object
 - c. Smell the object
 - d. He wont be able to identify what he saw.
8. After receiving his meal allowance, a monk treats his friends and himself to much alcohol. When he gets up to go to the Ruins, he is not able to coordinate his movement and balance. Which of the following is more likely to be affected by the alcohol?
 - a. The Medulla
 - b. Motor Cortex
 - c. Cerebellum
 - d. Thalamus
9. In order to test the spatial skills of children in class, Mrs. Mvesesa gives the class some mental orientation tasks. What performance would you expect between the males and the females?
 - a. Equal performance
 - b. Males will do better than females
 - c. Females will do better than males
 - d. None of the above
10. _____ is the part of the brain that is responsible for visual input.

Circle **EITHER** True or False

11. The Soma is the structure found between the cell body and an axon.

True
False
12. Agyria is when the corpus callosum fails to develop between the two hemispheres.

True
False
13. A child weighing 1.5Kg could be considered to have an extremely low birth weight.

True
False
14. Age is not one of the factors that plays a role in principle of plasticity.

True
False
15. Cresta is able to tell the behaviour without using any real investigation. He can tell the behaviour of people by looking at their heads. He is using the principles advance by Descartes, in the 3rd Century.

True
False

SECTION B

Briefly describe any five (5) of the following concepts

1. Equipotentiality
2. The Sulci
3. Axosecretory Synapses
4. The All-or-None Principle of impulse transmission
5. A developmental arrest
6. An Closed Head Injury
7. Holoprosencephaly
8. Very low Birth weight
9. Tetraploidy
10. Hypoxia

SECTION C.

Select any two (2) questions from this section, and write an Essay. Credit will be given to orderly and coherent writing. Each question carries 10 marks.

1. Draw and label the structures that are responsible for language in the brain. Write brief notes on the functions of each structure.
2. There is very little diagnosis of Neuropsychological dysfunction in Zambia. This could be attributed to lack of standardised instruments. What is meant by standardisation? How would you go about standardising an instrument in Zambia?
3. Discuss the possible defects that could result in abnormal bulk brain growth. In your response, highlight the possible causes of this abnormal growth of the brain.
4. With the aid of a diagram, illustrate how information is transmitted from one end of a neuron to another.
5. Once we understand the development and functions of the brain areas, we should be able to find solutions to prevention and treatment of Learning Difficulties. Discuss, with appropriate examples, the validity of this statement.

END OF EXAMINATION, HAPPY HOLIDAYS!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2008 ACADEMIC YEAR: FIRST SEMESTER
FINAL EXAMINATIONS
EPS 301: INTRODUCTION TO RESEARCH METHODS IN
SPECIAL EDUCATION

Time: Three (3) hours

Instructions:

- This examination contributes 40% to the course grade.
- The question paper has five (5) questions. Question one is compulsory. Answer question one (1) and any other three (3).

1. Identify each research design drawn below. Indicate whether it belongs to Quasi-Experimental, Pre-Experimental, True Experimental or Single subject designs. Justify your response. Describe Quasi-Experimental, Pre-Experimental, True Experimental and Single subject designs. State the standard notation system or key to interpreting the notations. Using the standard notation stated, interpret the notations in the designs.

(i) Group A X O

(ii) Group A O1 X O2

(iii) Group A X O

 Group B O

(iv) Group A X1 O

 Group B X2 O

(vi) Group A R O X O
 Group B R O O

(v) Group A R O X O
 Group B R O

2. Knowledge of the central tendency may be essential in quantitative research.
- (a) Define the concept, measures of central tendency.
 - (b) Calculate the mean, median and mode from the following numbers:
12, 14, 14, 16, 18, 19, 22, 24
 - (c) What is grouped and ungrouped data? What type of mean would be found from ungrouped data and grouped data?
3. Describe each of the research design listed below. Identify situations in special education that would need a researcher to use the research designs listed below.
- (a) Descriptive design
 - (b) Experimental design
 - (c) Correlational design
 - (d) Case study design
 - (e) Cross cultural design
4. (a) Using examples, distinguish between null hypothesis and alternative hypothesis.
- (b) What is qualitative and quantitative research? Describe four situations in Special Education that would necessitate a researcher to use qualitative research methodology.
 - (c) Why is literature review important in research?
5. Write short notes on the following concepts;
- (a) Triangulation,
 - (b) Content analysis
 - (c) Independent and dependent variables.
 - (d) Validity of a test
 - (e) Population
 - (f) Variance
 - (g) Frequency distribution
 - (h) Thematic analysis
 - (i) Standard Deviation

END OF EXAMINATION

The University of Zambia

School of Education

2008 Academic Year First Semester Final Examination

EPS 351: Teaching Methods in Special Education

Time: Three (3) hours

Instructions

- (i) There are five (5) questions in this examination paper,
- (ii) Attempt three (3) questions. Question one (1) is compulsory,
- (iii) Question one (1) carries 16 marks while the remaining questions carry 12 marks, each.
- (iv) This examination contributes 40% to the total course mark.

1. Using an instructional planning model, you are most familiar with; show how you would teach the topic, “types of “fruits” to pupils with a disability you are most familiar with, in a grade / level 2 Activities for Daily Living lesson. Why should teachers prepare their instructional guides for use in classes for pupils with the disability mentioned above?
2. Providing very clear examples, advice the School Assessment Team on the procedural requirements for the development of an Individualized Educational Plan (IEP) for a child diagnosed with cerebral palsy within your catchment area as a school’s Special Education Coordinator (SENCO).
3. Critically discuss the role of pictorial materials in the creation of what has in some circles been considered as “democratization” in the learning process of children with special educational needs in classrooms.
4. With practical examples from inclusive education practices in classrooms, show the extent to which pupils with physical impairments in the mainstream of education access the general classroom curriculum. What would you say are the main constraints in pupils’ attempt to access the general classroom curriculum?
5. Compare and contrast the effect of cooperative learning instructional mode on the learning of pupils with special educational needs with that of the exposition instructional mode in the classroom. Which one of these instructional modes would be more appropriate in the teaching of the concept, “greetings” in a language lesson involving pupils mentioned above and why?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2008 ACADEMIC YEAR, FIRST SEMISTER FINAL EXAMINATIONS

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

TIME: 3 HOURS

INSTRUCTIONS

There are six questions in this examination paper. Answer **three** questions. Question **one** is compulsory.

1. Children with Physical disabilities and Health impairments do not necessarily require a parallel curriculum, what they need are modifications to suit their diverse needs. Critically analyse the implications of this statement. Your analysis should be supported by relevant examples **(15 Marks)**.
2. Discuss how a well established referral system can help improve educational delivery for children with Physical Disabilities and Health Impairments. What is the role of the multidisciplinary team in this process?**(12.5 Marks)**.
3. Epilepsy is one of the childhood disorders which is still surrounded with a lot of superstition despite the disability awareness campaigns worldwide.
(a) Outline some of the myths held by society with respect to epilepsy.
(b) Explain how these myths have impacted on the educational delivery and interpersonal functioning of children with epilepsy. **(12.5 Marks)**.
4. The family is the most effective system for fostering and sustaining the development of the child. The involvement of the child's family as an active participant is therefore critical to the success of any intervention programme (Bronfenbrenner, 1984). Justify this statement in the context of Physical disabilities and Health Impairments **(12.5 Marks)**.

5. Cooperative learning has been identified to be one of the successful strategies for children with varying levels of ability. With relevant examples, explain how this instructional approach would benefit children with Physical Disabilities and Health Impairments. What practical challenges are you likely to face in the Zambian context? **(12.5 Marks)**.
6. What is the relevance of teaching Activities for Daily Living (ADL) to children with Physical disabilities and Health Impairments? Explain the techniques and sequence you would use when teaching Daily living skills **(12.5 Marks)**.

END OF EXAMINATION.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

FIRST SEMESTER FINAL EXAM, DECEMBER, 2008

**EPS 451 IDENTIFICATION ASSESSMEN AND INTERVENTOIN IN
SPECIAL EDUCATION**

TIME: Three (3) Hours

Instructions:

Answer THREE (3) questions. Question 1 is COMPULSORY.

1. You are a teacher in grade 6 blue. You have a pupil who has not made progress since the beginning of the year. You are planning an assessment. With specific examples, discuss the various types of assessment that you will use to assess the child's cognitive functions **(20 Marks)**
2. "Services for children with Special Education are pathetic". With reference to a specific learning disability, discuss the identification, prevalence, or estimates, of the disability, intervention options, challenges and recommendations for that disability in Zambia in light of this statement. **(10 Marks)**
3. Zambia has not made much progress as far as the provision of appropriate services for children with learning difficulties. Discuss the challenges that Zambia is facing in relation to the diagnosis and intervention of Learning Difficulties? **(10 Marks)**
4. Mr. Nyama-soya is a Special Education teacher. He has a child who is not performing well in his class. He decides to conduct an assessment on the boy. He is sure to have a standardised assessment tool. What other factors can affect the outcome of the assessment. **(10 Marks)**

End of Exam, Happy Holidays!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2008 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EPS – 461 TEACING CHILDREN WITH VISUAL IMPAIRMENTS

TIME – THREE HOURS

INSTRUCTIONS

Read the following instructions carefully

- i) This exam carries 40 marks**
- ii) Answer question 1 which is compulsory and any other two (2) questions. Total number of questions to be answered is three (3).**
- iii) All answers must be written in the answer booklets provided.**

1. Education of the Visually Impaired faces several challenges in Zambia.

- a) With relevant examples, discuss how you would overcome the factors that impinge on the successful teaching of Mathematics and Science to Visually Impaired pupils.
- b) Critically analyse measures the Ministry of Education has put in place to improve the education of the Visually Impaired learners. What suggestions can you make?

(20 Marks)

2. Mr Nyama Soya is a School Manager and would like to prescribe learning devices for the Visually Impaired pupils at his School. Advise him on things or issues he should consider ensuring that this exercise is beneficial to the learners. **(10 marks)**

3. Learners with visual impairments have psychological characteristics which they bring to the classroom, or acquire these as they interact with peers at school.

- a) Critically analyse how you will use these features to come up with teaching and learning strategies in the classroom.
 - b) What characteristic should you have as a teacher in order to blend well with the characteristics the pupils possess? **(10 marks)**
4. Childhood blindness is quite severe and responsible for over 500,000 new cases every year.
- a) What are the causes of childhood blindness?
 - b) How can they be eliminated?
 - c) What are the implications of childhood blindness on social development of a child? **(10 Marks)**

THE END!!

HAPPY HOLIDAYS!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2008 ACADEMIC YEAR: FIRST SEMESTER
FINAL EXAMINATIONS
EPS 471: COUNSELLING IN CHILD DISABILITY – THEORY
Time: Three (3) hours

Instructions:

- This examination contributes 40% to the course grade.
- The question paper has five questions. Question one is compulsory. Answer questions one and any other three.

1. Background of the case.

The client is a girl aged 10 years. She is partially blind. She lost her sight at the age of 9 since then has difficulties in reading.

Read the transcript that is below and answer the questions that follow.

Counsellor: Hi, Chazingwa (client). I'm counsellor Ndhlovu. Your teacher told me that you might come to talk to me.

Client: Yes, I decided to.

Counsellor: Do you know what a counsellor's job is?

Client: Counsellors help people to solve their problems.

Counsellor: That's right. I help people how to solve their own problems.

Client: Well, I haven't been doing so well in school lately.

Counsellor: Yes, your teacher said you are normally an 'A' student.

Client: I used to be, but not now. I made 'Cs' on my last report form. My mom was really upset with me. She yelled at me and then grounded me.

Counsellor: It sounds as though she was angry with you because your grades went down.

Client: Well, not so much angry as unhappy. She looked like she was about to cry.

Counsellor: So she was disappointed that you were not doing well in school.

Client: I guess so. She probably blamed herself too and that could have made her feel worse.

Counsellor: You mean that she felt responsible for your grades going down?

Client: Well, may be. The doctor had recommended that I start using reading glasses but she did not have money to buy the glasses. Things aren't going so well at home because of my blindness. Mom and Dad aren't living together right now and they may get a divorce. It's hard to study when I'm worrying about it.

Counsellor: It would be for me too. This must be a very hard situation for you to go through.

Client: Surely, it is. Everybody's mad. My little brother doesn't understand what's going on and he cries a lot. Mom doesn't too.

Counsellor: So the whole family is upset.

Client: Well but my Dad doesn't seem to be. He has a girlfriend. I hate him (starts to sob). That makes feel worse because I know I'm not supposed to hate my father.

Counsellor: I'm wondering if you think you are a bad person because you hate your father.

Client: No. I think most of my friends would feel the same if they were in my shoe.

Counsellor: Are your parents bad people?

Client: No. They are not bad people. May be it's my situation that causes them to behave in a bad way. Thanks, sir. I'm glad we talked about it. I feel better now.

Counsellor: It sounds you are beginning to work on your problems. I'm glad. Goodbye.

Answer the following questions.

- (i) Which counselling theory was used to counsel the client?
- (ii) Did the counsellor create rapport with the client? Justify your response. What was the problem/s of the client?
- (iii) How was the unconditional positive regard, active listening, reflection, clarification and summarising techniques used in this case?
- (iv) Was the client helped? Justify your response.
- (v) How best could the counsellor have handled the case?

2 A counsellor that adapts the Gestalt theory of counselling believes that clients pass through phoney, phobic, impasse, implosive and explosive layers in order to come to terms with their problem situations.

- (i) Why is an understanding of the phoney, phobic, impasse, implosive and explosive layers important to a counsellor using Gestalt Therapy?
- (ii) Using examples of pupils with special educational needs, describe situations when a counsellor can use the following counselling techniques:
 - (a) the 'I' language
 - (b) the empty chair technique
 - (c) my greatest weakness
 - (d) the Top dog versus Under dog technique

3. A newly appointed teacher was allocated a class. She notices that there is a child with mental retardation in that class. His name is Bwalya and has hyperactive behaviour but at times is withdrawn. He always wants to be near the teacher and reports on any pupil that offends him. At times he fights back on those who offend him as a result, there are numerous complaints about him fighting in school.

One day he stood up in the midst of a lesson and asked the teacher to play him his favourite kalindula song. The teacher played it and he danced. After a few minutes, he stopped and sat down. Thanked the teacher and asked her to continue with the lesson.

The case has been referred to you counselling.

- (i) Based on behaviour counselling theory, describe five factors that would explain why Bwalya behaves in that way.
- (ii) How did the teacher meet the needs of Bwalya?
- (iii) Identify five counselling techniques that would help Bwalya. How can each of the identified technique help Bwalya?

4. Any counsellor that adapts the Transactional Analysis theory of counselling ought to understand the structural, transactional, script and game analysis.

- (i) Describe structural, transactional, script and game analysis. How can an understanding of these methods of analysis help a counsellor to analyse clients?
- (ii) Analyse the following cases and state which type of 'child, parent or adult' ego is depicted. Justify your response.
 - (a) 'Let me help you.'
 - (b) 'You should have asked for help.'
 - (c) 'I want an apple.'
 - (d) 'I did my job. Can I be paid?'
 - (e) 'This is how it works.'

5. (i) identify the first line test for HIV. Why is a client with positive HIV result recommended to undergo Gene II test?

(ii) Identify four principles of positive living and explain their importance to a client with a positive HIV status.

(iii) Using examples explain why it is important for a client to undergo pre-test counselling before taking HIV test.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2008 FIRST SEMESTER EXAMINATIONS

ISE 111

THE NATURE OF CHILDREN'S LEARNING

TIME: Three (3) Hours

INSTRUCTIONS:

- (a) There are two sections (A and B) in this examination paper:
 - Section A has 10 questions. Attempt all.
 - Section B has five essay type questions. Attempt question 11 and any other two questions.
- (b) Ensure that each answer booklet that you hand in bears your computer number as well as the number of the questions attempted.
- (c) Credit will be given for orderly presentation of material.
- (d) This examination contributes 50% to the total course marks.

SECTION A: (25 marks)

There are 10 questions in this section. Attempt all questions. Write answers in the answer booklet which has been provided. Follow the instruction given in each question.

1. Being in pre-school helps children grow emotionally, (a), (b), and (c) (3 marks)
2. According to Piaget, the basic cognitive unit (called the schema) is created through adaptation, which is a two-step process involving both and (2 marks)
3. In a, the child is able to achieve a certain status, rub shoulders with equals and evaluate him/herself with the others (1 mark)
4. If you as a teacher does not respect your learners' languages in a multilingual classroom, your learners will feel that you do not respect their and (2 marks)
5. The learner's large muscles help to control the whole body while the smaller muscles are very important for and (2 marks)

6. When children enter school at grade one, they will continue to develop their language skills and use language in three different ways. List the three ways (3 marks)
7. The education system in Zambia has changed from the 7 – 5 – 4 to the 9 -3 -4 structure. Briefly explain what is meant by 9-3-4 structure (3 marks)
8. List four children's learning styles (4 marks)
9. Briefly explain what Piaget's definition of intelligence is? (2 marks)
10. Briefly explain what the statement 'The basic situatedness of the child' means? (3 marks)

SECTION B (25 marks)

There are six questions in this section. Write essays on question 11 (15 marks) and any other two questions (10 marks each).

11. The school is not only a place where a child is taught facts and skills but essentially is also a place where the child is educated. For this reason, the school does not only teach, but is actually 'making' human beings.

Is the above statement true of the Zambian basic school?

12. Language is the key to learning. Children who struggle to understand the language used in the classroom will also find it difficult to learn. Critically analyze the language of instruction in Zambia and offer the way forward.
13. What is the constructivist learning theory and explain what it states is the nature of the learner and the learning process.
14. Discuss the influence of the school on the development and learning of the child.
15. Critically analyze the factors and conditions associated with the learning child.
16. The school must involve parents/caregivers in the education of their children. Comment on the following:
 - What makes good parenting difficult in Zambia.
 - How Zambian parents/caregivers can help their children prepare for school.
 - How to improve the relationship between teachers and parents in basic schools.

End

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

ISE 131- BASICS OF ART EDUCATION 1

SEMESTER ONE

DECEMBER, 2008

MARKS: 30

TIME: 3 HOURS

INSTRUCTIONS:

- a. This paper has 6 questions. Answer **three (3)** questions only.
 - b. Question one **(1)** is **compulsory**.
 - c. Each question carries **10 marks**
 - d. Careful presentation of your work will earn you more marks
-

1. The creative process is a process with a beginning, a middle and an end resulting in a new idea. Who is a creative art teacher?
2. What are the main areas of experience which a teacher should concentrate on when teaching Art and Design?
3. As a child grows artistic expressions also change. Describe the artistic expressions of a human being from about two (2) years to about seven (7) years.
4. Explain in detail how art education encourages personal development and awareness of both the cultural heritage and the modern society.
5. A designer is a person who creates unique things. How does one come up with a design?
6. In your view how effective is the teaching of Art and Design in Basic Schools in Zambia? Is there anything that can be done to improve the situation?

THE END



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

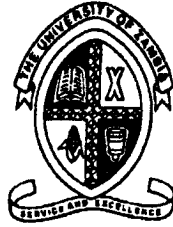
ISE 151: HISTORY OF PHYSICAL EDUCATION AND SPORT

TIME: THREE (3) HOURS

INSTRUCTIONS:-

1. Answer **FOUR** questions. Question **six (6)** is **compulsory**. All questions carry equal marks.
 2. Marks will be awarded for **appropriate examples, precision and clarity** of idea presentation.
 3. Please clearly indicate the number of the question you are answering in the left margin of the answer book.
-
1. While primitive man had no education philosophy as we know it today, it is argued that he had his own style of educating his society. Considering this statement, explain the structure of education in the time of primitive man?
 2. Give a detailed description of the three (3) Pre-historical epochs man lived through, highlighting elements of Physical Education and Sport.
 3. In relation to General and Physical Education in primitive time, explain: the aims and how they were promoted, and critique the methods used to teach them.
 4. In all human history, change and adoption of innovation has been the driving force of development. In view of this assertion, discuss the impact of the renaissance period on Physical Education and Sport.
 5. Several educational developments in the 19th century greatly impacted what we today know as Physical and Education and Sport. Discuss P.H.Ling's efforts in developing gymnastics in Sweden and critique his system of Physical Education.
 6. In your view, how effective is the teaching of Physical Education in Zambian Basic Schools? Highlight the problems faced by both the teachers of this subject and its learners. Suggest ways of improving the situation.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF DISTANCE EDUCATION

2008/9 ACADEMIC YEAR FINAL EXAMINATION

ISE 151 HISTORY OF PHYSICAL EDUCATION AND SPORT

TIME: THREE (3) HOURS

INSTRUCTIONS:-

1. Answer **ALL** questions in section A, and **TWO** from section B
 2. Please clearly indicate the number of the question you are answering in the left margin of the answer book.
 3. Marks will be awarded for good exemplification, clarity and precision of idea presentation.
-

SECTION A

1. Discuss the renaissance period and its effects on Physical Education and Sport. (10 marks)
2. Explain the aims of primitive education. (10 marks)
3. Discuss the methods of teaching in the primitive period. (10 marks)
4. Discuss P.H Ling's Physical Education system. (10 marks)

SECTION B

5. Give a detailed discussion on the assertion that, "the emotional and social development of individuals is affected by play". (30 marks)
6. Discuss the primitive stages of development bringing out clearly their distinctions and relating them to Physical Education and Sport. (30 marks)

7. The late Republican President of Zambia Dr. Levy Patrick Mwanawasa made serious pronouncements regarding the teaching of Physical Education in Zambian institutions of learning. Discuss the problems faced by teachers and learners of this subject and their possible solutions. (30 marks)



**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
END OF FIRST SEMESTER FINAL EXAMINATION
FEBRUARY 2008**

COURSE: ISE 171 – INTRODUCTION TO FOOD AND NUTRITION

TIME: THREE (3) HOURS

**INSTRUCTION: SELECT FOUR (4) QUESTIONS ONLY FROM THIS PAPER.
ALL QUESTIONS CARRY 25 MARKS**

QUESTION 1

Discuss the importance of proteins in the body stating the key day-to-day functions, types and functions of the amino acids and evaluation of protein quality biological values.

QUESTION 2

Briefly explain the five (5) common indicators used to detect insufficient food intake in young children.

QUESTION 3

Food and nutrition education is an important course. Explain why you consider this course to be educative, give examples.

QUESTION 4

Discuss the digestion of carbohydrates in the body. Naming parts, hormones and types of absorption involved.

QUESTION 5

Briefly explain the following words as described in food and nutrition education.

- (a) Molecules
- (b) Protons
- (c) Hydrolysis
- (d) C.I.S. insomnia

QUESTION 6

Describe the importance of exchange systems in food and nutrition education. Give examples of the three group lists of exchange systems and explain how to use them.

**THE END
GOOD LUCK!**



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF DISTANCE EDUCATION

2008/2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

COURSE: ISE 171-INTRODUCTION TO FOOD AND NUTRITION SCIENCE

INSTRUCTIONS

TIME: 3 HOURS

CAREFULLY ANSWER ONLY FOUR (4) QUESTIONS.

ALL QUESTIONS CARRY 25 MARKS EACH

QUESTION 1

Briefly explain the tools for studying Nutrition under the following headings.

- a) Chemistry of food
- b) Common chemical groups

Name the important body compositions and common chemical groups.

QUESTION 2

- a) Explain how condensation and hydrolysis react in chemical reactions.
- b) Explain the four (4) important points.

QUESTION 3

The tool tools for evaluating your diet, the following words are used –what do the initial stand for and what do they mean?

INQ=

RDA=

INQ=

ND=

BMI=

QUESTION 4

Define and explain the functions and risks for magnesium (chemical symbol mg).

QUESTION 5

What are the seven functions of triglycerides in the body?

QUESTION 6

- a) What is the function of enzymes in digestion?
- b) Discuss the functions of hormones and name five types in the digestive tract.

QUESTION 7

The first sign of insufficient food intake of a young child is usually a reduction in the rate of growth. Discuss the five (5) common indicators used to detect malnutrition in young children.

Good Luck!

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

ISE 181: INTRODUCTION TO SOCIAL STUDIES I

**INSTRUCTIONS: ANSWER TWO QUESTIONS FROM SECTION A AND
ONE QUESTION FROM SECTION B**

TIME ALLOWED: THREE HOURS

SECTION A

1. Critically examine the sources available for the reconstruction of the pre-colonial social studies of Zambia.
2. How did the Portuguese influence the political economy of pre-colonial Zambia?
3. Discuss the role of environment in the pre-colonial social studies of Zambia.
4. Why is the Kalambo Falls archaeological site an important site in the social studies of Africa?
5. How did slave trade and slave raiding affect pre-colonial Zambia?

SECTION B

6. Discuss how powerful chiefs were before the coming of colonialists and missionaries.
7. In your view is the House of Chiefs necessary?

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER/DECEMBER 2008

LSE 211
SOCIAL STUDIES TEACHING METHODS 1

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions in this examination. Answer two (2) questions from section A and one (1) question from section B.
Each section should be answered in a separate answer book.

SECTION A

Answer two questions from this section.

1. With special emphasis on Zambia, discuss the advantages of teacher-centred methods of teaching and learning.
2. What is a lesson plan? Why is it important in the teaching and learning process?
3. What similarities and differences are there between a syllabus and a scheme of work?

SECTION B

Answer one question from this section.

4. Write brief notes any two of the following:
 - (a) Principles of teaching and learning
 - (b) Piaget' stages of learning
 - (c) Motivation of the learner
5. Why is it wise to use a range of methods and approaches in an educational programme?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS

ISE 215: INSPECTION AND SUPERVISION

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. Answer three questions
 2. Clearly indicate the number of the question you are answering in the left hand margin of the answer book.
 3. All questions carry equal marks. The total marks are 100.
 4. Credit will be given for the orderly presentation of the material.
-

Questions:

1. Education standards officers should play a dual role of carrying out administrative and inspectorial duties (W.A. Dodd, 1980). Discuss arguments for and against this statement providing in the final analysis job descriptions for the two functions.
2. Edgar Stones (1984) asserts that Partington's 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. This finding is line with the literature on the student teachers' attitudes that they consider school teaching practice the most useful aspect of their training. Comment on this statement referring to the results of the research study of J.A. Moyo that he obtained from the Zambia primary teachers tutors on their supervisory practice when student teachers were on school teaching practice in primary schools.
3. Compare and contrast the stages of clinical supervision relating to Morris Cogan and Robert Goldhammer. Further, it is stated that clinical supervision as a procedure for supervising teachers is time consuming and expensive. In your view which aspects of clinical supervision can be adopted for use in supervising teachers in basic schools in Zambia.
4. Imagine that you are the Principal Standards Officer in a school district and you have visited all schools and you are back in your office. Write a full inspection report on one of the schools considering all the details to be incorporated in the report.

5. According to Ned Flanders, Barak Rosenshine and Norma Furst, many research studies have found that pupils of "indirect" teachers learn more and have better attitudes towards learning than pupils of "direct" teachers.
- (a) Citing relevant literature in the supervision of teachers in the classroom, to what extent do you agree or disagree with the above statement.
- (b) In view of the above statement identify the tenets of an effective clinical supervisor highlighting the techniques he/she employs during the planning and feedback conferences.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2008 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

ISE: 221 HOME ECONOMICS TEACHING METHODS 1

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

- 1 ATTEMPT ONLY FOUR (4) QUESTIONS .ALL QUESTIONS CARRY EQUAL MARKS (25 MARKS**
 - 2 USE GOOD CLEAR HAND WRITING**
-

QUESTION 1

You are teaching a grade 6 class on sewing of the French seam on the child's dress. Prepare a full lesson plan with clear diagrams and instructions to show how to sew French seam.

QUESTION 2

Why are reinforcement, prompting and probing important teaching skills? Define the three words and give an illustrate on how you could use one of them and why?

QUESTION 3

"The qualities of a good teacher can be measured in terms of competencies they demonstrate in effective teaching and participation in community" Explain the following to support the above statement

- a) Five qualities of an effective teacher.
- b) Define social role
- c) Five roles of teacher in the community.

QUESTION 4

Murphy and Torrance (1990) explained the functions of assessment in two groups. Explain the following:

- a) Definition and two types of assessment.
- b) Explain the function of assessment to individual students and group
- c) What is a portfolio and what does it do to the learner.

QUESTION 5

You are teaching a grade 7 class on meal planning and reasons for cooking food. Prepare five (5) pre test questions, development, demonstration, five (5) post test questions and name some of the teaching aids you will use.

QUESTION 6

Needlework requires knowledge of the kind of equipments that is used during teaching, explain the equipment you will need for a lesson on seams and give reasons for your choice.

QUESTION 7

- a) Briefly explain the composition of the creative and technology studies syllabus.
- b) What five methods are recommended for use in this syllabus?
- c) What is a school curriculum?

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2008 FIRST SEMESTER ACADEMIC EXAMINATION

ISE 231 ART IN PRIMARY SCHOOL I

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS:-

Read the instructions carefully before you start answering questions. Answer only one (1) question.

QUESTIONS

1. Imaginative drawing/painting

- (a) - at a wedding
- (b) - fishing camp
- (c) - traditional ceremony
- (d) - at the market
- (e) - in the hospital

THE END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

ISE 241- ART TEACHING METHODS – 1

DECEMBER, 2008

MARKS: 30

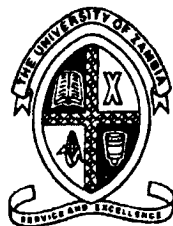
TIME: 3 HOURS

INSTRUCTIONS:

- a. This paper has 6 questions. Answer **three (3)** questions only. ^
 - b. Question one **(1)** is compulsory.
 - c. Each question carries **10 marks**
 - d. Careful presentation of your work will earn you more marks
-

1. For most teaching to be effective one needs to use appropriate resources. Of what importance are teaching and learning resources in Art, and in which areas of art lessons would you improvise the teaching and learning materials?
2. What is the aim of teaching Art and Design in Basic Schools and how is art integrated in other subject areas?
3. According to Dunne and Harvard (1992) there are nine dimensions which teachers may follow as a way of conceptualising teaching. Describe the first five dimensions.
4. When planning to teach items such as syllabi, schemes of work and the lesson plans are very vital. Clearly show the link between them.
5. An effective art teacher is also a very creative teacher. How does such a teacher carry out assessment of pupils' performance in Art and Design?
6. Art benefits the entire Zambian society in many ways. How does traditional art benefit the Zambian men and women?

THE END



THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

ISE 261: PHYSICAL EDUCATION TEACHING METHODS 1

TIME: THREE (3) HOURS

INSTRUCTIONS:-

1. Answer **FOUR** questions. Question **one (1)** is **compulsory**. All questions carry equal marks.
 2. Marks will be awarded for **appropriate examples, precision and clarity** of idea presentation.
 3. Please clearly indicate the number of the question you are answering in the left margin of the answer book.
-

1. As a newly qualified teacher of Physical Education, a grade eight (8) class of forty (40) pupils has been assigned to you. Considering that your practical lesson is scheduled for today at ten (10) hours, prepare a detailed lesson plan introducing two volleyball skills namely; a volley and fore-arm pass.
2. Reece and Walker (2002), define a teaching strategy as a combination of student activities supported by the use of appropriate resources to provide a particular teaching experience. Critique this statement in line with the scarcity of resources in most Zambian schools with particular reference to the importance and limitation of improvisation to both the teacher and learners.
3. All modern learning theories stress that learners must have a degree of ownership of the learning process that they want to invest their previous experience in those processes, (Laird, 1985). Discuss how this ownership can be achieved with reference to any two methods.
4. One of the aspects of Physical Education pedagogy is to make sure that sessions are accident free as much as possible. Explain in detail what you would consider to keep the sessions safe.

5. According to Bookwater (1969), "he who fails to prepare, prepares to fail". Critically, scrutinize this assertion. Draw the distinctions and clearly show the links between the syllabi, schemes of work and lesson plans as some of the important aspects to consider when planning teaching.
6. Kizlik (2008) asserts that, "if you are serious about improving your skills in planning lessons, you should begin by first thinking carefully about what the lesson is supposed to accomplish."
 - (a) Discuss the three important variables (content, organization and presentation).
 - (b) Discuss the six (6) mistakes which student teachers most often make when developing lesson plans.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2008 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

ISE 271 – CLOTHING AND TEXTILE SCIENCE

TIME: THREE (3) Hours

Marks: 100

INSTRUCTIONS:

- 1. Attempt only FOUR (4) questions. Question one (1) is compulsory.**
 - 2. All questions carry equal marks (25 marks)**
 - 3. Use good clear handwriting**
-

1. Describe the flow of cotton blouse from the procuring of fibre until the product reaches the ultimate consumer.
2. Explain the distinguishing characteristics of each of the following specialty hair fibres.
 - a) Cashmere
 - b) Mohair
 - c) Alpaca
 - d) Vicuna
 - e) Guanaco
3. There are several methods of spinning, explain the differences between melt – spinning, dry spinning, wet spinning, gel - Spinning and Emulsion spinning?
4. Compare the characteristic of nylon 6 and nylon 66.
In what ways are they different and in what ways are they similar?

5. Critically, discuss the difference between the following:
- a) filament and staple yarns?
 - b) Simple ply and corded yarns?
 - c) Simple and fancy / novelty yarns?
 - d) Thread and yarn?
 - e) S and Z twist yarns?
6. Discuss in depth, the unique aspects of the following types of printing?
- a) Duplex printing
 - b) Blotch printing
 - c) Discharge printing
 - d) Ombre printing
 - e) Flock printing
7. a) Describe five (5) ways that finishes can be classified.
- b) Identify the classification into which the following finishes would fall in and explain their meanings and why you have placed them into those classifications:
- i) Singeing
 - ii) Embossing
 - iii) Moiré finish
 - iv) Plisse design
 - v) Schreinerling

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY FIRST SEMESTER EXAMINATIONS – NOV/DEC. 2008

ISE 281

BASIC TOPICS IN SOCIAL STUDIES

TIME: THREE (3) HOURS

INSTRUCTIONS:

**ANSWER THREE (3) QUESTIONS. TWO FROM SECTION A
AND ONE FROM SECTION B. QUESTION ONE IN SECTION A
IS COMPULSORY. CREDIT WILL BE GIVEN FOR USE OF
RELEVANT EXAMPLES AND ILLUSTRATIONS**

SECTION A

1. (a) The total fertility rate decline from the time of independence to date has been very modest in Zambia. Discuss.

(b) Why is Values Education important in Zambia today? (17 marks)
2. Discuss why the Social Studies Curriculum is not truly Zambian. (17 marks)
3. What opportunities exist in teaching Social Studies as social action in the present social studies curriculum? (17 marks)

SECTION B

4. Discuss the origins of social studies and how it spread into African Countries.
(17 marks)
5. What would you tell your grade 7 class on how to live in peace in a multi-ethnic country like Zambia? (17 marks)

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

ISE 351: ZAMBIAN GAMES, SONGS AND DANCES

TIME: THREE (3) HOURS

INSTRUCTIONS:-

1. Answer **FOUR** questions. Question **seven (7)** is **compulsory**. All questions carry equal marks.
 2. Marks will be awarded for **appropriate examples, precision and clarity** of idea presentation.
 3. Please clearly indicate the number of the question you are answering in the left margin of the answer book.
-
1. Draw six (6) toys and explain how children play them depicting social situations in the community.
 2. Through songs and dances, the elderly Zambian people conveyed different messages to the community. Write three songs and explain their meanings and the messages they convey.
 3. Traditional games prepare youths for adult life. Discuss this statement and give appropriate examples.
 4. Like elsewhere in the world, the Zambian old people did not write their history and activities, mention and explain their sources of archives.
 5. Compare and contrast modern type of Physical Education and Sport in Zambia today with that of Pre-colonialism.
 6. What do you understand by the term **Social Trap**? Discuss and give examples.
 7. Given a grade four (4) class of 40 pupils, prepare a lesson plan to teach the game; **Leya...Leya...Leya...** Distinguish the Physical Education and assertive objectives.

END OF THE EXAMINATION



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2008 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

COURSE: ISE 371 FAMILY RESOURCE MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS

This paper has seven (7) questions and each carries 25 marks. Answer **FOUR** questions. While question **one** (1) is compulsory, choose any other **three** (3) questions.

Question 1

- i) List **five** (5) macro forces that families commonly encounter in Zambia.
- ii) For the listed macro forces in (i) above, choose any **one** (1) of them and explain as to how a single family can resolve it.

Question 2

- i) State and discuss any **three** (3) modern methods of family planning.
- ii) State and discuss any **two** (2) traditional methods of family planning.

Question 3

- i) Describe the functions of housing.
- ii) Explain the factors that determine the choice of a residential site.

Question 4

In designing a home, colour is used for decorating a home. Discuss the following colour harmonies.

- i) Monochromatic colour harmony
- ii) Analogous colour harmony
- iii) Complementary colour harmony

Question 5

The inputs, the throughputs and the outputs are **three steps** involved in Family Resource Management. Explain what is involved in each step in relation to Family Resource Management.

Question 6

- i) Identify and describe **ten** (10) family patterns that commonly exist in Zambia.
- ii) What are the family needs that a family should satisfy according to Maslow Abraham's Needs Hierarchy?

Question 7

Family Life Education is a well established field and many activities are in full function.

- i) What is the purpose of Family Life Education?
- ii) What is the operational principle of Family Life Education?
- iii) Explain the role of a Home Economist in Family Resource Management.

END OF EXAMINATION
GOOD LUCK!

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER/DECEMBER 2008

ISE 381

SPECIAL TOPICS IN SOCIAL STUDIES I

TIME: THREE (3) HOURS

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

1. Explain the four ways in which you can arrange paragraphs in a fieldwork report.
2. What are the major parts of a fieldwork report?
3. What philosophies inform teaching and learning by fieldwork?
4. Show how you could achieve objectivity and accuracy when writing a fieldwork report.
5. Discuss the importance of the following in teaching and learning Social Studies:
 - (a) Prior knowledge
 - (b) Reflective thinking
 - (c) Experiential learning
 - (d) Context

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER/DECEMBER 2008

LSE 211
SOCIAL STUDIES TEACHING METHODS 1

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions in this examination. Answer two (2) questions from section A and one (1) question from section B. Each section should be answered in a separate answer book.

SECTION A

Answer two questions from this section.

1. With special emphasis on Zambia, discuss the advantages of teacher-centred methods of teaching and learning.
2. What is a lesson plan? Why is it important in the teaching and learning process?
3. What similarities and differences are there between a syllabus and a scheme of work?

SECTION B

Answer one question from this section.

4. Write brief notes any two of the following:
 - (a) Principles of teaching and learning
 - (b) Piaget' stages of learning
 - (c) Motivation of the learner
5. Why is it wise to use a range of methods and approaches in an educational programme?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
2008 ACADEMIC YEAR DISTANCE EDUCATION FINAL EXAMINATIONS

LSE 211
SOCIAL STUDIES TEACHING METHODS I

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer **TWO** (2) questions from Section A and **ONE** (1) question from Section B.

SECTION A

1. What is child-centred method of teaching? How successful or unsuccessful is it in our Zambian schools?
2. What are records of work? Why is a teacher required to keep records of work?
3. What is a lecture method? Why is it widely used in the Zambian institutions of learning?

SECTION B

4. What are the shortcomings of the basic education (1985) social studies syllabus?
5. "So, the goal of reflective social inquiry type of social studies ... is not to enable pupils pass final examinations ..." Discuss.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY EXAMINATIONS
FIRST SEMESTER EXAMINATIONS
NOVEMBER/DECEMBER 2008.**

COURSE: LSE 231: ENGLISH TEACHING METHODS (PRIMARY 1)
DURATION: THREE (3) HOURS. MARKS: 100

INSTRUCTIONS.

1. There are two sections in this paper, Section A and Section B.
2. Answer only three questions. Question 1 in Section A is compulsory. Then answer any two questions from Section B.
3. All questions carry equal marks.
4. Credit will be given for neat, legible writing and appropriate use of English.

SECTION A.

1. Write briefly on the following concepts in English Language Teaching bringing out their definitions and their relevance to Language Teaching:
 - a. Structuralism
 - b. Behavioral Psychology
 - c. Deductive and Inductive methods.
 - d. Control to freedom.
 - e. Language drills
 - f. L1 and L2

SECTION B

Answer any two questions in this Section.

2. Discuss the main factors that influence Syllabus Design.
3. Discuss with illustrations the language policies of successive Independent Zambia and how these affected Language Teaching in Zambian Basic Schools.
4. Compare and contrast Audio-lingual and Situational Methods in Language Teaching. Your answer should bring out issues of theory, features and classroom realization.
5. Cognitive Code Approach to Language Teaching was born as a reaction against some features of Audio-lingual Method. Discuss with illustrations.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER/DECEMBER 2008
ISE 381
SPECIAL TOPICS IN SOCIAL STUDIES I

TIME: THREE (3) HOURS

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

1. Explain the four ways in which you can arrange paragraphs in a fieldwork report.
2. What are the major parts of a fieldwork report?
3. What philosophies inform teaching and learning by fieldwork?
4. Show how you could achieve objectivity and accuracy when writing a fieldwork report.
5. Discuss the importance of the following in teaching and learning Social Studies:
 - (a) Prior knowledge
 - (b) Reflective thinking
 - (c) Experiential learning
 - (d) Context

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2008 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

LSE 401: CURRICULUM STUDIES

TIME: THREE HOURS

INSTRUCTIONS:

1. Answer **Question One** and **Any other Two** questions.
 2. Clearly indicate your computer number on the front cover of your answer booklet.
 3. Credit will be given for use of relevant examples and illustrations.
- =====

Question One (Compulsory)

Give brief explanations to the following questions;

- i. What is the role of a curriculum in the education process? **(2 marks)**
- ii. What are curriculum conceptions and how do they influence the curriculum development process? **(3 marks)**
- iii. Why do curriculum scholars say that the psychological foundations do not directly contribute to content selection of the curriculum? **(2 marks)**
- iv. Explain the role of evaluation during the curriculum implementation process? **(2 marks)**
- v. What is the major strength of the classical model of curriculum development? **(1 mark)**
- vi. Give **two** (2) reasons why a curriculum should be pilot tested? **(2 marks)**
- vii. What is the distinction between content and knowledge? **(2 marks)**
- viii. Describe three characteristics that raise the chances of adopting a curriculum innovation successfully. **(3 marks)**
- ix. Explain **two** (2) backwash effects of national examinations on curriculum implementation. **(2marks)**
- x. Why should curriculum specialist understand multicultural education? **(1 mark)**

Question Two

The contributions of Philosophy to education are by no means very significant to the selection and organization of curriculum elements.

- i. Discuss the contributions of the Philosophical foundations to curriculum development. **(6 marks)**

- ii. Explain how you as a Curriculum Specialist would overcome social biases during the curriculum development and implementation stages. **(9 marks)**

Question Three

A model of curriculum development is a convenient method of showing the relationship amongst the various elements of the curriculum development process. (Ogula, 1998)

- i. Briefly explain Hilda Taba's (1962) major contribution to the curriculum development process. **(2 marks)**
- ii. Discuss two roles of a teacher in curriculum development. **(2 marks)**
- iii. Critically discuss why Teacher Education should be effectively considered during the curriculum development process. **(5 marks)**
- iv. Describe three major features of the Cyclical model of the Curriculum development process **(6 marks)**

Question Four

Objectives are the criteria for the selection and organization of the subsequent curriculum elements. (Tyler, 1949)

- i. Explain three sources of curriculum intent. **(3 marks)**
- ii. Why is it important for a teacher to acquire adequate curricular knowledge, skills and attitudes? **(2 marks)**
- iii. Clearly explain principles that can guide a curriculum specialist in determining the scope and sequence of curriculum content. **(8 marks)**
- iv. How are learning activities related to teaching strategies? **(2 marks)**

Question Five

Hawes (1982) asserts that implementing curriculum change is a complex enterprise.

- i. Describe one (1) curriculum change strategy. **(3 marks)**
- ii. Explain two (2) reasons why a curriculum may need to be reformed. **(4 marks)**
- iii. With the aid of a diagram describe a curriculum change process. **(8 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
UNIVERSITY FIRST SEMESTER EXAMINATIONS – NOV/DEC. 2008
LSE 411
GEOGRAPHY TEACHING METHODS

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

1. Discuss issues surrounding the selection of resources for geography teaching.
(20 marks)
 2. Discuss the role of assessment in the teaching and learning of geography.
(15 marks)
 3. Describe how you can plan for geography fieldwork activities with your learners.
(15 marks)
 4. Discuss how you as a geography teacher could treat maps in the various stages of your career. (15 marks)
 5. Using examples, discuss how you can teach controversial issues in geography.
(15 marks)
-

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS
NOVEMBER/DECEMBER 2008**

**LSE 421
GEOGRAPHY TEACHING METHODS: FIELD EXPERIENCE IN
GEOGRAPHY METHODS**

TIME: THREE (3) HOURS

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

1. Explain how a teacher of geography can prepare his/her class for fieldwork.
2. What are the major constraints of conducting fieldwork in Zambian secondary schools?
3. Discuss the rationale for conducting fieldwork in geography.
4. Write brief notes on the following:
 - (a) How context influences learning in geography.
 - (b) How prior knowledge contributes to effective learning in geography.
 - (c) How experiential learning can be used with a group of learners in geography.
5. What is the open-ended inquiry curriculum? How does it differ from the traditional curriculum?

END OF EXAMINATION

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

DECEMBER 2008 SEMESTER 1 FINAL EXAMINATIONS

COURSE: LSE431 ADVANCED ENGLISH TEACHING METHODS

TIME: THREE (3) HOURS

GENERAL INSTRUCTIONS

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

SECTION A: Teaching Micro-Skills

Instruction: Answer any **ONE** (1) question fully as instructed. Both questions carry equal marks.

Question 1

(30 Marks)

Context

Assume that you are preparing to teach a Grade 9 class the oral use of English to perform the function of GETTING SOMETHING DONE. You decide to use cued-dialogue with the help of cue-cards to let the learners practice the language orally in pairs.

Task

Design a pair of cue-cards for the purpose described above. In the cue-cards, make each participant take at least ten (10) turns, in which at least two (2) of the turns have at least two (2) moves each.

Question 2

(30 Marks)

Context

"The demarcation lines among second language teaching methods or approaches are often blurred in that there are always among them both similarities as well as differences," Dr Luangala observed in an LSE431 lecture. "The divides are not that cut and dry," he concluded.

Task

By comparing and contrasting the theoretical principles and the classroom practices of the Audio-lingual method on the one hand and those of the Communicative Approach on the other, argue EITHER that the observation by Dr Luangala was valid OR that it was not valid.

SECTION B: Teaching Macro-Skills

Instruction: Answer any ONE (1) question fully as instructed. Both questions carry equal marks.

Question 3

(30 Marks)

Context

Here below, you are given an extract of teaching materials designed by a textbook writer, with its own instruction.

Task

- (a) Design a lesson plan to use the materials to teach a Grade 10 class prose summary, showing all the stages and time allocation to each stage, and assuming that the period will be eighty (80) minutes long.
- (b) Write the model answer of the prose summary in a paragraph of connected sentences.

Materials

Read this passage carefully. The author states for specific hints for general reading. Sum up these directions in a paragraph of four connected sentences.

For general reading, there are several hints you might bear in mind; you will say, "How very obvious these hints are!" Agreed; but are they so obvious that they have become second nature?

Don't expect the literature of knowledge or information – expository books – to contain a 'story'. If the information (history, geography, criticism, science, techniques, etc.) is conveyed in an orderly, lucid manner, that should be enough. In fact, however, you will find that much history, geography, criticism and even science is attractively written, but you have no business to expect it to be attractive. The pleasures of expository literature are primarily intellectual, only secondarily aesthetic.

On the other hand, don't expect the literature of imagination – poetry, drama, novels, short stories – to have a moral or 'message', for primarily it is not didactic. It aims to delight – to enrich us emotionally – to move us. Nor is imaginative literature a matter of logic – of arguments and propositions; it is not to be criticized by the standards applicable to the literature of knowledge, except in so far as all literature whatsoever should be artistically coherent and consistent.

Midway between the literature of knowledge and the literature of information stand the essay and the imaginary conversation, of which the latter usually approximates more closely to the literature of knowledge, whereas the former may emphasize either the one or the other. Do not, therefore, be dogmatic about this half-way literature, wherein the writer has considerable freedom.

As, on the one hand, the literature of knowledge may be structural, as in history; analytical as in a thesis; critical as in literary or artistic or musical criticism; structural and analytical and critical, as in philosophy; or persuasive, as in theology or propaganda;

so, on the other hand, the literature of imagination is of various kinds, poetry being epic, lyrical, dramatic, reflective, etc.; drama being comedy, farce, tragedy, tragedy-comedy; fiction being short or long, the novel itself being historical, domestic, adventurous, satirical, etc. Be careful not to condemn one genre for differing from another.

[From: R. W. Noble 1968, *English Comprehension and Summary*. London: Longman.]

Question 4

(30 Marks)

Context

You are a Grade 11 teacher of English and tomorrow is the day for free composition writing. You are to introduce analytical composition writing using the following topic: *The Functions of a teacher of English in a Typical Zambian Secondary School Setting*.

Task

- (a) Design a lesson plan aimed to teach this composition, showing all the stages, and indicating time allocations to each of the stages. You must plan your lesson to take eighty (80) minutes in all.
- (b) In about 250 words, write the model answer of such an analytical composition.

SECTION C: Teaching Literature in English

Instruction: Answer any **ONE** (1) question fully as instructed. Both questions carry equal marks.

Question 5

(30 Marks)

Context

At the PTA's AGM last year, the majority of the parents with children in higher grades loudly protested over having to pay examination fees for such subjects as Literature in English, agitating that the subject was just a luxury with no utility value at all in a person's life. You felt strongly that they were mistaken. You have decided that you should circulate a short paper to the parents at this year's AGM to persuade them to view literature in favourable terms.

Task

Write a short paper of about 300 words to be circulated to the parents, to argue for the value of literature in English in the life of a person. The title of your short paper should be: *The Value of Literature as a School Subject*.

Question 6

(30 Marks)

Context

You are the teacher of Literature in English for a Grade 11 class and you are now taking the learners through the set texts, one of which is Chinua Achebe's *Things Fall Apart*. You are at that stage when you have read the entire text with the learners and you now go back to closely study parts of the story that have most significance to both the plot and the major theme of the novel. Given below is such a text.

Task

Based on the text, design a lesson plan for an eighty (80) minute period, showing all the stages and time allocation to each stage, and including the sort of questions and activities that you intend to be used in the lesson. Also include the answers to all the questions that you decide to use to guide learners' comprehension of the story. You will need in the lesson to make a link between the event depicted in the extract and both the plot and the major theme of the novel.

Text

The drums and the dancing began again and reached fever-heat. Darkness was around the corner, and the burial of Ezeudu was near. Guns fired the last salute and the cannon rent the sky. And then from the centre of the delirious fury came a cry of agony and shouts of horror. It was as if a spell had been cast. All was silent. In the centre of the crowd a boy lay in a pool of blood. It was the dead man's sixteen-year-old son, who with his brothers and half-brothers had been dancing the traditional farewell to their father.

The confusion that followed was without parallel in the tradition of Umuofia. Violent deaths were frequent, but nothing like this had ever happened.

The only course open to Okonkwo was to flee from the clan. It was a crime against the earth goddess to kill a clansman, and 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 head-loads. His wives wept bitterly and their children wept with them without knowing why. Obierika and half a dozen other friends came to help and console him. They each made nine or ten 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 beyond the borders of Mbaino.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2008 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

LSE 457: HISTORY TEACHING METHODS II

TIME: THREE HOURS

MARKS: 50

INSTRUCTIONS: Answer any **three (3)** of the five questions given in this paper.
Write the answer to each question on a separate sheet. All
Questions carry equal marks.

1. What differences and similarities are there between the means-referenced Instructional Model and the Goal-referenced Instructional Model-designed by James Popham? Which one of the two models is in your opinion more effective and why?
2. Identify one historical model and explain how it can be effectively used in teaching a history topic of your own choice in a senior secondary class.
3. There is a school of thought which holds that tests or examinations do not measure what they are intended to measure and hence they are not necessary in education as they are not accurate measure of one's intellectual potential. Do you subscribe to this assertion or not? Substantiate your position.
4. Why are questions considered as necessary tools for effective teaching of history and how has Benjamin Bloom categorised classroom questions?
5. Highlight the problems of subjectivity that history teachers face when assessing pupil's essay work in secondary schools and propose appropriate solutions.

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



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

FIRST SEMESTER EXAMINATIONS – NOVEMBER, 2008

LSE 471: AFRICAN LANGUAGES TEACHING METHODS II

TIME: THREE (3) HOURS

INSTRUCTIONS

This paper has two sections, **A** and **B**. Answer **Two** questions from each section.

Each question carries **25 marks**. Add a gloss (i.e. meaning in English) to any text or examples given in an African language.

SECTION A

1. (a) Discuss the merits and demerits of each of the following theories of learning the grammar of a mother tongue:
 - (i) the automatic learning theory. [9]
 - (ii) the conscious learning theory. [9]

N.B. Every argument presented in your discussion must be adequately substantiated or illustrated.
- (b) Explain briefly what should constitute the grammar of a mother-tongue curriculum. [7]
2. (a) With the help of examples, explain how each of the following language teaching strategies influences syllabus design.
 - (i) the synthetic strategy. [9]
 - (ii) the analytic strategy. [9]

- (b) Highlight aspects of the Zambian languages syllabus that make it fit the description of being multi-dimensional [7]
3. Discuss the significance of the following considerations in translation practices:
- (a) linguistic competence and linguistic performance. [6]
- (b) subject matter. [3]
- (c) cultural and linguistic distance. [6]
- (d) the difficulty of maintaining total linguistic equivalence. [10]
4. Discuss the major weaknesses of indigenous African Languages programmes offered by universities in Africa and suggest remedies. [25]

SECTION B

5. Prepare an eighty-minute lesson plan for a Grade 11 class based on the following free composition topic:
- It was a dreadful accident.** [25]
6. The ministry of Education has invited you, as a specialist in Linguistics and African Languages, to present a paper at a conference on the theme **The benefits of using children's home language as a medium of instruction in school.**
- Write this paper. [25]
7. **Read the whole of this question before you attempt answering it.**
- Write two paragraphs of five or six sentences each in a particular Zambian language you speak and then do the following things:
- (a) State in one or two sentences in English what this passage is about. [2]
- (b) Prepare:

- (i) pre-reading activities. [3]
 - (ii) post-reading activities comprising oral surface and teaching questions. [8]
 - (iii) a testing written exercise comprising:
 - two multiple-choice questions which test the pupils' understanding of lexical and structural meaning, respectively. [6]
 - two wh-questions which test pupils' awareness of reasoning and evaluation skills, respectively. [4]
 - (iv) a follow-up activity (i.e. one which should come after group or class discussion of pupils' answers). [2]
8. (a) Illustrate the meaning of the following statement:
- The objectives of the syllabus must be **SMART**. [10]
- (b) Write brief critical comments on each of the following objectives of Grade 9 work extracted from a Zambian languages syllabus:

PSBAT

- (i) use selected verbs in the future perfect tense. [3]
- (ii) form the negative state of any verb. [3]
- (iii) read passages for comprehension purposes. [3]
- (iv) use principles of written composition to write an account of some aspect of Zambian life on political, social and economic issues. [3]
- (v) translate a short passage from English into a local language and vice-versa. [3]

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

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

SEMESTER I EXAMINATIONS, NOV/DEC 2008

LSE 491: RELIGIOUS EDUCATION TEACHING METHODS II

TIME: THREE HOURS

MARKS: 100

INSTRUCTIONS: Answer fully Question 1 (which is compulsory) and any other two questions. All questions carry equal marks.

1. List Paul Hirst's Forms of Knowledge and Philip Phenix's Realms of Meaning. Explain how each of the accounts of knowledge help to justify the inclusion of RE on the school curriculum.
2. What is philosophy of RE? What issues from religion and education does it raise and deal with?
3. State and explain *three* Empiricist arguments against religion as a form of knowledge and *three* arguments in support of the existence of religious knowledge.
4. Discuss *Religious Absolutism* and *Religious Equality* or *Neutrality* as approaches to RE teaching and learning. Highlight their strengths and weaknesses.
5. Mention and describe the *five* areas or components of the RE Curriculum or Field of Enquiry.
6. 'Religious Education (RE) and Moral Education (ME) are two sides of the same coin.' Explain, giving *Zambian* examples.
7. What is the difference between *indoctrination* and *true education*? Why does indoctrination seem to be a major problem in RE?

-End of Examination-

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2008 ACADEMIC YEAR FIRST SEMSTER EXAMINATIONS

NOVEMBER/DECEMBER 2008

MSE 131

FOUNDATION MATHEMATICS FOR TEACHERS

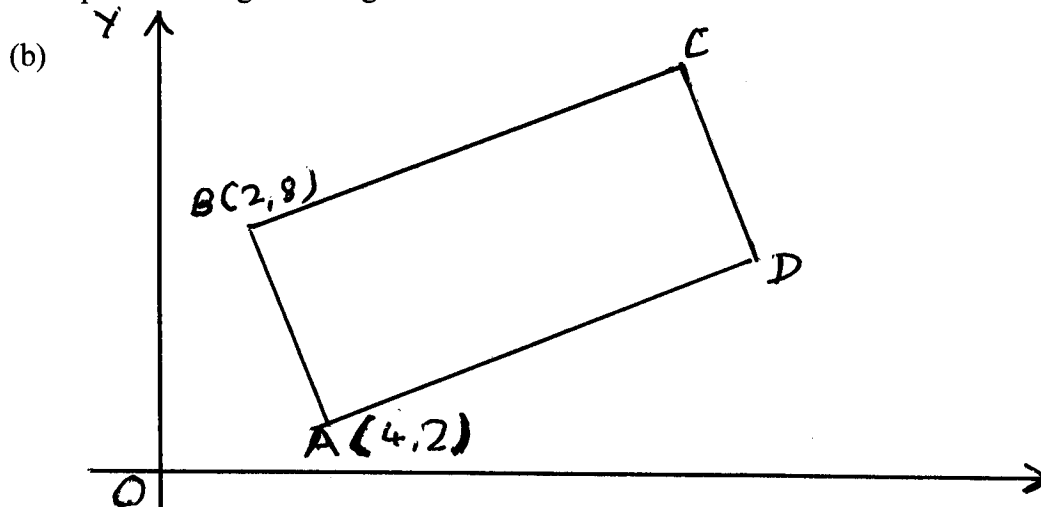
TIME: Three (3) Hours

INSTRUCTIONS: There are six (6) questions in this paper. Attempt any **five (5)** questions. Each question carries 20 marks. Marks for each part of a question are shown in brackets [].

MARKS POSSIBLE: 100

1 (a) (i) The equation $\frac{2x-1}{2} + \frac{y}{3} = 1$ can be written in the form $ax + by = c$, where a , b , and c are whole numbers. Find the values of a , b and c . [02]

(ii) Write down the equation of the straight line which is parallel to $\frac{2x-1}{2} + \frac{y}{3} = 1$ and which passes through the origin. [02]



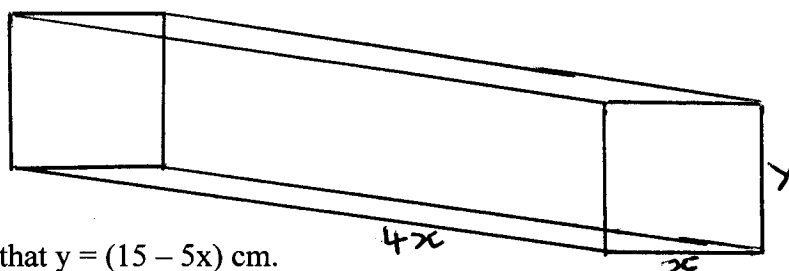
The diagram above shows a rectangle ABCD. A and B are the points (4,2) and (2,8) respectively. Given that the equation of AC is $y = x - 2$, find:

- (i) The equation of BC, [05]
- (ii) The co-ordinates of C, [03]
- (iii) The co-ordinates of D, [03]
- (iv) The area of the rectangle ABCD [05]

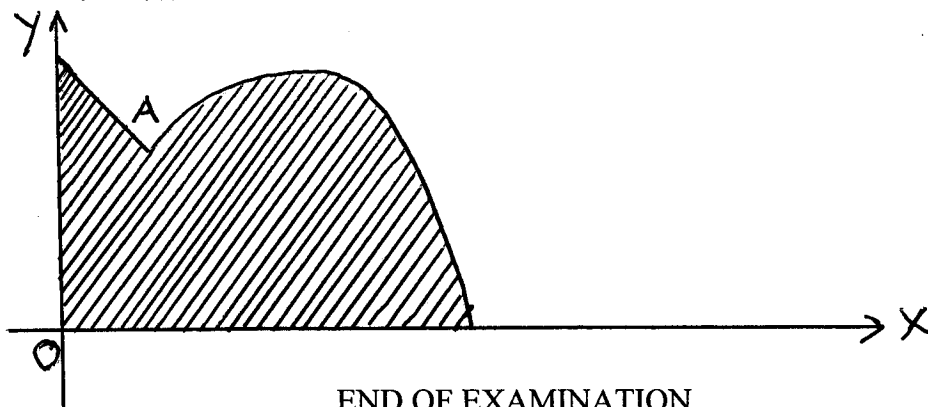
2. (a) (i) Solve simultaneously the equations: $x + y = 6$ and $\frac{1}{x-1} = \frac{3}{y} + \frac{1}{4}$. [05]
- (ii) Outline the difficulties you would expect learners in high school to experience in solving the above problem. [02]
- (iii) As their teacher explain what you would do to help them overcome these difficulties. [02]
- (b) Determine the set of values of k for which the equation $x^2 + 5x - 1 - k(x^2 + 1) = 0$ has real roots. [04]
- (c) The roots of the equation $x^2 + 7x + 11$ are α and β , where $\alpha > \beta$. Form an equation with integral coefficients whose roots are α/β and β/α . Prove that that $\alpha - \beta = \sqrt{5}$. [07]
3. (a) The position vectors of A and B are $4\mathbf{i} + \mathbf{j}$ and $\mathbf{i} + 7\mathbf{j}$ respectively.
- (i) Find angle AOB. [04]
- (ii) C lies on AB and AC: CB = 2:1. Find the position vector of C. [02]
- (b) The position vectors of points A and B relative to an origin O are \mathbf{a} and \mathbf{b} respectively. The point P is such that $\overrightarrow{OP} = 4\overrightarrow{OB}$. The midpoint of AB is the point Q. The point R is such that $\overrightarrow{OR} = \frac{8}{5}\overrightarrow{OQ}$.
- (i) Find, in terms of \mathbf{a} and \mathbf{b} , the vectors \overrightarrow{OQ} , \overrightarrow{OR} , \overrightarrow{AR} , and \overrightarrow{RP} . Hence show that R lies on AP and find the ratio AR: RP. [10]
- (ii) Given that the point S is such that $\overrightarrow{OS} = \mu\overrightarrow{OQ}$, find the value of μ such that PS is parallel to BA. [04]
4. (a) The perimeter of a sector is 128 cm and its area is 960 cm². Find the possible values of the radius of the sector and its angle. [06]
- (b) Solve the equation $\tan^2 \theta - 4 \tan \theta + 3 = 0$, where $0 \leq \theta \leq 360^\circ$. [07]
- (c) For $0 \leq x \leq 2\pi$, sketch the graphs of $y = |\cos x|$ and $y = \sin 2x$ on the same axes. State the number of solutions of the equation $\sin 2x = |\cos x|$ in this interval. [07]

5. (a) A quadratic function f , is defined by $f: x \rightarrow x^2 + bx + c$, $x \in \mathbb{R}$, has the following characteristics: $f(3) = -17$ and the derivative of the function f is zero when $x = 3$. Find the value of b and the value of c and state the range of f . [04]
- (b) Functions f and g are defined by $f: x \rightarrow 3x - 2$ and $g: x \rightarrow \frac{12}{x} - 4$. Find similar expressions for: (i) ff (ii) fg (iii) g^{-1} . [08]
- (c) (i) Expand $(1 + x)^7$ and use the result to evaluate $(0.99)^7$ to 4 significant figures. [08]

6. (a) The diagram below shows a framework in the shape of a rectangular box made from straight pieces of wire. The total length of these pieces is 60 cm.



- (i) Show that $y = (15 - 5x)$ cm. [02]
- (ii) Find an expression for the volume enclosed by the framework in terms of x and hence find the value of x which makes this volume a maximum and the maximum volume. [05]
- (b) (i) A curve has gradient $x^2 - 4x + 3$ at the point (x, y) on the curve and it passes through the point $(3, -1)$. Find its equation and determine the nature and co-ordinates of its turning points. [07]
- (iii) The diagram below shows part of the line $y + 2x = 5$ and the curve $y = x(4 - x)$, which meet at A. Find the co-ordinates of A and the area of the shaded region. [06]



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2008/2009 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS
(APRIL 2009)**

MSE 232: PRIMARY MATHEMATICS EDUCATION II

TIME: THREE (3) HOURS

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

MARKS POSSIBLE 100

1. (a) Explain **three** reasons why teachers of mathematics should use teaching aids during lessons. [09]
- (b) Discuss **two** ways in which teachers can help learners develop problem solving ability in primary school mathematics. [06]
- (c) Explain how and why the following can be used to encourage creativity in learning mathematics.
 - (i) Games, songs and dances. [04]
 - (ii) Valuing (showing respect for) pupils' unusual answers. [03]
 - (iii) Searching for and following up students' own solutions without necessarily grading them. [03]
2. A fundamental position of proponents of the constructivist view of learning is that knowledge cannot be simply transferred ready-made from teacher to learner but has to be actively built up by each learner in his or her own mind.
 - (a) Going by the above understanding of constructivism, explain briefly whether or not each of the following was a constructivist: David Ausubel, Jerome Bruner and Jean Piaget. [09]
 - (b) You have been tasked to make a presentation to an association of teachers of mathematics on the need to teach mathematics in a manner that is consistent with constructivism. Prepare your presentation under the following headings:
 - (i) Description of teaching practices that are consistent with a belief in constructivism. [04]
 - (ii) Why it is important to adopt a constructivist approach to the teaching of mathematics. [04]
 - (iii) Why a constructivist approach to the teaching of mathematics can succeed in Zambia. [04]
 - (iv) The difficulties anticipated in the implementation of the constructivist approach to teaching. [04]

3. (a) (i) Using examples from school mathematics distinguish between *mathematical concepts* and *mathematical skills*. [03]

(ii) Which should receive preference in mathematics teaching between concept teaching and skill development? Justify your answer. [07]

- (b) The following question is drawn from a mathematics textbook for pupils in upper basic school.

People staying at a hotel can take part in Sailing, Swimming and/or Golf.

4 people take part in all three activities.

17 people take part in Sailing and Swimming but not in Golf.

21 people take part in Swimming and Golf but not in Sailing.

12 people take part in Golf and Sailing but not in Swimming.

42 people take part in Sailing only.

x people take part in Swimming only.

$(x - 2)$ people take part in Golf only.

16 people do not take part in any of the three activities.

Draw a Venn Diagram and show the number of people in each subset. Given that 250 people are staying at the hotel, calculate the value of x , and the number of people who do not take part in Swimming.

Now do the following:

- (i) Answer the question above. [05]
- (ii) List **two** mathematical concepts and **two** mathematical skills at basic school level that learners need to understand to be able to solve the question. [04]
- (iii) Select **one** mathematical concept and **one** mathematical skill from those you have listed in (ii) above, and explain how you would teach each of them given that they would be used in answering questions such as the one stated above. [06]
4. (a) Illustrating your answer by examples from school mathematics, distinguish between a *textbook* and a *course book*. [05]
- (b) State **five** factors you would consider when selecting a mathematics textbook for primary school pupils. [10]
- (c) Teachers want their mathematics textbook to do different things for them; and they use it in different ways. Some teachers expect a textbook to suggest how to sequence subject matter and how to assess learner progress. Others want to sequence their own lessons and use the textbook only as a library of materials from which they can select what to teach. Which of these two categories of teachers reflects your own preference? Explain your answer. [10]

5. Below is an adapted version of part of the introduction of a research report in mathematics education:

Research has shown that unschooled, traditional peoples are not deficient in fundamental cognitive processes and are often capable of impressive intellectual achievements. For example, in an experiment it was found that among unschooled Didis (an imaginary tribe) a variety of mathematical skills are well-developed in childhood, and that adult Didis can successfully handle mentally all four arithmetic operations (addition, subtraction, multiplication and division). However, the picture is incomplete. We lack systematic information concerning how unschooled Didis develop competencies such as mental addition. Hence, the aim of this study was to examine the development of informal addition in unschooled Didis from childhood to adulthood.

- (i) Suggest a title that would be most suitable for the above study. [04]
- (ii) What is assumed as common knowledge in the study? [03]
- (iii) State the research problem identified. Explain your answer. [05]
- (iv) How does the author propose to resolve the problem? [04]
- (v) Comment briefly on the suitability or otherwise of each of the following research instruments for use in this study: *Questionnaire; Interview; Mathematics Test.* [09]

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2008/2009 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS
(APRIL 2009)**

MSE 332: MATHEMATICS EDUCATION II

TIME: THREE (3) HOURS

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

MARKS POSSIBLE 100

1. (a) Explain **three** reasons why teachers of mathematics should use teaching aids during lessons. [09]
- (b) Discuss **two** ways in which teachers can help learners develop problem solving ability in school mathematics. [06]
- (c) Explain how and why the following can be used to encourage creativity in learning mathematics.
 - (i) A classroom atmosphere that encourages freedom of expression. [03]
 - (ii) Valuing (showing respect for) pupils' unusual answers. [03]
 - (iii) Searching for and following up students' own solutions without necessarily grading them. [04]
2. A fundamental position of proponents of the constructivist view of learning is that knowledge cannot be simply transferred ready-made from teacher to learner but has to be actively built up by each learner in his or her own mind.
 - (a) Going by the above understanding of constructivism, explain briefly whether or not each of the following was a constructivist: David Ausubel, Jerome Bruner and Jean Piaget. [09]
 - (b) You have been tasked to make a presentation to an association of teachers of mathematics on the need to teach mathematics in a manner that is consistent with constructivism. Prepare your presentation under the following headings:
 - (i) Description of teaching practices that are consistent with a belief in constructivism. [04]
 - (ii) Why it is important to adopt a constructivist approach to the teaching of mathematics. [04]
 - (iii) Why a constructivist approach to the teaching of mathematics can succeed in Zambia. [04]
 - (iv) The difficulties anticipated in the implementation of the constructivist approach to teaching. [04]

3. (a) (i) Using examples from school mathematics distinguish between *mathematical concepts* and *mathematical skills*. [03]

(ii) Which should receive preference in mathematics teaching between concept teaching and skill development? Justify your answer. [07]

- (b) The following question is drawn from an O' level mathematics examination:

People staying at a hotel can take part in Sailing, Swimming and/or Golf.

4 people take part in all three activities.

17 people take part in Sailing and Swimming but not in Golf.

21 people take part in Swimming and Golf but not in Sailing.

12 people take part in Golf and Sailing but not in Swimming.

42 people take part in Sailing only.

x people take part in Swimming only.

$(x - 2)$ people take part in Golf only.

16 people do not take part in any of the three activities.

Draw a Venn Diagram and show the number of people in each subset. Given that 250 people are staying at the hotel, calculate the value of x and the number of people who do not take part in Swimming.

Now do the following:

(i) Answer the question above. [05]

(ii) List **two** mathematical concepts and **two** mathematical skills which learners need to know in order to be able to solve the question. [04]

(iii) Select **one** mathematical concept and **one** mathematical skill from those you have listed in (ii) above, and explain how you would teach each of them given that they would be applied in answering questions such as the one stated above. [06]

4. (a) Illustrating your answer by examples from school mathematics, distinguish between a *textbook* and a *course book*. [05]

(b) State **five** factors you would consider when selecting a mathematics textbook for learners in high school. [10]

(c) Teachers want their mathematics textbook to do different things for them; and they use it in different ways. Some teachers expect a textbook to suggest how to sequence subject matter and how to assess learner progress. Others want to sequence their own lessons and use the textbook only as a library of materials from which they can select what to teach. Which of these two categories of teachers reflects your own preference? Explain your answer. [10]

5. Below is an adapted version of part of the introduction of a research report in mathematics education:

Research has shown that unschooled, traditional peoples are not deficient in fundamental cognitive processes and are often capable of impressive intellectual achievements. For example, in an experiment it was found that among unschooled Didis (an imaginary tribe) a variety of mathematical skills are well-developed in childhood, and that adult Didis can successfully handle mentally all four arithmetic operations (addition, subtraction, multiplication and division). However, the picture is incomplete. We lack systematic information concerning how unschooled Didis develop competencies such as mental addition. Hence, the aim of this study was to examine the development of informal addition in unschooled Didis from childhood to adulthood.

- (i) Suggest a title that would be most suitable for the above study. [04]
- (ii) What is assumed as common knowledge in the study? [03]
- (iii) State the research problem identified. Explain your answer. [05]
- (iv) How does the author propose to resolve the problem? [04]
- (v) Comment briefly on the suitability or otherwise of each of the following research instruments for use in this study: *Questionnaire; Interview; Mathematics Test.* [09]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
SECOND SEMESTER EXAMINATIONS – FEBRUARY 2008

MSE 342/352/362

BIOLOGY, PHYSICS AND CHEMISTRY TEACHING METHODS

TIME: THREE (3) HOURS

Information:

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

Instructions:

1. Answer question **One** and
2. Any other **four** questions.

1. a) "An understanding of the fundamental aspects of science helps teachers to convey to their learners a more complete picture of the scientific enterprise". Discuss how each of the following aspects *achieves* this:
 - i. Science as a way of thinking [5]
 - ii. Science as a way of investigating [5]
 - iii. Science as a body of knowledge [5]
- b) Assume you have been appointed as a standards officer and you have been requested to give a talk at a workshop for the inclusion of science in the curriculum for secondary/high schools. What would be your argument for this inclusion? [5]
2. Science teacher educators have always placed emphasis on the use of teaching aids.
 - a) Discuss why there has been such an emphasis on the use of aids in the teaching of science. [8]
 - b) Discuss the strengths and weaknesses of an over head projector (OHP) for teaching science [8]
 - c) Identify 4 good practices of using a chalk board when teaching science. [4]

3.
 - a) State and explain at least 8 basic safety rules you would display in a permanent place in a Science Laboratory. [8]
 - b) What is the importance of having laboratory safety rules? [2]
 - c) Many minor accidents in the laboratory are due to lack of care with glassware. Discuss at least 5 precautions you would take when handling glassware. [10]

4.
 - a) Describe and discuss at least 5 attributes of an effective Science teacher which will bring about maximum learning in pupils from different backgrounds and ability levels. [10]
 - b) Why is it important for teachers to know pupils' names in their class? [3]
 - b) Discuss at least 5 strategies you would apply in knowing names of your pupils quickly in your new class. [7]

5.
 - a) Explain why it is important for teachers of science to acquire a good understanding learning theories. [5]
 - b) Effective science teachers employ various learning theories in their teaching. Explain how you would apply each of the following theories in the teaching of science:
 - i. Piaget's theory of cognitive development [5]
 - ii. Behaviourist theory [5]
 - iii. Constructivist theory of learning [5]

6.
 - a) Argue for and against why computers should be or not employed in the teaching of science in secondary/high schools in Zambia. [10]
 - b) Explain at least 4 computer and technological systems for instructional purposes in the teaching of science. [8]
 - c) There are many microcomputer-based programs used to enhance learning in science. Differentiate between tutorial programs and "drill and practice programs" [2]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2008/9 SECOND SEMESTER UNIVERSITY EXAMINATIONS
APRIL/MAY 2009

Biology/Physics/Chemistry Teaching Methods II

MSE 342/352/362

TIME: THREE (3) HOURS

INFORMATION:

1. There are six (6) questions in this paper.
2. Each question has possible maximum marks of 20. The intended marks for part of a question are shown in brackets [].

INSTRUCTIONS:

1. Answer question **ONE** and
 2. any other **FOUR** (4) questions.
-

- 1 (a) Explain why order or orderliness during science lessons is important. [3]
- (b) The way a teacher of Biology, Chemistry or Physics behaves may prevent or encourage indiscipline amongst pupils during his or her lessons.
Discuss how a science teacher may encourage indiscipline during Biology, Chemistry or Physics lessons. [12]
- (c) Describe briefly **three** types of punishments which a science teacher can apply during science lessons on pupils who misbehave and explain why such punishments are appropriate. [5]

- 2 (a) Identify and discuss key points of Piaget's cognitive development theory. [5]
- (b) You have been assigned to undertake your school experience at a school which is known for poor performance in your teaching subject in the school certificate examinations. Discuss how you would use the theory of cognitive development to ensure that learning achievement improves in your teaching subject. [15]
- 3 (a) Distinguish clearly between the following terms:
- (i) *Education in science* and *education about science*. [4]
- (ii) *Direct measurements* and *indirect measurements*. [4]
- (b) Discuss the implications of the structure of science for teaching science. [12]
- 4 (a) Discuss briefly at least **five** good laboratory practices which you are expected to apply inside the laboratory during science lessons. [10]
- (b) School health and safety policies including risk assessments should take account of pupils with special educational needs. Discuss at least **four** additional safety measures that may be required in the science department to take account of pupils with special educational needs. [4]
- (c) Identify at least **six** safety rules pupils should follow during science lessons in the laboratory. [6]

- 5 Imagine that the Head of Science Department at your school has requested you to give a seminar on teaching/learning aids. Discuss how you would advise other members of the department on the use of the following teaching/learning aids:
- (a) chalkboard [5]
 - (b) overhead projector [5]
 - (c) charts [5]
 - (d) computer [5]
- 6 Some science teachers are perceived as bad teachers by pupils because of the way they present their lessons.
- (a) Discuss at least **five** characteristics of poor lesson presentation in science teaching. [10]
 - (b) Identify at least four effects of poor presentation of science lessons on pupils. [4]
 - (c) Describe what you will do during school experience to ensure that you are not labeled as a bad science teacher by pupils. [6]

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS
MSE 431
MATHEMATICS EDUCATION III

TIME: **THREE HOURS**

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

MARKS POSSIBLE: **100 MARKS**

- | | | | |
|---|-----|--|------|
| 1 | (a) | From the historical point of view, give two ways how the mathematics teacher can show the practical value of learning mathematics . | [06] |
| | (b) | Explain three ways in which teachers can use the history of mathematics to motivate pupils in high school to learn mathematics. | [09] |
| | (c) | In order to engage children in discussions of the development of mathematics, teachers themselves to be acquainted with the history of mathematics. Outline two examples of how teachers can cultivate this acquaintance. | [10] |
-
- | | | | |
|---|-------|--|------|
| 2 | (a) | It can be argued that careful lesson planning is a necessary pre-requisite to good Classroom Management. Describe two important things you can do when planning to minimise discipline problems in the classroom. | [06] |
| | (b) | Explain two ways in which teacher's subject knowledge is a factor in classroom management. | [06] |
| | (c) | From classroom management point of view, state one advantage and one disadvantage of pupils discussion in mathematics being organised: | |
| | (i) | in pairs | [06] |
| | (ii) | in small groups of 3 or 4 | [06] |
| | (iii) | in large groups of 8 to 10 | [06] |
-

-
- 3 (i) Explain your understanding of the concept **children with Special Education Needs** [05]
- (ii) Explain in what ways **slow learners and gifted children** can both be considered to be children with **special education need** in the context of mathematics teaching and learning. [08]
- (iii) Outline any *two methods* that are suitable for teaching *exceptionally able children*. [12]
-

- 4 **Examination and Assessment** are important activities in the education system.
- (i) Explain your understanding of the concept **Examination and assessment** [05]
- (ii) Describe how you would use a **Table of Specifications** to construct a mathematics test. [06]
- (iii) Explain how teachers of mathematics **determine pupils' growth** in learning mathematics [06]
- (iv) Mark allocation should be determined before a test is administered. Prepare a marking scheme for the following question and **allocate marks** so that the total is 10 marks.
- Showing all the steps expected of a pupil learning mathematics at high school, express the following as a single fraction in its lowest form.

$$\frac{x}{x+2} - \frac{x-2}{x-3} \quad [08]$$

END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION 2008 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

MSE 441/451/461:- BIOLOGY/CHEMISTRY /PHYSICS TEACHING METHODS

Time: Three (3) Hours

Information:

1. There are six (6) questions in this paper
2. Each question has possible maximum marks of {20.}
3. Intended marks are shown in brackets { }

INSTRUCTIONS

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

=====

QUESTION 1:

- (a) Discuss the value of professional associations to science teachers. [4]
- (b) It has been observed that ZASE and ZAME have problems of low membership and commitment from teachers. Identify and discuss reasons contributing to this situation. [8]
- (c) Very low number of girls participate in JETS Clubs and other JETS related activities. Discuss measures which could be applied in order to improve this situation. [8]

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2008 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

**MSE 441/451/461:- BIOLOGY/CHEMISTRY /PHYSICS TEACHING
METHODS**

Time: Three (3) Hours

Information:

1. There are six (6) questions in this paper
 2. Each question has possible maximum marks of {20.}
 3. Intended marks are shown in brackets { }++**INSTRUCTIONS**
-
1. Answer five (5) Questions
 2. Question **One** is compulsory and
 3. Attempt any other **Four** (4) questions

=====

QUESTION 1:

- (a) Discuss the value of professional associations to science teachers. [4]
- (b) It has been observed that ZASE and ZAME have problems of low membership and commitment from teachers. Identify and discuss reasons contributing to this situation. [8]
- (c) Very low number of girls participate in JETS Clubs and other JETS related activities. Discuss measures which could be applied in order to improve this situation. [8]

QUESTION 2:

During school teaching practice (school experience) you will be required to observe lessons given by other teachers.

- (a) Discuss the value of observing other teachers' lessons for your training as a Science Teacher include aspects of the lessons you will be observing and why you will be observing these aspects. [15]
- (b) Apart from observing lessons, describe other means you intend to use to improve your classroom practice during the school teaching practice period. [5]

QUESTION 3:

- (a) Justify why a Science curriculum should be reviewed regularly [3]
- (b) Discuss why classroom teachers are considered to be the most appropriate to participate in the development and review of the science curriculum in Zambia. [6]
- (c) How can classroom teachers make their contributions to the science curriculum review process? [4]
- (d) Discuss the effects of the Examinations Council of Zambia (through examinations they prepare) on the Implementation of the Science Curriculum in schools by teachers. [7]

QUESTION 4:

It is argued that even when girls have equal access to the educational opportunities of their male peers the more subtle processes of sex bias and sex stereotyping continue to undermine the principle of equality.

- Discuss in greater detail at least 5 sex discriminating factors which continue to persist in Science Education [20]

QUESTION 5:

There are a number of reasons for carrying out practical work in science lessons.

- (a) Explain at least 5 reasons why pupils are required to do practical work in science. [10]
- (b) Describe at least 4 categories into which practical work generally falls. [8]
- (c) Why is it important to vary the way pupils carry out practical activity? [2]

QUESTION 6:

Imagine you have been appointed a new Science Standards Officer for Chinsali District

- (a) Discuss at least 5 possible key areas you will immediately embark on tackling in this District. [10]
- (b) Science Standards Officers consider themselves to be overworked in every district. Discuss the basis for this claim. [10]

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

UNIVERSITY OF ZAMBIA

2008/2009 ACADEMIC YEAR

SECOND SEMESTER EXAMINATIONS – APRIL/MAY 2009

MSE 942

BIOLOGY TEACHING METHODS IV

TIME:- THREE (3) HOURS

INFORMATION

1. There are **six (6)** questions in this paper
2. Each question has possible maximum marks of **20**
3. Total marks for each question are shown in []

INSTRUCTIONS

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

=====

1. Report of Biology Chief Examiners and Researchers have shown that Genetics is one of the topics learners find difficult to learn.
 - (a) Explain five major reasons that make genetics difficult to learn for some pupils. [10]
 - (b) Identify and discuss five strategies you as a teacher can use to reduce learners' difficulties in genetics. [10]

2. Two thirds of any human population can roll their tongues into a U-shape. One third cannot do this no matter how hard they try. This characteristic is controlled by a single pair of alleles. Let these be represented by T and t.
 - (a) If T is dominant, write down the possible genotypes of tongue rollers and those who cannot roll their tongue. [6]
 - (b) Write down all the possible genotypes in a human population of tongue rollers. [4]
 - (c) A man and a woman, who can both roll their tongues, marry and produce some children who roll their tongues. Explain how this can occur by means of a complete genetic diagram. [10]

3. (a) Describe briefly the following three methods of determining the number of organisms in a habitat.
 - (i) Quadrats
 - (ii) Pitfall traps (capture and release)
 - (iii) Removal method

[10]

- (b) What advice would you give to a teacher of biology who intends to teach the topic 'Diversity of Organisms' to ensure that learners do not experience difficulties in learning this topic? [10]

4. One of the important issues which a Biology teacher has to consider seriously is the interest of the learners in the subject.
 - (a) Explain why a teacher of biology must ensure that his/her pupils develop an interest in the subject. [5]
 - (b) You have been invited by a Resource Centre Co-ordinator to give a talk to a group of biology teachers from different schools on strategies for motivating learners in biology. Discuss issues you will put across to teachers during your talk. [13]
 - (c) Clearly distinguish between extrinsic and intrinsic motivation. [2]

5. The School Certificate Biology syllabus includes a number of environmental issues.

- (a) Explain what an environmental issue is? [2]
- (b) Justify the inclusion of environmental issues in the biology syllabus. [3]
- (c) Select an environmental issue of your choice and describe how you would teach this issue to your class using a named learner – centred approach [12]
- (d) Justify why the strategy you want to use is more appropriate than using a teacher – centred approach. [3]

6. The current trend in the training of teachers of biology is to produce teachers who are reflective practitioners.

- (a) What do you understand by a 'reflective practitioner'? [2]
- (b) What are the benefits of practicing reflection? [3]
- (c) Give an account of how you will go about practicing reflection when you get back to your school after having done this course. [15]

===== The End =====

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2008 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

RS 101: INTRODUCTION TO WORLD RELIGIONS I

TIME: THREE HOURS

100 MARKS

Instructions:

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

1. a) What is your understanding of 'Religion'?
b) Why do you think it is important to study religions?
2. Explain clearly the following theories of the origin of religion
a) Animistic b) Nature worship c) Wish-fulfilment
3. Outline and analyse the rise of Zorathustra Spitama and clearly state his ethical code.
4. a) Clearly explain why Zoroastrianism is called a dualistic religion.
b) Compare and contrast the dualism of Zoroastrianism with the monotheism of Christianity.
5. a) Account for the rise of the Zionist movement.
b) What religious questions have been raised by the Holocaust?
6. a) Define the following terms:
i) Synagogue ii) Pharisees iii) Sadducees iv) Zealots
b) Clearly explain the last five Jewish holidays.
7. a) Describe the life of the first Christian community.
b) Who initiated the Vatican II Council and show what changes were brought about by this council.
8. a) How did the Church of England develop?
b) What is the significance of John Wesley?

===== **END OF THE EXAMINATION** =====

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2008/2009 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

DIRECTORATE OF DISTANCE EDUCATION

RS 101: INTRODUCTION TO RELIGIOUS STUDIES I

Time: Three Hours.

Instructions:

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

=====

1. (a). Although religion is a universal phenomenon found where people live, it is not easy to define. Give and explain three reasons for this.
 - (b). Briefly discuss the five characteristics of a major religion suggested by Religious Scholars.
2. Briefly describe the rise and fall of Zoroastrianism as a world religion.
3. (a). Who was Martin Luther and what was he protesting about in the main Catholic Church.
 - (b). Why are there so many Christian churches / denominations today?
4. What Religious beliefs did the Jews acquire during the Babylonian captivity, which still are part of Judaism?
5. Write notes on each of the following;
 - i) Bronislaw Malinowski
 - ii) E. B. Tylor
 - iii) James Frazer
 - iv) Max Muller
6. (a). What is the experience of the Numinous according to Otto?
 - (b). How would the notion of the Holy be experienced in your own religious experience (Christian, Islam among others).

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES
EDUCATION
FIRST SEMESTER EXAMINATIONS

RS 201: INDIGENOUS RELIGIONS IN SOUTHERN AFRICA

Date:	3 rd December, 2008.	Venue:	Library basement
Time:	Three (3) hours.	Time:	09-12 Hours
Instructions:	Answer any three (3) questions.		

- 1)
 - a) What is African Tradition Religion(s)? Where is it found, and how is it expressed?
 - b) How did African Traditional Religion become a dominant term in academia?
- 2)
 - a) Analyse and explain the social and political setting of the Pro-Bantu before their migration.
 - b) In addition, analyse their belief system that developed among the Western Bantu.
- 3) The Bantu Speaking People believe in a number of spirits. In a detailed account, write on the following beliefs and how they came about:
 - a) Belief in hunting spirits;
 - b) Belief in possession spirits;
 - c) Belief in lineage spirits.
- 4) African Traditional Religion is continuously wrestling with Christianity and Islam. Write a detailed account on the invasions and religious change among the Africans.
- 5) In your reading of African Religions from RS 201 literature, what would you describe as the Bantu Pantheon?
- 6) Historians, Anthropologists and Linguists seem to agree that current beliefs of the Bantu Speaking People in Sub-Sahara Africa today have Proto-Bantu antecedents. Clearly explain your position on the above assumption.

END OF EXAM.

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2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

RS 901: AFRICAN INITIATIVES IN RELIGION

TIME : THREE HOURS

INSTRUCTIONS : ANSWER 3 QUESTIONS ONLY

1. Is it true that AICs are more likely to come from Protestant churches than the Catholic Church? Why?
2. What contribution have AICs made to the whole of Christianity? Give at least 6 contributions.
3. How did the publication of Christian scriptures in the language of a tribe bring about discrepancy? What discrepancy is this?
4. Are AICs really Christian? Defend your position.
5. Why are AICs truly African havens of belonging?
6. Do AICs have a future in the light of the Charismatic churches in Zambia?
7. What would you describe as the major differences and similarities between AICs and Charismatic churches in Zambia?
8. Explain the following themes in AICs
 - i) Spiritual healing
 - ii) The renewal of the Holy Spirit
 - iii) Communion of Saints

END OF EXAMINATION

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UNIVERSITY FIRST SEMESTER EXAMINATIONS –DECEMBER, 2008

RS 921: RELIGION AND PSYCHOLOGY

TIME: THREE (3) HOURS

Marks: 100

INSTRUCTIONS:

ANSWER **THREE** QUESTIONS ONLY

- ✓ Marks will be awarded on the basis of coherence, depth, clarity, legibility of handwriting and synthesis.
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1. Write detailed notes in paragraph form on any three of the following;
 - (a) "Wholly Other"
 - (b) Anthropomorphism
 - (c) Saintliness
 - (d) Superego
 - (e) Healthy mindedness
2. "Behaviour theory is grounded in empiricism which emphasizes sense experience rather than reason." Discuss the statement and show how behaviourists' approach is generally considered to be reductive to religion.
3. Critically discuss Otto's conception of the Holy with special reference to his assertion that it is a realm unto itself and so not moral.
4. Can the essence of God be given in completely rational ways?
5. "Religion shall mean the feelings, acts, and experiences of individual men in their solitude, so far as they apprehend themselves to stand in relation to whatever they may consider the divine." Critically evaluate this definition of Religion.
6. Who are the **sick souls** for James? Give examples. What significance do they have for James' psychology?
7. "Sigmund Freud's religion is based on familial conflict within family constellation that results in psychic conflict in the individual." Critically discuss Freud's psychical origin of religious ideas and with concrete examples demonstrate how religion is an illusion. How valid is his view?
8. Discuss the salient features in Piaget's formal operations stage of cognitive development. Why is it that very few individuals reach this stage.

END OF EXAMINATION