

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2007 FIRST SEMESTER

1. AE 121/AED121 PSYCHOLOGY OF ADULT EDUCATION
2. AE 161/AED131 STUDY SKILLS
3. AE 231 COMMUNITY DEVELOPMENT
4. AE 421 LITERACY & LEARNING ENVIRONMENT
5. AED 321 ORGANISATIONAL THEORY IN ADULT EDUCATION
6. AED 331 CURRICULUM DESIGN IN ADULT EDUCATION
7. AED 341 EMERGING ISSUES IN ADULT EDUCATION
8. AED 431 GERONTOLOGY
9. AED 441 COMPARATIVE ADULT EDUCATION
10. EAP 931 THE HISTORY OF EDUCATION
11. EAP 941 INTRODUCTION TO THE PHILOSOPHY OF EDUCATION
12. EAP 965 INTRODUCTION TO THE GENDER ISSUES IN EDUCATION
13. EPS 151 INTRODUCTION TO SPECIAL EDUCATION .
14. EPS 231 SOCIOLOGY OF EDUCATION
15. EPS 261 CHILD NEUROPSYCHOLOGY
16. EPS 301 RESEARCH METHODS IN SPECIAL EDUCATION
17. EPS 311 LEARNING PROCESS: A PSYCHOLOGICAL PERSPECTIVE
18. EPS 351 TEACHING & LEARNING STRATEGIES IN SPECIAL EDUCATION
19. EPS 371 TEACHING CHILDREN WITH PHYSICAL DISABILITIES &
HEALTH IMPAIRMENTS
20. EPS 451 IDENTIFICATION, ASSESSMENT & INTERVENTION IN SPECIAL
EDUCATION
21. EPS 471 COUNSELLING IN CHILD DISABILITY (THEORY)
22. EPS 901 AN INTRODUCTION TO EDUCATIONAL RESEARCH
23. ISE 111 NATURE OF CHILDREN'S LEARNING
24. ISE 131 BASICS OF ART EDUCATION I

25. ISE 171 INTRODUCTION TO FOOD & NUTRITION SCIENCE
26. ISE 191 AURAL TRAINING
27. ISE 201 MUSIC TEACHING METHODS I
28. ISE 215 INSPECTION & SUPERVISION
29. ISE 221 HOME ECONOMICS TEACHING METHODS
30. ISE 251 THE BODY & PHYSICAL EDUCATION (PHYSIOLOGY)
31. ISE 241 ART TEACHING METHODS I
32. ISE 271 CLOTHING & TEXTILE SCIENCE
33. ISE 281 BASIC TOPICS IN SOCIAL STUDIES I
34. ISE 291 MUSIC III (MUSICS IN ZAMBIA)
35. ISE 351 ZAMBIAN SONGS & DANCES
36. ISE 371 FAMILY RESOURCE MANAGEMENT
37. ISE 381 SPECIAL TOPICS IN SOCIAL STUDIES
38. ISE 391 MUSIC(S) OF THE WEST
39. ISE 391 MUSIC IV (MUSIC (s) OF THE WEST)
40. LSE 211 SOCIAL STUDIES TEACHING METHODS
41. LSE 231 ENGLISH TEACHING METHODS I PRIMARY
42. LSE 271 ISSUES IN PRIMARY AFRICAN LANGUAGES EDUCATION
43. LSE 401 CURRICULUM STUDIES
44. LSE 431 ENGLISH TEACHING METHODS II
45. LSE 471 AFRICAN LANGUAGE TEACHING METHODS
46. LSE 491 RELIGIOUS STUDIES TEACHING METHODS
47. MSE 131 FOUNDATION MATHEMATICS FOR TEACHERS
48. MSE 231 PRIMARY MATHEMATICS EDUCATION I
49. MSE 331 MATHEMATICS EDUCATION I
50. MSE 341/351/361 BIOLOGY, PHYSICS & CHEMISTRY TEACHING METHODS
51. MSE 441/451/461 BIOLOGY, CHEMISTRY/ PHYSICS TEACHING METHODS
52. RS 101 INTRODUCTION TO RELIGIOUS EDUCATION
53. RS 101 INTRODUCTION TO RELIGIOUS EDUCATION (DISTANCE)
54. RS 201 INDIGENOUS RELIGIOUS IN SOUTHERN AFRICA
55. RS 311 THE IMPACT OF CHRISTIANITY & ISLAM ON AFRICA I

- 56. RS 335 INTRODUCTION TO WORLD SCRIPTURES I
- 57. RS 901 AFRICAN INITIATIVES IN RELIGION
- 58. RS 921 RELIGION & PSYCHOLOGY

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2007 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

AE161/AED 131 STUDY SKILLS

TIME: THREE(3) HOURS

**INSTRUCTIONS: THERE ARE FOUR (4) SECTIONS IN THIS PAPER.
READ THE INSTRUCTIONS CAREFULLY BEFORE YOU ATTEMPT THE
QUESTIONS IN EACH SECTION**

**SECTION A: ANSWER ALL THE QUESTION IN THIS SECTION. YOUR
ANSWERS SHOULD BE CONCISE AND PRECISE**

QUESTION 1

Study is a major activity for students at high institutions of learning. Show how a timetable can help you to

- a) avoid bias and
- b) minimise interruption in your studies.

QUESTION 2

Give an example of how note making can support active reading.

QUESTION 3

Identify the five (5) elements in a reference/bibliography of a book authored by one person.

QUESTION 4

A good essay is product of a range of activities. Complete the list of seven (7) stages in writing an essay.

- i. Study the title
- ii.
- iii.
- iv.
- v.
- vi.
- vii. Final copy

**SECTION B: ANSWER TWO (2) QUESTIONS ONLY. WRITE AN ESSAY
ON TWO (2) OF THE FOLLOWING TOPICS**

QUESTION 5

Good writing emanates from good reading.

QUESTION 6.

Why many students fail to study at the University of Zambia.

QUESTION 7.

Challenges of studying at the university of Zambia.

**SECTION C: FOR AE 161 STUDENTS ONLY: ANSWER ONE (1)
QUESTION ONLY, WRITE AN ESSAY**

QUESTION 8

Distinguish Kinetics from proxemics in communication

QUESTION 9

Show how verbal and non verbal communication support each other. Use examples.

SECTION D: FOR AED 131 ONLY:

QUESTION 10

Using the APA (American Psychological Association) write a reference for the following material.

- i. A chapter in an edited book
- ii. An article in monthly journal.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2007 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

AE 121/AED 121: PSYCHOLOGY OF ADULT EDUCATION

TIME: THREE (3) HOURS

**INSTRUCTIONS: ANSWER FIVE (5) QUESTIONS FROM THE LIST
GIVEN BELOW**

QUESTION 1

Discuss in detail:

- (a) Human behaviours
- (b) Experience
- (c) Interaction
- (d) Individual problems.

QUESTION 2

Adult learners are different from children. Discuss in details, and give examples of differences.

QUESTION 3

The African concept of adulthood means transmission of oral history and traditions. Discuss and give examples.

QUESTION 4

What does we mean when we say learning must be meaningful to the adult learner. Discuss.

QUESTION 5

Write briefly on each of the following:

- a) Motivation
- b) Feedback
- c) Interest
- d) Learning
- e) Previous experience.

QUESTION 6

The following are teaching objectives. Discuss each one of them in details.

- (a) Cognitive domain objectives
- (b) Affective domain objectives
- (c) Psychomotor domain objectives.

QUESTION 7

Describe in details each of the following

- (a) Negative transfer
- (b) Positive transfer
- (c) Vertical transfer
- (d) Transferable skills.

QUESTION 8.

Discuss in details about human brain, how it works.

- (a) Right brain dominant learning styles
- (b) Left brain dominant learning styles

QUESTION 9

What do the following mean to you?

- (a) Knowledge
- (b) Learning environment
- (c) Facilitator
- (d) Informal

QUESTION 10

Discuss four (4) body languages in details.

- (a) Gestures
- (b) Facial expressions
- (c) Eye contact
- (d) Posture.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2007 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

AE 421: LITERACY AND LEARNING ENVIRONMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY FOUR (4)

QUESTION 1

Define literacy, making a distinction between Basic and Functional Literacy.

QUESTION 2

The real value of literacy lies in its power as an efficient and effective communication tool. Comment.

QUESTION 3

In literacy work what is a primer and what is its function?

QUESTION 4

There are two methods of teaching literacy. Name them and explain how each of them works.

QUESTION 5

State the relationship between high illiteracy levels and high poverty levels in Zambia.

QUESTION 6

Explain why the majority adult illiterates in Zambia are women.

QUESTION 7

Since Independence Zambia has made several efforts to eradicate illiteracy without much success. Discuss reasons for this failure.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2007 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

AE 231: COMMUNITY DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY FOUR (4)

QUESTION 1

In trying to define the concept COMMUNITY. What is the importance of the element "Having a sense of belonging"?

QUESTION 2

In community development, projects are said to be merely outward signs of an inward grace. Explain why this is so.

QUESTION 3

Community development work should be based on a sound foundation of fact. What does this mean?

QUESTION 4

Community Development approach believes that leaders are not necessarily born but can be made. Explain.

QUESTION 5

What do you understand by the term latent need?

QUESTION 6

One of the methods/techniques used in community development to impart knowledge and skills is called Field Visits. What does it involve and what are its strengths and weaknesses?

QUESTION 7

Community action is an approach to Community work. How does it differ from Community Organisation?

QUESTION 8

What are the steps to be followed when establishing a Community Development Project

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2007 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

AED 331: CURRICULUM DESIGN IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY FOUR (4)

QUESTION 1

What is a "Curriculum"?

QUESTION 2

What are the major constraints in Curriculum change experienced by most innovators?

QUESTION 3

The School in Zambia has failed to solve both social and economic problems of the country why?

QUESTION 4

"There is nothing wrong with our school system; it is our politicians in Zambia who are selfish and fail to manage the economy". **Comment.**

QUESTION 5

How did European Colonialists easily manage to colonise and over-run the major social, political and economic institutions which eventually resulted in a Zambian experiencing an effective mental, spiritual and physical colonization?

QUESTION 6

If it were not for European colonialism let alone the ripples of the slave trade, which destroyed our indigenous African Education, Zambia today would be among the most developed countries in Africa. Applying an "Ideal Curriculum", explain how you would reverse the country's state of poverty to one that you envisage.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2007 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

AED 341: EMERGING ISSUES IN ADULT EDUCATION

TIME: THREE (3) HOURS

**INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS –ie TWO (2)
QUESTIONS FROM SECTION “A” AND TWO (2)
QUESTIONS FROM SECTION “B”**

SECTION A

INSTRUCTION: ANSWER ANY TWO (2) QUESTIONS FROM THIS SECTION

QUESTION 1

Justify or contest the position that refugees are a form of waste.

QUESTION 2

Elucidate on the fact that Negative Peace/Structural Violence Impacts negatively on National Development.

QUESTION 3

Explain the two (2) contrasting schools of thought on the role of AID in National Development.

SECTION B

INSTRUCTION: ANSWER ANY TWO (2) QUESTIONS FROM THIS SECTION

QUESTION 1

As an Adult Educator, outline and explain strategies which you can devise to stem off the escalation in the debt crisis in the country.

QUESTION 2

Good governance is inter alia, associated with the efficient and effective operations of the three (3) arms of government. Provide an explanation of how the Judiciary checks and regulates the powers and performance of the Executive and Legislature.

QUESTION 3.

It is said that Human Rights is equal to Development. Extrapolate more on this equation.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2007 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

AED 441

COMPARATIVE ADULT EDUCATION

TIME: THREE HOURS

**INSTRUCTIONS: THERE ARE THREE (3) SECTIONS IN THIS PAPER.
BEFORE ANSWERING THE QUESTIONS, READ CAREFULLY
THE INSTRUCTIONS FOR EACH SECTION.**

SECTION A

Instructions: Answer **one** question from this section.

1. What is comparative adult education? Use any case study discussed in class to illustrate the functions of Comparative Adult Education.
2. What is comparative adult education? Show how educational borrowing has influenced the development of adult education in any country of your choice.

SECTION B

Instructions: Answer the **only** question in this section

3. The first UNESCO World conference on adult education resolved that international cooperation was one way of achieving peace and mutual understanding among nations. Evaluate the extent to which UNESCO has lived up to its mandate as a purveyor of peace in the world.

SECTION C

Instructions: Answer **one** question from this section

4. Would you recommend a macro approach or a micro approach to the comparative analysis of adult education? Using an example, briefly describe your preferred approach and justify your preference.
5. Using the contrast between Bereday and Holmes, provide a critical analysis of Brian Holmes' problem-solving approach to comparative education.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES
2007 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
EAP931 – THE HISTORY OF EDUCATION

TIME: THREE HOURS

INSTRUCTIONS

- i) Answer any THREE questions.
 - ii) Each question carries 20 marks.
 - iii) Write legibly and do not cut words at the end of the line.
 - iv) Credit will be given for practical examples you provide in your presentation of answers.
 - v) Answer sheets with names on them will not be marked.
 - vi) There is one (1) printed page in this examination.
-

- 1) Examine the characteristics of African Indigenous Education. Critically discuss the merits and demerits of this indigenous education in societies in Africa.
- 2) Give the causes of the rise of the Reformation. Critically discuss the effects of the Reformation.
- 3) Give an account of the educational activities during the Middle Ages. Critically analyse the role played by the church in preserving knowledge during this period.
- 4) What do you understand by the term "civilisation"? critically examine the contributions of Greece and Rome to world civilisation.
- 5) The 18th Century marked the turning point in human thinking and progress for most western nations and began the process of ushering in of modern forms of intellectual liberty.

Comment on this statement with particular reference to the evolution of education in western countries.

- 6) What was the New State Theory of Education?
- 7) Discuss how Education can become a national tool for development, giving relevant examples.
- 8) Is scientific knowledge linked to educational development?
- 9) "... knowledge is the soul of the Republic ... nothing should be left undone to afford all ranks of people the means of obtaining a proper degree of education..."

Explain how contemporary Zambia is using access to education to promote national development.

END OF EXAMINATION!

**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
2007/2008 ACADEMIC YEAR SECOND SEMESTER DEFERRED EXAMINATIONS**

EAP 111: THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: i) Answer any THREE questions
ii) Each question carries 20 marks
iii) Total marks: 60
iv) Write legibly and do not cut words at the end of each line.
v) There is **one** printed page in this examination.

1. Compare and contrast Indigenous type of education with the Western type of education. Examine how education has influenced development in Zambia.
2. Primary education was relatively advanced in 1964. What measures did the new Government of Zambia implement regarding the development of this sector of education?
3. Examine the Human Resource Development (HRD) problems in developing countries in the 1960s and critically evaluate the strategies adopted for their resolution.
4. Critically assess the factors that triggered the education reform movement in Zambia in the 1970s. Why did Zambia fail to implement the educational reforms?
5. Identify and discuss problems in the education sector which were directed for attention in Focus on Learning policy document.
6. An overall objective of national policy in education in Zambia is to establish new and revitalised partnerships, involving all providers of education and all levels. Examine the rationale of the policy initiative in the light of basic education provision.

END OF 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 SEMESTER EXAMINATIONS 2007**

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) There are two (2) printed pages in this examination.

QUESTIONS.

1. Discuss the meaning of 'Philosophy of Education' and advance the reasons for inclusion of such a discipline in the curricula of universities in the developing world.
2. Critically examine the philosophical educational ideas of any two philosophers below and assess their contributions to the development of modern education systems.
 - (a) John Locke.
 - (b) Jean Jacques Rousseau.
 - (c) Pestalozzi.
3. Discuss empiricism and rationalism as philosophical schools of thought. Give details on how these schools of thought contributed to the development of the school curriculum.
4. *'Every society has an ideology, which constitutes society's philosophy of life and is determined by that society's philosophy of education.'* In light of the above statement, Discuss the ways the policy and practice of education in Zambia has been reflecting society's ideology since 1991.
5. In order to increase the access to, participation in and achievement through education for the girls, the government of Zambia has introduced the re-entry policy. Explain the factors, which have led to the ills against women in the education system and highlight the measures that have been taken to address such ills.
6. Distinguish act utilitarianism from rule utilitarianism, taking into account of their central arguments as far as determination of the morality of an action is concern. Which of the two utilitarianism would you regard to be similar to Immanuel Kant's moral principle of the categorical imperative, and in what ways?

7. *'Some sectors of the Zambian society are advocating that corporal punishment should be re-introduced in schools due to high levels of indiscipline among pupils.'*

Discuss and justify the above statement in light of Hart and Foucault's concepts of punishment.

8. In Zambia's Third Republic, education provision has been liberalized. What were the reasons for democratising and liberalising education provision? Discuss the merits and the shortcomings that decentralization of education has displayed since its inception.

9. The Federal Government used a two-pronged approach to the provision of education in Northern Rhodesia. Give a philosophical explanation for adopting such a policy.

End of Examination.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2006/2007 ACADEMIC YEAR FIRST SEMSTER
FINAL EXAMINATIONS
EPS 151 - INTRODUCTION TO SPECIAL EDUCATION
TIME - THREE (3) HOURS

INSTRUCTIONS

- a) THE PAPER CONSISTS OF THREE SECTIONS.
 - ANSWER ALL THE QUESTIONS IN SECTION A.
 - ANSWER FIVE QUESTIONS IN SECTION B.
 - ANSWER TWO QUESTIONS IN SECTION C, QUESTION ONE IS COMPULSORY.
- b) THIS EXAMINATION CONTRIBUTES 50% TO THE TOTAL COURSE WORK
- c) CREDIT WILL BE GIVEN FOR LOGICAL AND ORDERLY PRESENTATION OF WORK.
- d) WRITE ALL ANSWERS IN THE ANSWER BOOKLETS PROVIDED.

SECTION A (10 Marks)

Answer all the questions in this section

1. According to PL94 -142, children in the age range of _____ and _____ with disabilities are eligible for special education and related services.
 - a) 0 and 20
 - b) 3 and 21
 - c) 5 and 16
 - d) 1 and 21
2. The Ministry of Education assumed responsibility of providing special education in Zambia in

- a. 1971
 - b. 1977
 - c. 1996
 - d. 1969
3. Which of the following is not a feature of the era of institutionalization
- a) Isolation
 - b) Creation of human ware houses
 - c) Skill training for the disabled
 - d) Feeling sorry for the disabled
4. Special education differs from the regular education provided because it tries to take into account inter- individual and intra- individual differences. TRUE/ FALSE
5. Variations in definitions of special education have arisen because of differences in perceptions, orientations and experiences of professionals. TRUE /FALSE
6. The philosophy by _____ and _____, emphasizing the dignity of all human beings influenced society's change of attitudes towards persons with disabilities.
7. The first forms of special education appeared in the latter part of the _____ Century in the two countries, _____ and _____.
8. Article number _____ of the Convention on the Rights of the Child provides that States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions, which ensure dignity, promote self-reliance and facilitate the child's active participation in the community
9. Francis Galton who lived between 1822 – 1911 was concerned with the education of children who were _____.
10. The African charter on Human and peoples' Rights is also referred to as _____
-

SECTION B (15 Marks)

Write brief notes on any five of the following

1. Requirements for inclusive schooling
2. Louis Braille
3. Integration
4. Economic argument for special education provision
5. Goal areas in Education for All persons with disabilities campaign
6. Curriculum for special needs
7. High(secondary) school special unit

SECTION C (25 Marks)

Answer question one which is compulsory and any other question

1. The Zambian society has features of the four eras in the growth of special education and disability issues in general. Critically analyze this statement using appropriate examples.(15 Marks)
2. Discuss, with the use of specific examples ways in which the government, the church and other non governmental organizations have contributed to the development of special education in Zambia.(10 Marks)
3. The education of persons with disabilities is a human rights issue. Analyze specific articles on education from international instruments and state how Zambia can uphold the right to education for persons with disabilities. (10 Marks)

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
2007 ACADEMIC YEAR FIRST SEMESTER
DEFERRED EXAMINATIONS
EPS 151 - INTRODUCTION TO SPECIAL EDUCATION
TIME - THREE (3) HOURS

INSTRUCTIONS

- a) THE PAPER CONSISTS OF THREE SECTIONS.
 - ANSWER ALL THE QUESTIONS IN SECTION A.
 - ANSWER FIVE QUESTIONS IN SECTION B.
 - ANSWER TWO QUESTIONS IN SECTION C, QUESTION ONE IS COMPULSORY.
- b) THIS EXAMINATION CONTRIBUTES 50% TO THE TOTAL COURSE WORK
- c) CREDIT WILL BE GIVEN FOR LOGICAL AND ORDERLY PRESENTATION OF WORK.
- d) WRITE ALL ANSWERS IN THE ANSWER BOOKLETS PROVIDED.

SECTION A (10 Marks)

Answer all the questions in this section

1. _____ established the first American Residential School for students who were deaf (now known as the American School of the deaf)
2. Modification to the curriculum for special needs does not include one of the following.
 - a) additional services of professional
 - b) pace of instruction
 - c) special educational needs
 - d) materials and equipment

3. The _____ argument for providing special education capitalizes on the view that education is a human right.
4. The period between _____ and _____ constituted the era of institutionalization.
5. The principle of _____ in PL 94- 142 states that all children with disabilities must be provided with an assessment before placement. .
6. Kirk (1972) defined it as “ that aspect of education which apply to _____ and _____ and which comprise modification of or addition to school subjects and practices intended for the ordinary child.’
7. _____ is the largest and oldest interdisciplinary professional association in the field of mental retardation.
8. In Zambia, early form forms of special education were provided by a person called _____.
9. Early forms of special education were motivated by _____ factors.
10. Marginalization of persons with disabilities means _____

11. The instructions or curriculum in the first special school in Zambia comprised _____ and the _____ particularly to adult pupils and their wives.
12. Children’s rights world over are recognized in an international document called _____, enforced in 1990 by the United Nations.

SECTION B

WRITE BRIEF NOTES ON ALL THE FOLLOWING IN THE SPACES PROVIDED.

1. Benefits of inclusive schooling
2. The difference between Disability and Handicap
3. Maria Montessori
4. Rule number 7 of the United Nations Standard Rules
5. Goal areas for Education for All persons with disabilities campaign

SECTION C

Answer question one which is compulsory and any other question

1. Discuss, with the use of specific examples ways in which the government, the church and other non governmental organizations have contributed to the development of special education in Zambia.(15 Marks)
2. The Zambian society has features of the four eras in the growth of special education and disability issues in general. Critically analyze this statement using appropriate examples.(10 Marks)
3. Give a critical analysis of the advantages and disadvantages of providing special education.(10 Marks)

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

EPS 231: SOCIOLOGY OF EDUCATION

FIRST SEMESTER FINAL EXAMINATION-AUGUST 2007

TIME: 3 HOURS

INSTRUCTIONS:

There are **TWO** sections in this paper. Section A has objective Questions and contributes 20%, and 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 most appropriate answer.

1. The _____ postulate 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
2. A social status is
 - A. A specific position in the social structure
 - B. A well-defined role with little conflict
 - C. An important position in society that others aspire to
 - D. A set of expectations about one's behaviour
3. 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.
4. 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.
5. Only one of these topics can be studied using a micro-sociological theory. Which one of these topics?
 - A. The factors affecting the status of a teacher
 - B. The role of education in economic development
 - C. The choice of a teacher as a career
 - D. Relationship between indiscipline and school environment
6. Which one of these is a characteristic of a pathological bureaucracy?
 - A. Division of labour
 - B. Pressure from colleagues
 - C. Expertise
 - D. Flow of command from higher to lower officials.

7. There are some teachers who are behaving unbecomingly, and some of these teachers have been disciplined. What characteristic of a profession are they contravening?
- A. Code of ethics
 - B. Recognition
 - C. Authority
 - D. Freedom of practice.
8. Unwillingness to teach approved curriculum is known as
- A. Weakness of intention
 - B. Incompetent intention
 - C. Curriculum modification
 - D. None of the above
9. 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
10. 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.
11. 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
12. Socialisation means:
- A. Education
 - B. Passing on of culture from old to the young generation
 - C. Learning how to get along with others
 - D. Learning skills of communicating with members of the community
13. 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

14. A sum total of attitudes which are associated with schooling are known as
A. Social stratification
B. Modernity Syndrome
C. Psycho-socio change
D. Social development

15. One of the themes of Sociology of education is:
A. Explanation of the process involved in social cognitive development.
B. Explanation of the relationship between economic growth and employment.
C. The relationship between the community and the institution of learning.
D. The process of managing student patients in a learning institution.

16. 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

17. Name one person with a diffuse role.
A. A bank teller with a customer
B. A nursing tutor dealing with trainee nurses
C. A gynaecologist with her patient
D. A secondary school teacher dealing with the school secretary

Fill the blanks with the most appropriate words or phrases.

18. According to Good and Brophy the third stage in the Self-fulfilling Prophecy is.....
.....
.....

19. According to Ansu Datta the belief that education leads to economic development rests on three assumptions. These are:

- a) _____
b) _____
c) _____

20. When any social group, social status, moral principle or cultural value hinders the fulfilment of one or more of the needs of the society, it is said to be-----

21. Nathan Glazer calls social work a -----.

22. One of the features of an organisational status is -----

23. At one time in this country a certain group of workers went on strike because they wanted to convince the government and the public that they were professionals. What aspect of professionalism did they want to achieve?-----

24. -----has argued that in Britain, teaching has achieved a professional status.
25. Mr. Just Zulu was transferred from Nyimba High School to Chassa High School. At Chassa High School, teachers expected the deputy head, Mr. Newtown Mwale to become the next Head because they had confidence in him, and he was a charismatic leader. When Mr. J. Zulu came to Chassa, whatever he said or did, all teachers complained that their former head did not do things that way. "He was kind, he always visited them when they had bereavements in the families, and he represented their interest effectively. Not this new head". 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? -----
26. Using Confucian education, ----- illustrated the role of education under various styles of leadership.
27. -----refers to change or progress of the society.
28. In George Mead's socialization theory, the part of our identity that is aware of the expectations of the society is known as.....
29. Behavioural patterns that are forbidden to members of a society e.g. incest are known as.....
30. Incompatibility between two or more roles is known as anconflict.
31. Norms that do not have great moral significance attached to them are known as.....

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

- | | | |
|-----------------------------------|-----------------------|----------|
| 32. Secondary ----- | a) Bureaucracy | 32.----- |
| 33. Conservative functions----- | b) Stability/Progress | 33----- |
| 34. Max Weber----- | c) Smith and Inkeles | 34----- |
| 35. Sponsored Mobility----- | d) Deviation | 35----- |
| 36. Comte----- | e) Community status | 36----- |
| 37. Psychological Modernity ----- | g) Education | 37----- |
| 38. Stub----- | h) Ralph Turner | 38----- |

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. To Emile Durkheim, Sociology of Education is epitomized in four key areas.
Critically analyse these four areas using clear examples from the Zambian situation
2. Although social class, biological makeup and the environment are very important in the performance of the students, the internal operations of the school and the curriculum content are equally if not more important than other factors in determining the performance of students in the classroom. Discuss this statement in light of the New Sociology of Education Theory.
3. Using a high school or basic school as an example, critically analyse the statement that “the open systems approach is the best way to study any educational institution”.
4. Outline George Herbert Meads’s theory of the socialization process. Describe the two components of the self and show how they are related.
5. Explain the role of education as a social institution in the sustenance of a society.

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

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
FIRST SEMESTER EXAMINATIONS, AUGUST 2007
EPS 261 CHILD NEUROPSYCHOLOGY**

TIME: 3 HOURS

INSTRUCTIONS

ANSWER SECTION A ON THIS QUESTION PAPER

ANSWER ALL QUESTIONS FROM SECTION B

ANSWER TWO QUESTIONS FROM SECTION C. QUESTION 1 IS COMPULSORY

CREDIT WILL BE GIVEN FOR CLARITY OF IDEAS AND ORIGINALITY.

Computer Number _____

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION.

CIRCLE THE APPROPRIATE ANSWER TO EACH QUESTION

1. According to _____ the ventricles are responsible for controlling behaviour.
 - a. Gall
 - b. Descartes
 - c. Luria
 - d. Phineas Gage
2. Which of the following facilitates the rate of impulse transmission in the neuron?
 - a. Sodium
 - b. Potassium
 - c. Fat
 - d. Chlorine
3. Which two lobes does the Central Sulcus divide?
 - a. Parietal and Frontal
 - b. Parietal and Occipital
 - c. Left and Right
 - d. None of the above
4. Christie and Nancy are both expecting mothers. Christie is 35 weeks pregnant while Nancy is 28 weeks pregnant. Which of the two mothers is likely to have a child with severe impairments?
 - a. Christie
 - b. Nancy
 - c. Both of them
 - d. None of them
5. The 8th cranial nerve is responsible for _____.
 - a. Vision
 - b. Hearing
 - c. Movement
 - d. Taste
6. Aneli is not able to control her movement, orientation, recognition, perception of stimuli. Which of the lobes is likely to be damaged?
 - a. Frontal Lobe
 - b. Parietal lobe
 - c. Occipital Lobe

- d. Temporal Lobe
- 7. Which of the following will affect the ability of the eye to react to high intensities of light?
 - a. Absence of the pupils
 - b. No lens
 - c. Absence of cones
 - d. Presence of rods
- 8. After having a CAT scan, King's brain has a few gyri on it. This is as a result of a problem that may have occurred during
 - a. Bulk brain growth
 - b. Mitosis
 - c. Cell generation
 - d. Chemospecificity
- 9. When development of the brain understood through study of other species of animals. What approach of brain study is it called?
 - a. Developmental
 - b. Comparative
 - c. Animal-Human
 - d. Phrenology
- 10. A child born at 30 weeks of gestation is definitely going to have mental retardation.
 - a. True b. False
- 11. Cytodifferentiation is one of the methods of brain study.
 - a. True b. False
- 12. A slow adaptor is a type of receptor is that makes us aware of what we are wearing even when we are not conscious about it.
 - a. True b. False
- 13. The human brain has only two fibres that connect parts of the brain.
 - a. True b. False
- 14. We are able to detect impulses because they move from the myelin sheath to the cell body.
 - a. True b. False
- 15. Once the postsynaptic cleft releases neurotransmitters, the nerve impulse cannot be stopped.
 - a. True b. False
- 16. Pimpa and his father have been involved in an accident. They both have left Parietal lobe damage. They are both likely to have permanent language impairment.
 - a. True b. False
- 17. A malnourished child is most likely to poor reflex actions.
 - a. True b. False
- 18. Hemispheric Specialisation is a function of intrinsic and extrinsic factors.
 - a. True b. False
- 19. The association area is one of the intermediate fields that myelinate at 12 weeks of gestation.
 - a. True b. False
- 20. In order to classify an impairment as an impairment, it is important to include gender and age in the diagnosis
 - a. True b. False

SECTION B. ANSWER ANY FIVE QUESTIONS IN THIS SECTION

Write brief notes on FIVE of the following

1. Reuptake
2. Cytodifferentiation
3. Ventricles
4. Reticular formation
5. Extrapyramidal System
6. Repolarisation
7. The All-or-None Principle
8. Cell generation
9. Meningitis
10. Ossicles

SECTION C. ANSWER QUESTIONS ONE AND ANY OTHER.

1. Discuss the effects of drugs on the Central Nervous System with the aid of a diagram. Credit will be given for clear labels. **(15 Marks)**
2. Critically analyse how Special Education and Neuropsychology are related? **(10 Marks)**
3. The effects of a teratogen depend on several factors. Critically analyse these factors with appropriate examples. **(10 Marks)**
4. Illustrate how information is transmitted from one neuron to the other. Draw a diagram of the activities taking place at the synapse. **(10 Marks)**
5. Discuss the processes that take place during the development of the Human Central Nervous System. **(10 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2007/8 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EPS 311: LEARNING PROCESSES: A PSYCHOLOGICAL PERSPECTIVE

TIME: THREE HOURS

INSTRUCTIONS:

1. THIS PAPER CONSISTS OF THREE (3) SECTIONS A B AND C.
2. ANSWER ALL QUESTIONS IN SECTIONS A AND B.
3. ANSWER TWO (2) QUESTIONS IN SECTION C, QUESTION 1 IS COMPULSORY AND CHOOSE ONE OTHER QUESTION IN THIS SECTION.
4. THIS EXAMINATION CONTRIBUTES 50% TO THE TOTAL COURSE.
5. CREDIT WILL BE GIVEN FOR ORDERLY PRESENTATION OF WORK.
6. WRITE ANSWERS FOR SECTIONS A AND B ON THE QUESTION PAPER

SECTION A: Answer ALL questions in this section and write your answers in the grid below

1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	

1. Adaptation is an important concept in Piaget's theory of cognitive development. This concept can be traced back to Piaget's early work in _____
 - a. Psychology.
 - b. Biology.
 - c. Philosophy.
 - d. Physics
2. Mendel's observation that characteristics do not blend with or contaminate one another but preserve their original integrity as they pass unchanged in succeeding generations from father to grandchild is known as _____
 - a. Principle of independent assortment
 - b. Principle of segregation
 - c. Transmission of genetic material

- d. None of the above
3. The cells in the interior of the blastocyst give rise to the ectoderm, _____, and endoderm.
- Mesosystem
 - Mesoderm
 - Heart
 - Neural tube
4. The embryonic period occurs from the third to the eighth week after conception. During this short time, every major organ takes shape, in at least a primitive form, in a process called _____.
- Ooyogenesis
 - Spermatogenesis
 - Organogenesis
 - Embryonic development.
5. When Jeremy was doing his math homework, he could be heard mumbling aloud: "I carry the six, so that makes this six plus three equals nine." According to Vygotsky, Jeremy just gave us an example of: _____.
- Social Speech.
 - Private Speech.
 - Inner Speech.
 - Internalized Speech.
6. During the process of Meiosis, a somatic cell divides to make _____.
- Two body cells
 - Two gametes
 - Four body cells
 - Four gametes
7. _____ is the guidance, support, and assistance a teacher provides to students during social interaction that allows students to gain skill and understanding.
- Accommodation
 - Private speech
 - Scaffolding
 - Internalization
8. _____ gives an indication of an individual's intelligence compared with other individuals of the same chronological age.
- Mental age score
 - Chronological score
 - Fluid intelligence
 - Intelligence quotient score
9. The extent to which variations within a population are environmentally determined is known as _____.
- Environmentality
 - heredity
 - Heritability
 - Environment

10. The Stanford-Binet and Wechsler tests are _____ administered intelligence tests.
- Individually
 - Group
 - Both individually and group
 - None of the above
11. According to Gardner, which of the eight skills related to intelligence would Farming cooperative consider if they were looking for a farm manager?
- Practical skills
 - Naturalist skills
 - Analytical skills
 - Bodily-kinesthetic skill
12. Latisha scores high on traditional intelligence tests such as the Stanford-Binet and is a star of her class. Sternberg calls this of kind of skills _____.
- Creative intelligence
 - Naturalist intelligence
 - Analytical intelligence.
 - Practical intelligence
13. The second level of Bronfenbrenner's model encompasses connections between Microsystems is known as _____.
- Ecological systems model
 - The macrosystem
 - The chronosystem
 - the mesosystem
14. According to Sternberg's Triarchic theory of intelligence, three factors need to be considered when describing intelligence. Which of the factors below is NOT one of Sternberg's three factors?
- the age of the individual
 - the cognitive processes within the individual
 - the situations that require intelligence
 - the practical application in the outside world
15. The individual's evaluation that he or she has specific performance capabilities on a particular type of task is _____.
- Attribution theory
 - Learned helplessness
 - Self-efficacy
 - Intrinsic motivation
16. _____ theory of _____ learning states that people learn through watching a model, displaying the behaviour of interest.
- Jerome Bruner's ; discovery
 - Robert Gagne's ; concept
 - B. F. Skinner's ; social
 - Albert Bandura's; observational

17. What do we call the procedure in which reinforcement is used to guide a response closer and closer to a desired response?
- Stimulus discrimination
 - Stimulus generation
 - Spontaneous recovery
 - Shaping
18. Charles Spearman inferred the existence of a "g" (or general) factor in intelligence from the observation that _____
- People's scores on intelligence tests correlate highly with measures of the size of their cerebral cortex.
 - People who score high on a test one day are likely to score high again if they take the same test another time.
 - People who do well on a test of one kind of intellectual ability generally do well on tests of other kinds also.
 - The mean score on intelligence tests is the same in all countries.
19. The reliability of a psychological test is practically the same thing as its _____
- Regression.
 - Validity.
 - Standardization.
 - Repeatability.
20. Classical conditioning usually works best if which of the following occurs?
- The conditioned stimulus (CS) is presented just after the unconditioned stimulus (UCS)
 - The CS is presented just before the UCS
 - The CS is presented many hours after the UCS
 - All of the above are equally effective
21. Which statement below most accurately contrasts Erikson's concepts of initiative and industry?
- Industry refers to making creative attempts to accomplish something; initiative refers to a feeling of actually accomplishing something.
 - Initiative is related to deeply felt, instinctual personality traits; industry refers to drives and motives that are learned in the environment.
 - Initiative refers to making creative attempts, regardless of outcome; industry relates to a feeling of actual accomplishment.
 - Initiative and industry are used interchangeably by Erikson to describe an urge for autonomy of thought and action in the early elementary years.
22. Which strategies would Vygotsky suggest for teaching children about the use of various tools to "write"?
- Involve parents at the mesosystem level.
 - Encourage more competent peers to talk to and assist less competent children.
 - Use consistent reinforcement and modelling.
 - Help children construct feelings of industry in the area of mathematics.
23. Which of the following persons is *not* a part of a child's exosystem?
- Teachers
 - Adult neighbours
 - Legal services professionals

- d. Family service providers
24. Melinda completed the Graduate Record Examination when she applied for a post graduate degree in the USA. Six months later, she took the same test when she applied for a position with another University. The fact that her scores were almost identical on the two occasions suggests that the test has a high degree of:
- a. content validity.
 - b. reliability.
 - c. predictive validity.
 - d. standardization.
25. It would be most reasonable to suggest that the Flynn effect is due in part to: _____
- a. the deteriorating quality of parental involvement in children's education.
 - b. increasingly improved childhood health and nutrition.
 - c. the decreasing reliance on a single test score as an index of mental aptitudes.
 - d. the failure to restandardize existing intelligence tests.
26. Which is an observation that supports Noam Chomsky's ideas about language acquisition?
- a. Children's language development follows a similar pattern across cultures
 - b. Children acquire language quickly and effortlessly
 - c. The stages of language development occur at about the same ages in most children
 - d. All of the above
27. Let's say that your mother is one of an identical-twin pair. She was separated from her twin in infancy and has recently been reunited with her. When you first saw your aunt, you felt the same emotions you normally feel for your mother. This shows the effects of _____
- a. stimulus discrimination.
 - b. extinction.
 - c. stimulus generalization.
 - d. spontaneous recovery.
28. Ms Johnson gives a test at the end of each school year to determine what her pupils have learned during that year. Her test would be best classified as a/an _____ test.
- a. achievement
 - b. aptitude
 - c. intelligence
 - d. standardized
29. A child in the first stage of moral development would most likely agree with which of the following?
- a. "Might makes right."
 - b. "Right is whatever makes others like you."
 - c. "What's right is what's legal."
 - d. "To know what's right, listen to your conscience."
30. Which of the following correlation coefficients shows the weakest relationship between two variables?
- a. -0.89 b. -0.13 c. +0.35 d. +0.74

SECTION B: Answer ALL questions in this section; Write your answer for each in the spaces provided below (10 marks).

1. What is the difference between reliability and validity of an intelligence test?

2. The Stanford-Binet yields an overall IQ plus four “area” IQs. State two of the four areas of IQ.

3. State the two (2) measures used to determine the reliability of an instrument.

- i. _____
- ii. _____

4. Rewards such as school grades, wages and promotions are _____ motivated, whereas _____ motivation entails undertaking some activity for the individual’s own sake.

5. Define the following Psychological concepts:

a) Locus of control

b) Negative reinforcement

c) Post Conventional Morality

6. State two stages of Kohlberg's second level of Moral Development

a) _____

b) _____

7. State two theories of language development.

a) _____

b) _____

SECTION C: Answer two (2) questions in this section. Question 1 is Compulsory, choose One Other question. Write your answers in a SEPARATE ANSWER booklet (15 marks).

1. The table below shows results from two literacy tests (test 1 and 2) administered in Mrs. Inaak's second grade class at Mwamuna Basic School in Lusaka. Study the table below and answer that follow (10 marks):

Pupil	Test 1	Test 2
1	13	21
2	13	21
3	13	17
4	14	17
5	18	9
6	14	12
7	14	18
8	11	17
9	8	15
10	11	14

a. Calculate the following (show your work);

i. Medium and mode scores for Test 1 and Test 2 results.

ii. Mean for test 1 and test 2 results.

iii. Using the following formulae calculate the standard deviation for both the Test 1 and Test 2 scores separately.

$$\sigma = \sqrt{\frac{\sum (X - \bar{X})^2}{n}}$$

σ = standard deviation
 \sum = summation

- iv. How would Lev Vygotsky explain the learners' improved mean achievement on the post-test compared to Test 1?
 - v. According to Vygotsky, what method can one use to achieve the difference between the two sets of test scores?
2. Write brief short (2-3 sentences) notes on two (2) of the following Psychological terms. (5 marks)
- a. Private speech
 - b. Adaptation
 - c. Self-esteem and Academic achievement
 - d. Self-regulation
3. State and briefly explain similarities and differences between crystallized and fluid intelligence. (5 marks)

End of Exam

Invigilator's Copy

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2007/8 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATIONS**

**EPS 371: TEACHING CHILDREN WITH PHYSICAL DISABILITIES AND
HEALTH IMPAIRMENTS**

TIME: THREE (3) HOURS

INSTRUCTIONS:

- i. THIS PAPER CONSISTS OF TWO (2) SECTIONS: A AND B.
 - **SECTION A:** THERE ARE 11 FILL-IN QUESTIONS. WRITE YOUR ANSWERS IN THE SPACES (HAND IN YOUR QUESTION PAPER).
 - **SECTION B:** THERE ARE FOUR QUESTIONS IN THIS SECTION. ANSWER ~~THREE~~ ^{Two} (3) QUESTIONS. QUESTION 1 IS COMPULSORY. CHOOSE ~~TWO~~ ^{ONE} OTHER QUESTION~~S~~ IN THIS SECTION.
- ii. THIS EXAMINATION PAPER CONTRIBUTES 40% TO THE TOTAL COURSE.
- iii. CREDIT WILL BE GIVEN FOR ORDERLY PRESENTATION OF WORK.

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION IN THE SPACES PROVIDED ON THE EXAMINATION PAPERS

1. Physical Impairments can be subdivided into two main categories, namely;
 - a. _____
 - b. _____
2. There are two main types of Anti-retroviral (ARV) therapy drugs available for HIV/AIDS infected individuals, one prescribed in the early stages of the disease while the other one in the later stages. Give the names of the two types of drugs.
 - a. _____
 - b. _____
3. Normally, a person without asthma can exhale about 75 percent to 85 percent of the air in the lungs within a second, emptying them within three seconds. The presence of Asthma reduces this amount significantly. The instrument used to determine whether one is Asthmatic^{is} called _____.
4. The type of Spina Bifida where the spinal cord lining protrudes out into a sac, but the spinal cord and nerves are not displaced is called _____.
5. Successful integration of a child with Spina Bifida into school sometimes requires changes in School _____ or/and the _____.
6. Muscular dystrophy refers to a group of genetic, hereditary muscle diseases that cause progressive muscle weakness. Nine diseases including Duchenne, Becker, Limb Girdle, Congenital, Myotonic, Oculopharyngeal, Distal, _____ and _____ are always classified as muscular dystrophy.
7. Spastic Cerebral Palsy can be classified into categories by topography depending on the region of the body affected; two of these are:
 - a. _____
 - b. _____
8. State two major benefits of an effective teacher-parent partnership for children with physical disability and health impairments.
 - a. _____

b. _____

9. Hepatitis B is an infectious viral disease and causes inflammation of the _____ and is characterized by jaundice and _____.

10. Apart from mother to child and heterosexual activity, name two other methods how HIV/AIDS is transmitted in Zambia.

a. _____

b. _____

11. Define the following terms (10 marks)

i. Orthopaedic impairments

ii. Neuromotor impairments

iii. Spinal cord disorders

iv. Absence seizure

v. Ataxia

SECTION B: THERE ARE FOUR QUESTIONS IN THIS SECTION. ANSWER TWO (2) QUESTIONS. QUESTION 1 IS COMPULSORY. CHOOSE ONE OTHER QUESTION IN THIS SECTION. (NB; Question 1 should be written in a Separate Booklet)

1. The treatment goal for many of youngsters with physical disabilities and healthy impairments is for them to stay strong, healthy, and active and to lead as normal lives as possible. Accomplishing this goal requires considerable attention to many components. With the use of examples, critically analyze these components and the specific ways teachers can help the children.
2. Write short answers on the following:
 - a. Briefly explain the relationship between Rhesus factor and physical disability.
 - b. Explain how the Duchenne Muscular Dystrophy (DMD) is transmitted from the parent to the offspring.
 - c. Briefly explain the causes of wheezing ~~of~~ among Asthmatic learners.
3. State and discuss five (5) barriers to effective teacher/parents partnerships in providing education to children with Orthopaedic and Health impairments in Zambia. Suggest solutions to the problems you raised in your answer.
4. Discuss the main obstacles that children with Physical Disabilities and Health Impairments face in their quest to learn in the classroom. What measures can the educator put in place to minimise these obstacles?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2007 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.
- This question paper has four questions. Attempt question one (1) and any other two (2) questions.
- Credit will be given for orderly presentation of the work.

Question 1.

Tionenji is a girl of 14 years. Observations indicate that she has mild mental retardation. She also depicts behaviour of electra complex. In addition, Tionenji depicts maladaptive behaviour of inertia. As an adolescent, Tionenji seems to have failed to establish her identity and has entered in identity crisis. For instance, in a certain situation, she depicted a crisis of identity foreclosure. The case of Tionenji has been referred to you for counselling.

Questions:

- i) What characteristics of behaviour would depict electra complex? Explain the causes of the problem of electra complex?
- ii) Explain to Tionenji, what you mean by maladaptive behaviour of inertia. What would have caused such a counselling need?
- iii) What is an identity crisis? Examine four identity crises that may pose as counselling needs in adolescents. How would you identify each of them?
- iv) In using the Psychodynamic counselling theory to help clients, Sigmund Freud used several counselling techniques. For instance, he used free association, dream analysis, transference, Para praxes and the wit techniques to help his clients. Examine each of these counselling techniques and on each technique design a counselling activity that would be applied to help Tionenji overcome her problems.

Question 2.

Below is a case of a client. Read the case and answer the questions that follow. Working with Stan, the counsellor was interested to understand his behavioural problems through functional assessment. Many interrelated problems were identified and categorised as follows:

Behaviourally, Stan was defensive, avoided eye contact, spoke hesitantly, used alcohol excessively, had a poor sleep pattern and displayed various avoidance behaviours.

In the emotional area, Stan had a number of specific problems, some of which included anxiety, panic attacks, depression, fear of criticism and rejection.

Cognitively, Stan was worried about death and dying, had many defeating thoughts and beliefs.

Stan was also unassertive, had few friends, was afraid of contact with women and he felt socially inferior.

Questions.

- i) If counsellors have to understand clients, they need to understand the principles of behaviour. Describe the three principles of behaviour. How can each of these principles of behaviour help to understand clients' behaviour?
- ii) Examine the four steps used to conduct behaviour analysis. Explain the importance of behaviour analysis in counselling practice.
- iii) Identify the counselling techniques you would use for each of the identified problem category in the case of Stan. Discuss how you would use each of the techniques to help Stan.

Question 3

Many school counsellors do practise counselling, but they do not seem to demonstrate an understanding of the basic features of counselling. The District Education Board Secretary has asked you to present a paper on 'Basic features of counselling and their importance to counselling practices'. Prepare a paper and clearly identify the five major basic features of counselling. Using examples, discuss each feature of counselling. Justify the importance of demonstrating each feature in counselling practices.

Question 4

Any adaptation of the Gestalt theory of counselling children would incorporate the five layers of neuroses usually experienced by clients. Examine the layers of neuroses and explain causes of such neurosis on each layer. Using examples explain how the following counselling techniques would be used to help a client overcome neurosis; use of the I language, use of won't instead of can't, use of no gossiping technique, incomplete sentence and the empty chair technique.

THE END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

FIRST SEMESTER EXAMINATIONS – SEPTEMBER 2007.

EPS 901: AN INTRODUCTION TO EDUCATIONAL RESEARCH.

TIME: 3 HOURS

MARKS: 40%

INSTRUCTIONS.

There are three sections in this paper: Section A, B and C.

1. Answer **all** questions in section A and B in a separate answer booklet.
2. Answer **only two questions** from section C. The first question is **compulsory**.

Both questions should be answered in the main answer booklet.

3. Credit will be given for well thought out work.

SECTION A (10%)

Write short notes on each of the following. (Not more than 10 lines on each)

1. Describe at least two common techniques of data collection.
2. State at least four principles of questionnaire construction.
3. What is the difference between proportional stratified sampling and disproportional stratified sampling?
4. What is internal validity in research and why is it important?
5. What is the difference between inductive reasoning and deductive reasoning?

SECTION B (10%)

6. (a) Give a brief description of the following terms:

- | | |
|----------------------|-----------|
| (i) Nominal numbers | [2 marks] |
| (ii) Ordinal numbers | [2 marks] |

(b) Given a frequency distribution based on 85 hypothetical achievement scores shown below:

SCORE	FREQUENCY OF SCORES
65	1
66	4
67	5
68	7
69	7
70	9
71	9
72	12
73	10
74	7
75	6
76	3
77	4
78	1

- (i) Plot a frequency polygon [4 marks]
- (ii) Calculate the standard deviation [6 marks]
- (iii) Calculate the z- score [3 marks]
- (iv) Calculate the T – score (Z- score) [3 marks]

SECTION C (20%)

Attempt only *two* questions from this section. Question *one* is compulsory.

1. Critically discuss the epistemological basis of the distinction between sampling in quantitative and qualitative research. Compare and contrast the different sampling techniques used in qualitative and quantitative research and their justification.
 2. What is the purpose of conducting a review of literature in research?
Describe the information sources you would use in conducting a literature review in educational research.
 3. Explain the key characteristics of the *four* main different types of interviews and their justification.
 4. Analyse the philosophical distinction between qualitative and quantitative research. Show the main attributes of each of the two research paradigms.
-

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2007/8 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

ISE 111: NATURE OF CHILDREN'S LEARNING

TIME: THREE (3) HOURS

DATE: 06/09/2007

INSTRUCTIONS:

- i. THIS PAPER CONSISTS OF THREE (3) SECTIONS: A, B AND C.
 - **SECTION A:** THERE ARE 20 MULTIPLE CHOICE QUESTIONS AND ANSWER ALL QUESTIONS IN ANSWER GRID BELOW.
 - **SECTION B:** THERE ARE 10 FILL-IN QUESTIONS. EACH QUESTION CARRIES 2 MARKS. WRITE YOUR ANSWERS IN THE SPACES.
 - **SECTION C:** THERE ARE THREE QUESTIONS IN THIS SECTION. ANSWER TWO (2) QUESTIONS. QUESTION 1 IS COMPULSORY. CHOOSE ONE OTHER QUESTION IN THIS SECTION.
- ii. THIS EXAMINATION CONTRIBUTES 50% TO THE TOTAL COURSE.
- iii. CREDIT WILL BE GIVEN FOR ORDERLY PRESENTATION OF WORK.
- iv. USE OF A NON-PROGRAMMABLE CALCULATOR IS ALLOWED

SECTION A: (10 marks)

Answer **ALL** questions in this section and write your answers in the grid below.

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

1. True or false: _____ In Vygotsky's theory, scaffolds are the support structures that adults and other people provide to help a child learn a difficult task.
 - a. True
 - b. False
2. What is likely the main conflict faced by an adolescent, according to Eriksson?
 - a. Autonomy vs shame and doubt
 - b. Generativity vs self-absorption

- c. Identity vs role confusion
 - d. Integrity vs despair
3. During which stage are teratogens most dangerous developing human offspring?
 - a. Germinal stage
 - b. Embryonic stage
 - c. Foetal stage
 - d. Perinatal stage
 4. Which situation best describes extinction in classical conditioning?
 - a. When the CR does not occur
 - b. The CR is presented alone.
 - c. The UCR is presented alone.
 - d. The animal does not undergo any procedure.
 5. Contrary to Piaget's fixed sequence of cognitive development _____ believes that learning can take place at any time and at any stage as long it is hierarchical.
 - a. B.F. Skinner
 - b. Robert Gagne
 - c. Albert Bandura
 - d. Ivan Pavlov
 6. When do young people develop a sense of trust or mistrust, according to Erikson?
 - a. During the first year
 - b. Between 3 and 6
 - c. Between 6 and 11
 - d. During adolescence
 7. _____ theory of _____ learning states that people learn through watching a model, displaying the behaviour of interest.
 - a. Jerome Bruner's ; discovery
 - b. Robert Gagne's; concept
 - c. B. F. Skinner's; social
 - d. Albert Bandura's; observational
 8. _____ is memory storage of skills and procedures.
 - a. Implicit memory
 - b. Procedural memory
 - c. Declarative memory
 - d. Tacit knowledge

9. Piaget believed that as children mature, they build more and more complex cognitive structures called _____.
- Accommodation
 - Assimilation
 - Schemes
 - Structures
10. What is the procedure called in which reinforcement is used to guide a response closer and closer to a desired response?
- Stimulus discrimination
 - Stimulus generalisation
 - Spontaneous recovery
 - Shaping
11. A man becomes sexually aroused whenever he smells the perfume that his wife uses. In this example, the unconditioned stimulus is _____.
- His wife
 - Becoming sexually aroused by the perfume
 - The perfume
 - Becoming sexually aroused by his wife
12. Students get a grade for a quiz that is given once a week. This is an example of?
- Fixed-ratio reinforcement schedule
 - Variable-ratio reinforcement schedule
 - Fixed-interval reinforcement schedule
 - Variable-interval reinforcement schedule
13. _____ socialization refers to the processes of socialization in which a person "rehearses" for future positions, occupations, and social relationships.
- Primary
 - Secondary
 - Anticipatory
 - Reverse
14. _____ morality means that moral judgement is controlled by others such as parents, teachers or other authority figures.
- Autonomous
 - Law and Order

- c. Post conventional
 - d. Heteronomous
15. When children first start to speak in sentences, what is usually true of their speech?
- a. It is similar to babbling
 - b. It is exceptionally soft
 - c. It is telegraphic
 - d. It is in many languages
16. _____ is the inner layer: it gives rise to the lining of the gut and lungs and organs derived from it.
- a. Mesoderm
 - b. Ectoderm
 - c. Endoderm
 - d. A and B
17. The inner cell mass of the blastocyst is transformed into an embryonic disk, which will develop into the embryo proper within the next week: sometimes the implantation proceeds outside the uterus, resulting in a(n) _____.
- a. Ectopic pregnancy
 - b. Miscarriage pregnancy
 - c. Ectopic beat
 - d. Still birth
18. A genetically inherited form of mental retardation usually resulting from the inheritance of an extra autosome 21 is called _____
- a. Dyslexia
 - b. Down Syndrome
 - c. Cerebral palsy
 - d. B and C
19. According to Bronfenbrenner, the growth and development of children is affected by the values and politics characteristic of their culture. Within the ecology of human development, this is known as the _____
- a. Chronosystem
 - b. Macrosystem
 - c. Mesosystem
 - d. Microsystem

20. Teachers of young children frequently incorporate wooden building blocks as a personal choice for play in preschool programs. Which of the following theorist's work would most support such a practice?
- Erik Erikson
 - B. F. Skinner
 - Urie Bronfenbrenner
 - Jean Piaget

SECTION B (20 marks)

Answer ALL questions in this section. Write your answer for each question in the spaces provided below.

- Declarative memory is our memory for facts (Tulving & Schacter, 1990). There is a common belief that declarative memory is further broken down into two components: _____, and _____.
- _____ are external consequences that increase the probability of a response happening again, while _____ are external consequences that decrease the probability of a response happening again.
- One of Eriksson's most critical stages is adolescence, and this stage is called _____ vs _____.
- For Freud, development through his stages is driven by conflict between _____ and _____. This conflict may be intensified if parents are harsh and too demanding.
- Define the following Psychological terminologies
 - Telegraphic speech

 - Resocialisation

- According Albert Bandura's Social Learning theory, state any three processes involved in modelling behaviour.
 - _____
 - _____

7. In Freud's theory, three parts of the personality—id, ego, and superego—become integrated during five stages. State two of the five stages of personality development (3marks).

- a. _____
- b. _____

8. Differentiate between the following

- a. Endoderm and Ectoderm

- b. Classical and operant conditioning

SECTION C (20 marks)

Answer two (2) questions in this section. Question 1 is Compulsory. Choose One Other question. Write your answers in the answer booklet provided.

- 1. Write short answers on the following
 - a. Critical or sensitive period and atypical development (two examples)
 - b. Development as orderly progression and development as differentiation
- 2. State and briefly explain the five agents of the socialisation process.
- 3. Describe and give examples of each of the five systems of Urie Bronfenbrenner's ecological theory.

END OF EXAMINATION

7. In Freud's theory, three parts of the personality—id, ego, and superego—become integrated during five stages. State two of the five stages of personality development (3marks).

a. _____

b. _____

8. Differentiate between the following

a. Endoderm and Ectoderm

b. Classical and operant conditioning

SECTION C (20 marks)

Answer two (2) questions in this section. Question 1 is Compulsory. Choose One Other question.

Write your answers in the answer booklet provided.

1. Write short answers on the following

a. Critical or sensitive period and atypical development (two examples)

b. Development as orderly progression and development as differentiation

2. State and briefly explain the five agents of the socialisation process.

3. Describe and give examples of each of the five systems of Urie Bronfenbrenner's ecological theory.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATIONS – AUGUST 2007

ISE 131: BASICS OF ART EDUCATION 1

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

- (a) This paper has six (6) questions.
 - (b) Answer three (3) questions only.
 - (c) Careful presentation of your work will earn you more marks.
-

QUESTIONS:

1. Describe a design and state how one can come up with a design.
2. Art is a basic means of learning. How does art increase a child's aesthetic understanding and capabilities?
3. An integration of art across the basic school curriculum is visible in nearly all subjects. Ascertain this fact with specific subject areas.
4. Describe the characteristics of the art expressions of a normal child of age from about 2 years to about 7 years.
5. Art is described as "a vehicle enhancing inventiveness and confidence in creativity." Who is a creative person?
6. Colour is associated with moods and events. Describe these moods and specify the colour combinations giving their names.

THE END

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2007/2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

ISE 191: AURAL TRAINING

TIME: TWO HOURS

TOTAL MARKS: 70

INSTRUCTIONS:

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

SECTION A:

(25 marks)

1. You will hear five excerpts of music each played only once. Decide whether what you hear is in a major, minor or pentatonic mode. (5 marks)

sn	Name of mode
1	
2	
3	
4	
5	

2. You will hear five pieces of music each played only once. Name the metre of each piece. (5 marks)

sn	Name of metre
1	
2	
3	
4	
5	

3. You will hear five pieces of music each played only once. Describe the tone colour of each piece. (5 marks)

sn	Name of tone colour
1	
2	
3	
4	
5	

4. You will hear five pieces of music each played only once. Identify and write down the form of the music. (5 marks)

sn	Name of form
1	
2	
3	
4	
5	

5. You will hear five pieces of music each played only once. Identify and write down the style of the music. (5 marks)

sn	Name of style
1	
2	
3	
4	
5	

SECTION B

(20 MARKS)

6. You will hear five melodies played twice. Listen and during or after the second playing mark them in the order that you have heard them.
(10 marks)

Melody _____



Melody _____



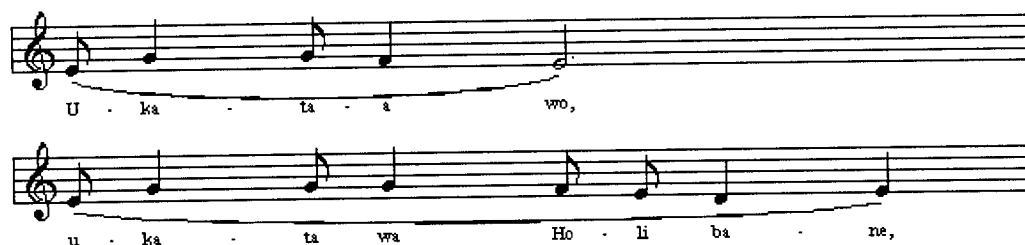
Melody _____



Melody _____



Melody _____



7. You will hear five rhythm pieces played twice. During and after the second playing mark the order in which you have heard them pieces. (10 marks)

Rhythm_____



Rhythm_____



Rhythm_____



Rhythm_____



Rhythm_____



8. You will hear a piece music played three times. Listen carefully and give a descriptive analysis of what you hear. Use the chart below for your answer. 25 marks

Melody	
Rhythm	
Harmony/ Texture	
Tone Colour	
Style	
Form	

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2007/2008 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

ISE 201: MUSIC TEACHING METHODS I

TIME: THREE HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

1. Read the instructions carefully before you start answering questions.
 2. There are eight questions in this examination paper. Answer **five** questions only. **Question 1 is compulsory.**
 3. Credit will be given for orderly presentation of work.
-

1. Write a lesson plan for a grade six class in typical government school in Zambia on any aspect of rhythm.
2. State and discuss why the following are essential for effective planning for teaching:
 - (a) Lesson plan
 - (b) Weekly forecast
 - (c) Schemes of work
 - (d) Scope and sequence
3. Select and describe learning and teaching model and state why you would use this approach in your teaching of musical arts in primary school in Zambia.
4. Of the following pedagogical trends: Kodály method, Carl Orff method, Suzuki method and Dalcroze method, which one would choose to teach *Silimba*.
5. Music can be said to be a neglected subject in most government primary schools in Zambia. Suggest ways and means you will use to positively change this status quo in order for you to become an effective primary musical arts classroom teacher.
6. Describe and discuss world pedagogical trends in music education.
7. Discuss effective planning for learning and teaching.
8. Describe in detail the behavioural family learning model.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATIONS – AUGUST 2007

ISE 241: ART TEACHING METHODS 1

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

- (a) This paper has nine (9) questions.
- (b) Answer three (3) questions only.
- (c) Careful presentation of your work will earn you more marks.

-
1. Using the topics below design a scheme of work for a grade 6 class for 7 weeks:
Topic 1 – colour, Topic 2 – painting, Topic 3 – modelling and construction, Topic 5 – drawing
 2. As a trainee teacher one experiences peer teaching, micro teaching and teaching practice as part of the training programme. Write about each one of them citing the differences.
 3. Prepare a full lesson plan in Art and design for a class of pupils who are at the schematic stage.
 4. Teachers of art in most of the schools face difficulties in teaching the subject. What difficulties and what do you think would help the situation?
 5. Art is an aspect that is practiced by both men and women in our society and as such it knows no gender. How does traditional art benefit both men and women?
 6. Why is improvisation an important aspect when teaching art and design in most schools in Zambia?
 7. Creativity is sometimes linked to intelligence. Why is it necessary for an art teacher to be creative?
 8. How different are the teaching strategies of art and design from other subject areas? Exemplify.
 9. What advice would you give to a group of middle basic school teachers who are less interested in the subject of art and design?

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2007 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

ISE 281 BASIC TOPICS IN SOCIAL STUDIES I

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

SECTION A

1. State some of aims and objectives of Social Studies.
2. Discuss origins of Social Studies in Africa
3. How should Zambians live and relate to each other in a multi-ethnic Society?

SECTION B

4. Discuss the rationale for adopting of Reflective Social Inquiry
5. Explain concepts of:
 - (a) Reconstructionism
 - (b) Positivism
 - (c) Wholisticism

=====END OF THE EXAMINATIONS=====



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

FIRST SEMESTER EXAMINATIONS – SEPTEMBER 2007

ISE 291: MUSIC III (MUSICS OF ZAMBIA)

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. There two section in this paper:
 - Section A: Listening
 - Section B: Written
2. You will first complete the listening part before proceeding to the written section.
3. Answer ALL the questions.
4. Please clearly indicate your computer number on the front cover of your answer book.

SECTION A: LISTENING

(60 marks)

1. You will hear 5 pieces of music each played once. During and after the playing of each piece of music, give an analysis of the elemental structures. Use the grids provided below:

Music 1

Melody	
Rhythm	
Harmony/ Texture	
Tone colour	
Style	
Form	

Music 2

Melody	
Rhythm	
Harmony/ Texture	
Tone colour	
Style	
Form	

Music 3

Melody	
Rhythm	
Harmony/ Texture	
Tone colour	
Style	
Form	

Music 4

Melody	
Rhythm	
Harmony/ Texture	
Tone colour	
Style	
Form	

Music 5

Melody	
Rhythm	
Harmony/ Texture	
Tone colour	
Style	
Form	

SECTION B: WRITTEN

(40 marks)

2. Describe in detail a major performing medium from one of the following performance traditions:

- Bemba – Ushi group;
- Nyanja – Cewa group;
- Luvale – Chokwe group.

3. Describe one of the following instruments: kalumbu; kalimba; silimba and mtyangala taking into account the following:

- production;
- performing method;
- teaching and learning;
- social context.

4. Describe and discuss Zambian Musical arts under the following headings:

- Traditional musical arts;
- Popular musical arts;
- Church/Sacred musical arts.

5. Outline the history of popular music in Zambia. Discuss musical styles and forms, media and outstanding personalities.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

2007 ACADEMIC YEAR FIRST SEMESTER SEPTEMBER

FINAL EXAMINATIONS

ISE 371 FAMILY RESOURCE MANAGEMENT

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

Read the instructions carefully before you start answering the questions. The paper has ONE section. The section has SIX questions but only **FOUR SHOULD BE ANSWERED, QUESTION 1 IS COMPULSORY.**

ALL QUESTIONS CARRY 25 MARKS

1. Define the Terms below
 - a) Beliefs
 - b) Values
 - c) Needs
 - d) Reproductive health
 - e) Monandrous family
2. Briefly explain the stages of a family life cycle and the events that go with each stage.
3. Analyse the principles of art.
4. Briefly discuss the importance of colour and identify different sets of colours and explain how they are made.
5. Outline the structural-functionalist theory and state its assumptions on the family.
6. What is socialisation? Critically analyse the aims of socialisation and explain how it occurs.

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

FIRST SEMESTER EXAMINATIONS AUGUST – SEPTEMBER 2007

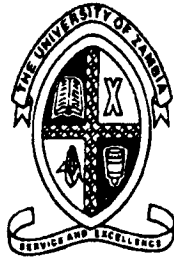
ISE 381: SPECIAL TOPICS IN SOCIAL STUDIES

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer **Three (3)** Questions. Question **one (1)** is compulsory. Credit will be given for use of relevant examples and illustrations.

-
- 1
 - a) What are the merits of teaching Social Studies by direct observation?
 - b) Show and demonstrate how you would plan and execute field work to conduct a mini census in a near by local community.
 - c) What type of information can you collect about a local community? Show clearly the Data Collection Sheet you can use to collect the Data.
 2. Report on one field work you undertook indicating the problem you studied, how you studied it and the major findings.
 3. Provide reasons for conducting a thorough literature review as part of the field work report.
 4.
 - a) What is quality of life?
 - b) How can you determine quality of life of the community?
 - c) Why should attainment of high quality of life be the ultimate goal in our Social Economic Development?
 5. With specific examples, demonstrate how data can be processed and presented for field project work.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

FIRST SEMESTER EXAMINATIONS – SEPTEMBER 2007

ISE 391: MUSIC IV (MUSIC(S) OF THE WEST)

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. There two section in this paper:
 - Section A: Listening
 - Section B: Written
2. You will first complete the listening part before proceeding to the written section.
3. Answer ALL the questions
4. Please clearly indicate your computer number on the front cover of your answer book.

SECTION A: LISTENING**(60 marks)**

1. You will hear Six pieces of music played. After each one is played state in the space provided below the musical era to which the music belongs.

s.n.	Musical period
1	
2	
3	
4	
5	
6	

2. You hear four excerpts of music each played twice. After the second playing complete the following chart with appropriate descriptions of the elemental structures.

Music 1

Rhythm (beat, metre)	
Tonality (major, minor)	
Texture (mono, homo, poly)	
Tone colour (vocal, Band)	
Style (Baroque, classical)	
Form Sonata, (Symphony)	

Music 2

Rhythm (beat, metre)	
Tonality (major, minor)	
Texture (mono, homo, poly)	
Tone colour (vocal, Band)	
Style (Baroque, classical)	
Form Sonata, (Symphony)	

Music 3

Rhythm (beat, metre)	
Tonality (major, minor)	
Texture (mono, homo, poly)	
Tone colour (vocal, Band)	
Style (Baroque, classical)	
Form (Sonata, Symphony)	

Music 4

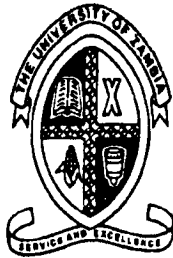
Rhythm (beat, metre)	
Tonality (major, minor)	
Texture (mono, homo, poly)	
Tone colour (vocal, Band)	
Style (Baroque, classical)	
Form (Sonata, Symphony)	

SECTION B: WRITTEN

(40 marks)

1. Outline in brief notes the historical development of Western Music.
2. What are the distinctive features that set apart the classical period in Western Music history?
3. Discuss and contrast the Romantic and the Classical periods.
4. Contrast and compare the Renaissance to the Baroque music period.
5. Write a detailed account of the life of one of the following composers:
 - Ludwig Von Beethoven;
 - Wolfgang Amadeus Mozart;
 - Wilhelm Richard Wagner.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

FIRST SEMESTER EXAMINATIONS – SEPTEMBER 2007

ISE 391: MUSIC IV (MUSIC(S) OF THE WEST)

TIME: THREE (3) HOURS

TOTAL MARKS: 100

INSTRUCTIONS

1. There two section in this paper:
 - Section A: Listening
 - Section B: Written
2. You will first complete the listening part before proceeding to the written section.
3. Answer ALL the questions
4. Please clearly indicate your computer number on the front cover of your answer book.

SECTION A: LISTENING**(60 marks)**

1. You will hear Six pieces of music played. After each one is played state in the space provided below the musical era to which the music belongs.

s.n.	Musical period
1	
2	
3	
4	
5	
6	

2. You hear four excerpts of music each played twice. After the second playing complete the following chart with appropriate descriptions of the elemental structures.

Music 1

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Tone colour (vocal, Band)	
Style (Baroque, classical)	
Form Sonata, (Symphony)	

Music 2

Rhythm (beat, metre)	
Tonality (major, minor)	
Texture (mono, homo, poly)	
Tone colour (vocal, Band)	
Style (Baroque, classical)	
Form Sonata, (Symphony)	

Music 3

Rhythm (beat, metre)	
Tonality (major, minor)	
Texture (mono, homo, poly)	
Tone colour (vocal, Band)	
Style (Baroque, classical)	
Form (Sonata, Symphony)	

Music 4

Rhythm (beat, metre)	
Tonality (major, minor)	
Texture (mono, homo, poly)	
Tone colour (vocal, Band)	
Style (Baroque, classical)	
Form (Sonata, Symphony)	

SECTION B: WRITTEN

(40 marks)

1. Outline in brief notes the historical development of Western Music.
2. What are the distinctive features that set apart the classical period in Western Music history?
3. Discuss and contrast the Romantic and the Classical periods.
4. Contrast and compare the Renaissance to the Baroque music period.
5. Write a detailed account of the life of one of the following composers:
 - Ludwig Von Beethoven;
 - Wolfgang Amadeus Mozart;
 - Wilhelm Richard Wagner.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2007 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

LSE 401: CURRICULUM STUDIES

TIME: THREE HOURS

INSTRUCTIONS:

1. Answer any **three (3)** questions only.
 2. All questions carry equal marks.
 3. Please clearly indicate your computer number on the front cover of your answer book.
 4. Credit will be given for use of relevant examples and illustrations.
-
1. You have been asked to lead the development of a new curriculum in the teaching subject of your specialization. Explain and justify the steps you will undertake to achieve this task.
 2. Hug Hawes (1982) asserts that implementing curriculum change is a complex enterprise.
 - a). Identify and explain **three** curriculum change strategies.
 - b). Analyse **four** characteristics of an effective curriculum innovation.
 3. Ralph Tyler (1949) in Basic Principles of Curriculum and Instruction points out that objectives are the criteria for the selection of content, learning activities and evaluation procedures.
 - a). Discuss **four** features of effective objectives.
 - b). Explain **four** criteria for the selection of content.
 4. Assess **three (3)** of the following in the curriculum development and implementation processes;
 - i) Multicultural Education
 - ii) The Hidden Curriculum
 - iii) Moral Education
 - iv) National Examination in Curriculum implementation
 - v) In-Service Training of Teachers

5. Print (1993) contends that the need for conducting a situational analysis is a fundamental precept of effective curriculum development.
- a). Define the terms "situational analysis" and "needs assessment" as used in the curriculum field.
 - b). Evaluate **one** curriculum model that has situational analysis as one of its phases.
6. Tanner and Tanner (1980) in Curriculum Development: Theory into Practice states that Curriculum foundations constitute the principal areas of influences which affect developers' way of thinking about curricula and in the process have conceptions of curricula. Analyze the importance of Curriculum foundations in the selection of content.

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
FIRST SEMESTER EXAMINATIONS AUGUST-SEPTEMBER, 2007

AFRICAN
LSE 271: ISSUES IN PRIMARY ZAMBIAN LANGUAGES EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER QUESTION ONE IN SECTION (A) AND ANY TWO QUESTIONS FROM SECTION (B). ALL QUESTIONS CARRY EQUAL MARKS.

SECTION A

1. With suitable examples from any Zambian language(s) you know, explain the differences between each pair of the following linguistic terms:
 - a) social dialect continuum and geographical dialect continuum
 - b) instrumentalism and constructivist theories of ethnicity
 - c) linguistically heterogeneous and homogenous societies
 - d) official language and national language

SECTION B

2. Zambia, as a multilingual and multiethnic society, faces many difficult challenges in deciding on the Zambian languages/dialects to be taught in schools.
 - a) What is the difference between the linguist's definition of a dialect and that of a layperson's?
 - b) What are some of the most important factors that determine the choice of a dialect for educational purposes?
3.
 - a) Highlight the misinterpretation of language and ethnicity and then explain the correct meaning of these concepts.
 - b) How can the misinterpretation of these two concepts adversely affect unity among the people and the teaching of Zambian languages?
4. Justify the teaching of translation in mother tongue education and explain which aspects of translation should be taught in basic schools.
5. Discuss the difficulties involved in implementing orthographic reforms in Zambian languages. What have been the major hindrances and how can they be overcome?