

# UNIVERSITY OF ZAMBIA

## FIRST SEMESTER EXAM 2003

### SCHOOL OF EDUCATION

- |               |   |                                                                              |
|---------------|---|------------------------------------------------------------------------------|
| 1. EAP 111    | - | Education Administration and Policy Studies                                  |
| 2. EAP 931    | - | The History of Zambia                                                        |
| 3. EAP 941    | - | The Philosophy of Education                                                  |
| 4. EAP 965    | - | Introduction to gender issues in Education                                   |
| 5. EPS 131    | - | Sociology of Education                                                       |
| 6. EPS 221    | - | Clinical Child Neuropsychology                                               |
| 7. EPS 231    | - | Sociology of Education                                                       |
| 8. EPS 251    | - | Guidance and Counselling                                                     |
| 9. EPS 301    | - | Research methods in Special Education                                        |
| 10. EPS 311   | - | Educational psychology                                                       |
| 11. EPS 351   | - | Advanced Studies in Special Education                                        |
| 12. EPS 361   | - | Curriculum planning in Special Education                                     |
| 13. EPS 431   | - | Education and Inequality in Zambia with Special reference to the handicapped |
| 14. EPS 461   | - | Management and Administration in Special Education                           |
| 15. EPS 471   | - | Counselling in Child disability                                              |
| 16. EPS 901   | - | An Introduction to Educational Research                                      |
| ✓ 17. ISE 111 | - | Nature of Children's Learning                                                |
| 18. ISE 131   | - | Basics of Art                                                                |
| 19. ISE 171   | - | Introduction to food and Nutrition Science                                   |
| 20. ISE 181   | - | Introduction to Social Studies I                                             |
| 21. ISE 251   | - | Physical Education                                                           |
| 22. ISE 261   | - | Physical Education                                                           |
| 23. ISE 281   | - | Basic Topics in Social Studies                                               |
| 24. ISE 319   | - | Primary School Curriculum Development                                        |
| 25. ISE 331   | - | Investigating and Making Art                                                 |

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SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**EAP111 EXAM QUESTIONS**

**INSTRUCTIONS**

1. Answer only three (3) questions.
2. Each question carries 20 marks.
3. Total marks = 60.

1. In a liberal democracy the provision of social services including education is done on a partnership basis with other stakeholders. What role should the Zambian government play in the provision of education? Justify your arguments with concrete examples.
2. Give an account of attempts to implement the 1977 education reforms up to 2003 in Zambia. Critically explain how each effort at implementation has had varying success.
3. Outline the educational developments in Northern Rhodesia during BSA Company rule 1890 – 1924. Evaluate the corrective measures designed to improve education provision by the colonial government up to 1953.
4. Describe the context of technical and vocational education at independence, pointing out the main achievements and challenges which the Government faced in technological development.
5. Does University education have a future? Discuss the problems which University education has encountered between 1966 and 2003.
6. In what ways did the BSA Company and the British colonial office on one hand and the missionary groups on the other ensure control over African basic and tertiary education between 1897 – 1953? How successful were the above organisations in ensuring that control?
7. Describe the organisation of education in Northern Rhodesia between 1925 – 1953. What administrative structures were put in place to ensure the smooth running of African education during this period?
8. How was education at all levels in Northern Rhodesia organised between 1953 – 1963? To what extent was the policy of “a dual system of education” pursued during this period?
9. In developing human resources, there are always choices that have to be faced. Give five areas of choice for human resources development and show how each one affects the development of education in Zambia.

2003

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

**EAP931: THE HISTORY OF ZAMBIA**

**INSTRUCTIONS:** Answer any three (3) questions from the following. Time allowed is three (3) hours.

1. Highlight the significant trends of Greek classical philosophy and ideas and assess their value to past and present civilisations (You may give concrete examples).
2. 'Religion has often stood in the way of the material progress of mankind.' Critically assess this statement in the light of the advancement of knowledge from the era of the fall of the Roman empire to the Renaissance period.
3. How did the work of John Dewey and Maria Montessori influence educational theory and practice in the 20<sup>th</sup> century? Critically comment on the extent to which the major ideas can be modified to suit the Zambian situation.
4. Discuss the origins, development and influence of university education in Europe throughout the medieval and times later.
5. Give a critical analysis of education policy in Zambia since the Education For All Conference of 1990 in Jomtien, Thailand. What issues relating to education theory and practice do you think Zambia learnt from that conference?
6. The Phelps-Stokes Commission of 1925 made far-reaching recommendations on education policy in British dependencies. Critically discuss how those recommendations influenced education policy and practice in Zambia between 1925 – 1963. Account for the limitations of that policy and practice.
7. Is it true that pre-colonial education in Sub-Saharan Africa was static? How did the material culture of those concerned influence that education? What changes occurred to that education by the time of the intervention of Western education at the turn of the 19<sup>th</sup> century?
8. Highlight the main reasons for the 1976 – 1977 education reforms in Zambia and analyse the extent to which the reforms were opposed by the various social classes including the bureaucrats and the ruling class. What were the main results of the reform movement?
9. Critically discuss how you would defend The History of Education as a course that merits inclusion on the School of Education programmes of study? Highlight any issues that you think the course could include.
10. Assess the performance of the University of Zambia over the years in the provision of high level human resources. Show the main bottlenecks in its mission and how these have been resolved.

END.

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

**FIRST SEMESTER EXAMINATIONS: AUGUST 2003**

**EAP941 – THE PHILOSOPHY OF EDUCATION**

*Instructions: Answer any **three (3) questions only** from the following. Time allowed is three (3) hours.*

*Each question carries 20 marks.*

1. What do you understand by the term “a philosophical model of teaching?” Discuss one such philosophical model of teaching and highlight its advantages and disadvantages especially if applied to high school learning in Zambia.
2. Discuss the moral and ethical questions that would arise in a situation where a senior teacher from one basic school took a class out for swimming lessons. While the teacher briefly went to release herself, one 14 year old pupil nearly drowned in her absence and a local fisherman stood by and watched without rendering assistance to the pupil. When she returned 10 minutes later, the boy had already been rescued by the class monitor but was lying down unconscious.
3. Assess with good examples the impact of humanism in the provision of education during the period of the Second Republic in Zambia 1973 – 1991. To what extent did Humanism succeed in giving direction to the Philosophy of Education in this period?
4. What do you consider to be the major aims and goals of education? To what extent can these be attained in a system of education like that of Zambia 1990 – 2003?
5. Would you agree that early missionary education with its emphasis on the study of the scriptures was largely indoctrination? Give some good reasons and some examples for your answer.
6. To what extent can the professional duties and rights of a teacher be in conflict with teachers’ human rights? How possible is it to settle such a conflict?
7. How justified is the state in obtaining foreign aid for educational purposes when in fact such aid has many strings attached to it especially regarding how it should be used?
8. What do you understand by the term ‘the Philosophy of Education?’ Why should the Philosophy of Education as a discipline be taught in institutions of higher learning in Zambia?
9. What are the main dimensions of globalisation? In what ways could the Philosophy of Education ensure that the bad effects of globalisation are stopped or avoided?

**END**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND  
SPECIAL EDUCATION

EPS 221  
CLINICAL CHILD NEUROPSYCHOLOGY

TIME: THREE (3) HOURS  
INSTRUCTIONS:

Answer all questions in sections A and B. Answer only one question in section C.

1. Clinical child neuropsychology is essentially the study of \_\_\_\_\_  
\_\_\_\_\_
2. Any damage to the nervous system is known as \_\_\_\_\_
3. John exhibits an inability to perform mathematical calculations. This disorder is called \_\_\_\_\_
4. A thin neuronal process that transmits action potentials away from the cell body to other neurones or muscles or glands is called the \_\_\_\_\_
5. This is a major structure of the hindbrain that specialised for motor co-ordination.  
\_\_\_\_\_
6. The diencephalon includes three other structures namely;
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
7. A node of Ranvier is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. The four lobes of the brain are \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_ is a chemical released from a synapse in response to an action potential.
10. A person who has damage on the right hemisphere is likely to have problems with \_\_\_\_\_ functions whereas damage on the left will interfere with \_\_\_\_\_ functions.

11 If a part of the central nervous system is said to be caudal, then it is \_\_\_\_\_

12. The cerebral cortex, basal ganglia, and limbic system make up the \_\_\_\_\_

13. The difference between gray and white matter is essentially an issue of \_\_\_\_\_  
\_\_\_\_\_

14. The six functional divisions of the cortex are;

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

15. Impairments of higher-order perceptual processes are termed \_\_\_\_\_

16. Damage to the hippocampus is most likely to result into \_\_\_\_\_  
\_\_\_\_\_

17. Limbic structures have been shown to be important in \_\_\_\_\_  
\_\_\_\_\_

18. The (4) stages that the primitive brain goes through before it finally becomes a human brain are,

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

19. There are eight processes that eventually lead to the development of the human brain. The first process is induction followed by \_\_\_\_\_

20. myelination involves the development of the myelin sheath on neuronal axons. The last areas to myelinate are those that are mainly found in the \_\_\_\_\_  
\_\_\_\_\_

21. PKU is an example of \_\_\_\_\_ transmission.

22. \_\_\_\_\_ is one type of infection associated with microcephally, meningoencephalitis and mental retardation.

23. Developmental dyslexia is a specific disorder of \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. Orton in 1925 said that dyslexia is due to \_\_\_\_\_
25. Ectopic cells are \_\_\_\_\_
26. The main behavioural features of Attention Deficit Disorder are \_\_\_\_\_
27. Autism was first described independently by \_\_\_\_\_
28. Children with non-verbal LDs usually have problems with visual organisation, face recognition and \_\_\_\_\_
29. Acquired dyscalculia is often accompanied by three impairments namely;
- i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
30. Bradley in 1937 reported that \_\_\_\_\_ a stimulant alleviated symptoms that are similar to ADD.

### **Section B**

#### **Instruction**

Explain briefly the following.

31. Theories of prefrontal dysfunction in ADD
32. Arousal theories of ADD
33. Non-verbal learning disabilities
34. Taylor's model of factors contributing to the diagnosis of learning disability
35. Foetal alcohol syndrome
36. Inherited disorders
37. Executive functions
38. Plasticity
39. Cell Migration

### **Section C – Essay**

Answer only one question

40. Discuss the possible neurobiological correlates of developmental dyslexia.
41. Language acquisition is a result of a biologically determined maturational process. Discuss.

END OF EXAMINATION

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SPECIAL EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS, AUGUST 2003

EPS 251  
GUIDANCE AND COUNSELLING

TIME: THREE (3) HOURS  
INSTRUCTIONS

Choose Any two questions apart from Question ONE (1) which is compulsory.

1. Discuss the various ways of empowering children and young people.
2. Discuss operant techniques in behavioural counselling.
3. Critically analyse Glasser's hierarchy of needs.
4. Compare and contrast Reality Theory with Person-centred counselling.
5. Evaluate group leadership skills in Group dynamics.
6. Critique two theories of counselling especially when applied to the counselling of children.
7. Trace and discuss the origins of problems brought to counsellors.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
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**UNIVERSITY FIRST SEMESTER EXAMINATION – AUGUST 2003**

**EPS 301  
RESEARCH METHODS IN SPECIAL EDUCATION**

**Instructions**

Duration: 3 hours

Answer all questions in sections A and B. Answer only one question in section C.

1. Research can be briefly described as \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Distinguish the following:

2. Laboratory versus field research  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Quantitative versus qualitative data analysis  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Theoretical versus applied research  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Provide two historical examples of ethical problems with human subjects.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. To develop unbiased research methodology and procedure, a special education researcher should consider three issues namely:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

7. The Belmont report listed three ethical principles to guide human research. These are

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

8. The three aspects to informed consent are

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

Distinguish between the following;

9. Anonymous versus confidential

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10. A research problem is

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11. An operational definition is

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Provide the following information for each hypotheses below.

- a. Name the independent variable.
- b. Is the independent variable active or attribute?
- c. Are levels of this variable there?
- d. Name the dependent variable.
- e. Is the population of interest named? What is it?

**Hypotheses**

12. Family conflict is associated with absenteeism rates in school pupils.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

13. Visual imagery improves memory in mentally retarded pupils.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

14. The amount of child abuse is related to the age parents when they marry.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

15. The gender of the instructor is related to the students' evaluation of the instructor.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

16. Distinguish between active versus attribute independent variable.

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17. The three categories of the quasi- experimental approach are

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

Listed below are some differences between the five approaches to research. Match the descriptions that best fits the type of approach.

18. Experimental

A. Compares groups

19. Quasi-experimental

B. Asks questions that describe the data

20. Comparative

C. Associates many levels of one variable with the many levels of another

21. Associational

D. Examines causality

22. Descriptive

E. Randomised assignment, tries to determine causality

23. Research validity refers to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. Cook and Campbell (1979) listed four threats to research validity. These are

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

25. Helena Chumura Kraemer of Stanford University proposed four levels of measurement in research. These are

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

26. The five properties of a normal curve that are always present are

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

27. Skewness refers to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Distinguish

28. Population versus sample

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29. Quota versus purposive sampling

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A researcher distributed questionnaires to all teachers of a special school to obtain feedback regarding the issue of inclusive schooling. Of 800 questionnaires distributed, 600 completed, usable questionnaires were returned.

In this research, what was:

30. The target population?

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31. The accessible population?

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32. The selected sample?

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33. The response rate?

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34. Was any sampling done?

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### **Section B**

#### **Instruction**

**Explain the following research terms or statements briefly.**

35. External validity

36. Steps in carrying out an ethnographic study

37. Likert-type rating scale

38. Normal Curve

39. Semantic differential scales

40. Criterion and Norm referenced tests

### **Section C**

#### **Instruction**

**Answer only one question.**

41. Describe the different types of data collection techniques. What are the pros and cons of each?

42. Outline and describe the steps in the special education research. What are the main practical and ethical issues?

THE UNIVERSITY OF ZAMBIA  
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SPECIAL EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS

EPS 311  
EDUCATIONAL PSYCHOLOGY

TIME: THREE (3) HOURS  
INSTRUCTIONS

1. There are six (6) questions in this examination paper. You are required to answer:
    - Questions ONE and TWO which are compulsory (30 marks)
    - Any other TWO questions from 3 – 6
  2. Answer each question in a separate booklet. Indicate on each booklet cover the number of the question attempted.
  3. Credit will be given for orderly presentation of arguments and materials.
  4. This examination contributes 50% to the total course mark.
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1. Research has shown that self-concept is a critical aspect in academic achievement. With respect to differences in socio-economic status, gender stereotypes, parental educational level disparities, show how self-concept and academic achievement are linked.
  2. Carl Rogers is well known for his humanistic approach to learning. How can a teacher use the techniques of the humanistic learning theory to create a conducive learning atmosphere in a classroom.
  3. Learning is defined as the relatively permanent change that happens to behaviour and/or attitudes as a result of experience. In relation to this, what uses could a teacher draw from operant conditioning?
  4. It has been shown through research that language development is determined by both hereditary and environmental factors. Show how these two factors complement each other in the development of language.

5. Memory is a very important aspect of cognition whose operations every teacher requires to know. Show how a teacher can use his/her knowledge of the operations of memory to aid students' comprehension and recall of material.
6. According to Eric Erikson, personality development involves a resolution of special conflicts at each stage of development. Explain how teachers can use this theory to help children resolve their developmental conflicts in school.

END OF EXAMINATION

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

UNIVERSITY FIRST SEMESTER EXAMINATIONS, AUGUST 2003

EPS 351  
ADVANCED STUDIES IN SPECIAL EDUCATION

TIME: THREE HOURS

MARKS: 40

INSTRUCTIONS

1. This paper contains two sections A and B
2. Section A comprises short essay questions. Answer all questions in this section.
3. Section B contains long essay questions. Answer question six and any other two questions from this section.
4. All answers must be written on the official answer sheets provided

SECTION A (15 marks)

1. Outline five expected roles of the parent of the learning disabled child.
2. Examine the following pedagogical statement and provide the elements that you would apply in order to make it a reality: Success in learning enhances feelings of self-worth and rekindles an interest in learning (Brookes, 1991).
3. It is advocated that the multi-labelled child is among the more fortunate. What are your points of view?
4. Identify and outline at least five teaching strategies that would benefit the disabled child in an inclusive school.
5. Explain the impact of the American 'Education For All Handicapped Children Act (1975) referred to as PL94 – 142, on the disabled child.

SECTION B (25 marks)

6. Write notes on the following:
  - (a) Holistic approach to integration
  - (b) Role and nature of learning support assistants
  - (c) Criteria for the selection of assessment tools
  - (d) Alternative assessment for the learning disabled

7. Co-operative learning is principally significant more so with children of diverse functional abilities.
  - (a) Explain the guidelines for designing and implementing co-operative learning programme.
  - (b) What scheme would you work out to ensure that pupils are working in accordance with your expectations.
8. Discuss procedural guidelines for effective team conference.
9. Effects of child-based categorisation are two sided. Justify this statement.
10. Discuss this statement in its favour: Providing enhanced equality integration calls for a lot of challenges on the part of providers.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
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SPECIAL EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS, AUGUST, 2003

EPS 361

CURRICULUM PLANNING IN SPECIAL EDUCATION

TIME: THREE HOURS

MARKS: 40

INSTRUCTIONS

All questions in this paper are essay type. Choose THREE questions from the list below but QUESTION ONE is COMPULSORY.

1. Write brief notes on the following
  - ◆ Multicultural verses academic performance
  - ◆ Approaching the balance
  - ◆ Well organised curriculum
  - ◆ National economy and the curriculum
2. Discuss the functions of curriculum evaluation.
3. Identify three curriculum models and discuss how they pave the way for curriculum design.
4. One of the problems confronted by special education curriculum designers is to come up with a differentiated curriculum. Discuss this problem and suggest how the problem can be overcome.
5. You are asked to design a curriculum for children with significant learning difficulties: Discuss areas that you should consider ideal for this exercise.
6. In evaluating a curriculum there is usually a criteria used. In your own view explain at least five points you would include in your criteria.

END OF EXAMINATION

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

EPS 431  
EDUCATION AND INEQUALITY IN ZAMBIA WITH SPECIAL REFERENCE  
TO THE HANDICAPPED

TIME: THREE (3) HOURS  
INSTRUCTIONS:

1. Answer any three (3) questions. Credit will be given for orderly presentation of work.
  2. Write each question in a separate booklet.
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1. In not more than 10 lines, discuss four (4) of the following issues:
    - i) Academic achievement of children with disabilities
    - ii) Equality of educational opportunity
    - iii) Inclusive education in Zambia
    - iv) Self-fulfilling prophesy of the teacher
    - v) Social stratification
    - vi) Attitudes of Government towards education of the disabled
    - vii) Selectivity index.
  2. Frame a question on any topic of your interest in this course and answer it.
  3. With your knowledge of the New Sociology of Education Theory, what do you think would contribute to poor performance of students with disabilities in a mainstream school?
  4. Although the Government's policy is to have the children with special educational needs educated with other students, there are a number of things, which will make this policy difficult to implement. What do you think are the obstacles to inclusive education in Zambia and how can you do way with these obstacles?
  5. Inclusion and integration are but one and the same thing. Do you agree?

6. "Even if we change the concepts used to describe persons with disabilities, the fact still remains that they are disabled and no playing with words will change this fact. Words such as 'intellectually challenged', 'differently abled' are used to hide the society's negative attitudes towards people with disabilities. Could it be good to be frank and say that a short leg is a short leg, it cannot be 'differently abled leg', a child without a hand cannot be a child with 'differently abled hand'".

Critically discuss this question in light of the attitudes of teachers in the mainstream schools towards children with disabilities.

END OF EXAMINATION

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

FIRST SEMESTER UNIVERSITY EXAMINATIONS – AUGUST , 2003.

EPS 461

MANAGEMENT AND ADMINISTRATION IN SPECIAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

Answer any FOUR (4) questions in separate booklets. All questions carry equal marks. Credit will be given to orderly presented work.

1. Many topics were covered in this course. Make your own question from any of the topics discussed and answer it.
2. It is not necessary to have a separate management and administration of special education in Zambia. Discuss.
3. Analyse the present management and administration of special education in Zambia. In your opinion, how should it have been done?
4. Before any organisation can succeed in its specified aims certain things must be considered carefully. What are these things? Discuss one of them in detail.
5. By leadership tactics is meant the various ways by which leaders try to maintain themselves securely in their positions as well as how they overcome opposition within their organisations. What are these tactics? Discuss in full the tactics that the superior can employ to maintain his/her position against the opposition of his/her subordinates.
6. Delegation of responsibility is one of the effective elements of administrative leadership. What is it and what are the requirements of effective leadership? Discuss in detail.
7. Contrast coercive and charismatic leadership. What are the merits and demerits of these two leadership styles? Which one would you use to administer an institution for children with disabilities? Why would you choose this leadership?
8. In order for communication to make administration more effective, there are certain rules which must be observed. What are these rules? Explain them in detail and show how you would employ them in a school for disabled children.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS, AUGUST 2003  
EPS 901  
AN INTRODUCTION TO EDUCATIONAL RESEARCH**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- 1. THIS EXAMINATION HAS TWO PARTS, A AND B.**
- 2. DEFINE ONLY SIX (6) CONCEPTS FROM SECTION A AND ANSWER ONLY THREE (3) QUESTIONS FROM SECTION B.**
- 3. YOUR ANSWERS TO SECTION A SHOULD BE IN ONE BOOKLET AND YOUR ANSWERS TO THE QUESTIONS IN SECTION B SHOULD BE IN SEPARATE BOOKLETS.**

**SECTION A:**

1. DEFINE BRIEFLY (not more than five (5) lines) ANY SIX (6) CONCEPTS FROM THE FOLLOWING:
- (i) Median
  - (ii) Epistemology
  - (iii) Operational Null Hypothesis
  - (iv) Intervening Variable
  - (v) Sample
  - (vi) Standard Deviation
  - (vii) Method
  - (viii) Purpose Statement
  - (ix) Qualitative Data
  - (x) Narrative Hook
  - (xi) Deductive Reasoning
  - (xii) Triangulation
  - (xiii) Internal Validity
  - (xiv) Characteristics of a Researchable Problem

**SECTION B:**

2. Compare and contrast questionnaires and interviews as data collection techniques.
  3. For each of the two research topics below, answer the following:
    - a) What do you think is the research problem ?
    - b) State two possible hypotheses
    - c) What possible data collection techniques can be used ?
    - d) What might be the independent and dependent variables.
- Research topic 1: A description of the perceptions of the principals and climates of Zambia's "effective" schools.
- Research topic 2: Factors that influence UNZA students' choice of programmes of study.
4. Describe the process to define and select a research problem to establish a research plan and a pilot study according to Borg & Gall (1983).
  5. Literature review is one of the key ingredients of a Research Proposal. What is the importance of literature review? What are the weaknesses ?
  6. Discuss some weaknesses of the positivist or scientific approach to educational research. How have these weaknesses been addressed or overcome by alternative research approaches.
  7. Describe with examples how an experimental investigation differs from a non-experimental investigation in educational research. Discuss different types of experimental design.
  8. Give an example of a research topic for which a quantitative approach might be more appropriate and another example of a research topic that would be more practical to investigate qualitatively. Provide a short outline of how the structure of the research proposal might look like in both cases.

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

### **DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION**

#### **UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATION**

**SEPTEMBER 3, 2003**

**ISE 111**

#### **NATURE OF CHILDREN'S LEARNING**

**TIME: THREE (3) HOURS**

#### **INSTRUCTIONS**

1. There are six (6) questions in this examination paper. You are required to answer:
    - ◆ Question One (1) which is compulsory (20 marks)
    - ◆ Any other two (2) from questions 2 –6 (15 Marks each).
  2. Answer each question in a separate answer booklet. Indicate on each booklet cover the number of question attempted.
  3. Credit will be given for orderly presentation of arguments and materials.
  4. This examination contributes 50% to the total course mark.
- 
1. In order for information to be stored in the long-term memory, there is need to use elaboration, contextualization and organisation techniques. Show how a teacher can use the knowledge of information processing techniques to aid student comprehension and recall?

2. According to Eric Erikson, personality development involves a resolution of social conflicts at each stage of development. explain how a teacher can use this theory to help children resolve their developmental conflicts in school.
3. There are two predominating schools of thought in the area of language development namely, Genetic/innate and environmental views. Discuss.
4. Outline Piaget's stages of cognitive development, showing the accomplishments and inadequacies of a child at each stage.
5. Discuss Sigmund Freud's psychosexual stages of personality development. Show clearly what happens at each stage.
6. Discuss some of the important factors that influence Gender Development.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – AUGUST 2003.**

**ISE 131:      BASICS OF ART**

**TIME:          THREE (3) HOURS**

**INSTRUCTIONS:**

**-READ THE INSTRUCTIONS CAREFULLY BEFORE YOU  
START ANSWERING QUESTIONS**

**-ANSWER FOUR (4) QUESTIONS**

**-GOOD PRESENTATION OF WORK WILL EARN YOU CREDIT**

- 
1. What is colour bar? Discuss how colour bar can be eliminated using powder paints as an example.
  2. What is the difference between design and pattern in Art? Give examples if possible.
  3. Can you explain why children defy orders from their parents when they reach that particular developmental stage? What is the name of the developmental stage?
  4. Explain how art can be integrated in traditional dances.
  5. Explain what you know about manipulation stage.

**THE END**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS - AUGUST 2003**

**ISE 171: Introduction to Food and Nutrition Science**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- Total Marks 100
  - The paper contains three sections A, B and C
  - Answer all questions in section A and B
  - Answer two (2) questions from section C
- 

**SECTION A**

Instruction: Each question carries one mark.

1. Many changes have occurred in the population of food since pre-historic times. As a result of these changes in food production
  - a) there is less intervention in nature.
  - b) there is less food available
  - c) each individual has more control over his/ her food supply.
  - d) every family always has a balanced diet.
  - e) each of us has less control over available food supply.
  
2. Prehistoric person would hardly recognise contemporary society. However, one of the following has not changed in thousands of years.
  - a) Transportation and communication systems of food distribution
  - b) Food production methods
  - c) Food preparation techniques
  - d) Variety of foods available
  - e) The body's food processing systems.
  
3. An organic compound is most accurately defined as
  - a) something sold at a health food store
  - b) one which contains carbon atoms bonded together
  - c) something grown in soil with fertiliser added
  - d) something grown without fertiliser added
  - e) a food product which is chemically superior to other foods.

4. Nutrient Density refers to
- a) the weight of the nutrient
  - b) foods that carry the USDA nutritional labelling
  - c) all organic foods
  - d) foods that provide more nutrients than calories relative to the RDA
  - e) high nutrients and calories per body make
5. The carbon-containing compounds which supply energy are
- a) carbohydrate, fat, protein, vitamins
  - b) carbohydrate, fat, protein, alcohol
  - c) carbohydrate, fat, protein, minerals
  - d) carbohydrate, fat, protein, water
  - e) all of the above
6. Vegan diets are apt to be inadequate in
- a) vitamin A
  - b) vitamin B
  - c) vitamin C
  - d) vitamin B6
  - e) vitamin B12
7. One gram of protein supplies \_\_\_\_\_, and one gram of carbohydrates supplies \_\_\_\_\_
- a) 2 calories; 4 calories
  - b) 4 calories; 4 calories
  - c) 6 calories; 2 calories
  - d) 9 calories; 4 calories
  - e) 10 calories; 6 calories
8. Nutrients which may be "fattening to the body are
- a) proteins
  - b) carbohydrates
  - c) fat
  - d) alcohol
  - e) all of these

9. Which of these factors favours the absorption of calcium?

- a) oxalic acid
- b) gastric acids
- c) ascorbic acid
- d) lactic acid
- e) nicotinic acid

10. Where is sulphur contained in the body?

- a) liver
- b) stomach
- c) bones
- d) most of the cells in the body
- e) all of the above

11. The satiety of fat is due to

- a) the conversion of fat to glucose
- b) chyme remaining in the stomach longer than other foods
- c) the release of gastric inhibitory peptide
- d) (a) and (b)
- e) (b) and (c)

12. A branched polysaccharide is

- a) glycogen
- b) amylopectin
- c) amylase
- d) (a) and (b)
- e) (b) and (c)

13. Magnesium is required for

- a) key metabolic compounds
- b) proper nerve and cardiac function
- c) sexual energy
- d) blood clotting
- e) lowering blood pressure

14. Several types of claims are forbidden on labels. Which of the following claims is permitted on labels?

- a) that a food is effective as a treatment for a disease
- b) that a natural vitamin is superior to a synthetic vitamin
- c) that food processing is responsible for decreased quality of food
- d) none of the above
- e) all of the above

15. In an attempt to establish a clear meaning of the word 'nutritious', a score evaluation of food is proposed. This has been called

- a) INQ
- b) USRDA
- c) NCBR
- d) (a) or (c)
- e) (b) if US is left out

16. What is lactobacillus bifidus

- a) friendly intestinal bacteria
- b) antibacterial compound found in breast milk
- c) cows milk preparation which resembles human milk
- d) human organism developing within the uterus
- e) iron-deficiency caused by excessive milk consumption

17. Essential fatty acids reduce all the following except

- a) blood clotting
- b) blood pressure
- c) linolenic and alpha acid
- d) inflammation
- e) (a) and (b)

18. Which of the following is not a fat soluble vitamin

- a) vitamin A
- b) vitamin B
- c) vitamin D
- d) vitamin E
- e) vitamin K

19. Bioavailability means

- a) availability of biology
- b) availability of genes
- c) ability to absorb heat from the sun
- d) ability to absorb amino acids
- e) ability to absorb minerals

20. Most carotenes are split, yielding in turn some vitamin A. This happens in the

- a) intestinal cells
- b) adipose cells
- c) skin cells
- d) liver
- e) stomach

## SECTION B

Each question carries 5 marks

21. Name **five** natural sweeteners

22. (a) Which of the above sugars is the most recent on the market?  
(b) Write **four** of its characteristics

23. When carbohydrates and proteins yield 17.0 kJ/g each and fats yield 38.0 kJ/g, an 11 - 14 year girl weighing 44 kg and is 154 cm tall needs 9200 kJ/day. If she eats 6200 kJ of fat and proteins, how many grams of carbohydrates does she need to balance her daily requirements (show all the steps).

24. Briefly explain on each of the following

- a) Xerophthalmia
- b) Glycolysis
- c) Metabolism
- d) Caramelization
- e) Nutrient Density

25. Match the term with the appropriate definition

|               |     |                                                                                     |
|---------------|-----|-------------------------------------------------------------------------------------|
| Bioflavonoids | ( ) | a) Sometimes used in conjunction with anti-psychotic drugs                          |
| Choline       | ( ) | b) Vitamin A precursor present in plant foods as yellow pigment                     |
| Carotene      | ( ) | c) non-vitamin natural body constituent for which no deficiency has been discovered |
| Thiamin       | ( ) | d) a compound that has vitamin A activity                                           |
| Retinol       | ( ) | e) B vitamin needed for co-enzyme Synthesis                                         |

26. State whether True or False

- a) Eating excess protein makes you immune from gaining weight
- b) High-protein, low-carbohydrate diets enable you to eat all you want because protein is not fattening
- c) Dietary supplements are justified because many people have an unusually high requirement for vitamins and minerals
- d) Food satisfies psychological, sociological and economic needs as well as physiological
- e) Nutrition experts definitely agree on nutritional guidelines for the general public.

27. What do the following statements mean?

- a) Breaking up of large particles of fat into smaller ones
- b) Decomposing of fat due to air, heat and light
- c) Any food containing from 50% to 150% of USRDA of any vitamin or mineral
- d) Pre-breast milk secretion with a high antibody content
- e) A protein in the mucus that degrade bacteria

28. The <sup>large</sup>intestines can be broken down into parts. Name **five** of these parts.

## SECTION C

Each question carries 20 marks

29. Calcium is a very important mineral in our diet. Discuss the major functions of this mineral and identify major food sources. What kind of group can experience deficiencies

30. Write BMI in full and then

- a) describe how you can find it
- b) explain its importance
- c) list the ranges of BMI in relation to risk
- d) write four consequences for each; a person in the 'over' range and one in the 'under' range

31. Complete the table below on tools for Studying Nutrition

| Category | Tools | Brief account of how it works |
|----------|-------|-------------------------------|
|          | i)    |                               |
|          | ii)   |                               |
|          | iii)  |                               |
|          | i)    |                               |
|          | ii)   |                               |
|          | iii)  |                               |
|          | i)    |                               |
|          | ii)   |                               |
|          | iii)  |                               |

**THE UNIVERSITY ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATION-AUGUST 2003**

**ISE 181**

**INTRODUCTION TO SOCIAL STUDIES I**

**TIME:                      THREE HOURS**

**INSTRUCTIONS:        ANSWER THREE QUESTIONS. TWO FROM SECTION ONE  
AND ONE FROM SECTION TWO**

- 
1.        What were the factors that caused the Luba and Lunda people to migrate into Zambia after about 1600?
  2.        Explain either the rise and decline of the Chewa Kingdom of Undi or the rise and decline of the Lunda Kingdom of Mwata Kazembe.
  3.        Why and how were the pre-nineteenth century local trade networks expanded between 1800 and 1880?
  4.        Do you agree with the argument that there was a relationship between trade and politics in pre-colonial Zambia?
  5.        What do you see as the impact of long distance trade in pre-colonial Zambia?
  6.        In the context of pre-colonial social studies of Zambia, do you think the Mfecane was a revolution?
  7.        What was the impact of slave raiding and trading on pre-colonial Zambia?

## **SECTION TWO**

7. Discuss roles and functions of chiefs in pre-colonial Zambia.
8. What do you understand of two of the following:
  - (a) culture
  - (b) norms
  - (c) customs

# **THE UNIVERSITY OF ZAMBIA**

**FIRST SEMESTER EXAMINATION - AUGUST, 2003**

**ISE 251 - PHYSICAL EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTION: ANSWER ALL QUESTIONS IN SECTION A AND ANSWER  
THREE (3) IN SECTION B**

=====

## **SECTION A**

Give brief explanations of the following questions:

1. Mention the parts of the Circulatory System.
2. What is pulse?
3. What are systolic and diastolic?
4. What are the components of blood?
5. What are the functions of the Respiratory System?
6. What is meant by gas exchange?
7. What are the functions of the Digestive System?
8. Where in the Digestive System are the fats digested?
9. What are the functions of the diaphragm in the Respiratory System?
10. Mention one disease that could be caused through the Respiratory System.
11. Draw a simple diagram of the Circulatory System, showing the two circulations.
12. What is the function of the capillaries in the Circulatory System?
13. Briefly explain how the absorption of food into the body takes place.

14. What are the functions of the following organs in the Digestive System?
- (a) the liver
  - (b) the pancreas
  - (c) the gall bladder
15. What is blood group?
16. Blood pressure - explain
17. Mention the organs of the Digestive System.
18. One of the functions of the Circulatory System is to fight diseases. How does this happen?

## **SECTION B**

Choose **three (3)** questions from the following:

1. Explain the following terms:
- (a) Tidal volume
  - (b) Vital capacity
  - (c) Maximal breathing volume
  - (d) Residual volume
2. Draw a diagram of the Digestive System and label the concerned organs.
3. The benefits of regular exercises on the Circulatory System. Discuss.
4. Gas exchange in the lungs. Discuss.
5. Explain the digestion of the following foods:
- (a) Carbohydrates
  - (b) Protein
  - (c) Fats
  - (d) Minerals

# **THE UNIVERSITY OF ZAMBIA**

**FIRST SEMESTER EXAMINATION - AUGUST, 2003**

**ISE 261 - PHYSICAL EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTION: ANSWER FOUR (4) QUESTIONS FROM THE FOLLOWINGS:**

---

1. Given **throwing** and **catching** as a skill, with a class of 40 pupils, prepare a lesson plan. Showing the type of teaching aids and method to use.
2. Mention five methods of teaching Physical Education. Write advantages and disadvantages of each.
3. Preparing for a Provincial Sports Day, how do you go about it?
4. Pupils' Performance Evaluation in Physical Education. Discuss.
5. Zambia women's participation in sports. Discuss.

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – AUGUST 2003.**

**ISE 281: BASIC TOPICS IN SOCIAL STUDIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**-ANSWER THREE QUESTIONS, TWO (2) FROM SECTION A  
AND ONE (1) FROM SECTION B AND QUESTION ONE IS  
COMPULSORY**

---

**SECTION A**

1. (a) “Zambian youths face numerous value conflicts, in fact, they are in a state of value confusion.” Justify this point of view about the Zambian youths.  
(b) Why and how should values be taught?
2. (a) What are the implications of adopting reflective social studies as social inquiry?  
(b) Why should Zambian pupils be subjected to learning through reflective social inquiry?
3. Chishimba and Simukoko (2000) argue that there are still some shortcomings in the present social studies. What are these shortcomings and how can they be overcome.

**SECTION B**

4. What are some of the salient aims and objectives of Social Studies?
5. Discuss what is scope of Social Studies.
6. Social Studies curriculum and method of instruction influence three different aspects of education or dimension. These are Intellectual, Social and Personal education or dimension. Elaborate on each of the three.

**END OF EXAMINATIONS**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### FIRST SEMESTER EXAMINATIONS – AUGUST 2003.

ISE 319:      PRIMARY SCHOOL CURRICULUM DEVELOPMENT

TIME:              THREE (3) HOURS

TOTAL MARKS:   100

#### INSTRUCTIONS:

1. You should answer **three (3)** questions choosing **one** from each of the three sections.
2. In each section, you have to choose **one** question from the two available.
3. Use a separate answer book for each section

---

#### SECTION A

Instruction:    Answer **one** question in this section.

1. According to Ralph W. Tyler in Basic Principles of Curriculum and Instruction (1970), the learning experiences appropriate for achieving the objectives targeted for. However, there are certain principles that apply to the selection of learning experiences whatever the objectives may be.
  - (a) Explain the **four** general principles that are used when selecting learning experiences for achieving formulated objectives.
  - (b) Discuss the criteria for organising content and activities of the primary school curriculum.
2. Andrew Urevbu in Curriculum Studies (1990) points out that in its general form the subject-centred design organises the curriculum into a variable number of subjects, each of which purportedly represents a specialised and homogenous body of content.
  - (a) Discuss the merits and demerits of the subject-centred curriculum.
  - (b) Although the subject-centred curriculum is the dominant curriculum design in the Zambian primary school, in recent years there has been a shift towards the integrated curriculum. Highlight the curricular changes that have occurred in the primary school curriculum.

## SECTION B

Instruction: Answer **one** question in this section.

3. George Bishop in Curriculum Development (1985) states that we need to see the whole process of curriculum development on a broad canvas, before getting down to the specifics. Frameworks of the curriculum development process give us such broad canvases. They enable us to see wood rather than trees; they furnish us with complete picture.
  - (a) Define the term “curriculum planning model.”
  - (b) Discuss any **four** curriculum development models
4. D.K. Wheeler in Curriculum Process (1983) says that evaluation in curriculum development is based on measurement and assessment.
  - (a) Briefly define the terms “evaluation”, “assessment” and “measurement”.
  - (b) Identify and explain **four** models of curriculum evaluation.

## SECTION C

Instruction: Answer **one** question in this section

5. Hugh Hawes in Curriculum and Reality in African Primary Schools (1982) asserts that the implementation of curriculum change is a complicated enterprise.
  - (a) Discuss the stages for evaluating instructional materials before implementing the new curriculum in primary schools.
  - (b) Explain the **four** models of curriculum innovation.
6. Preventive maintenance in primary schools in Zambia is an important innovation. School managers and teachers welcome the innovation and thereby take the initiative of repairing school buildings, desks, tables, chairs and other equipment. (Zambia Educational Sector Support Programme, FINNIDA/Ministry of Education, 1995)
  - (a) What type of an “innovation” is Preventive Maintenance in the Zambian primary school system?
  - (b) Identify the type of strategy employed in introducing such an “innovation”
  - (c) Using the relevant ideas covered in this course, critically analyse some of the factors that might obstruct the implementation of the innovation by any school.
  - (d) Propose an alternative approach to the introduction of such an innovation in the school system and give reasons why.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS – AUGUST 2003.**

**ISE 331: INVESTIGATING AND MAKING ART**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**-READ INSTRUCTIONS**

**-ANSWER FOUR QUESTIONS**

**-GOOD PRESENTATION OF WORK WILL EARN YOU CREDIT**

- 
1. If you say investigating art, what do you expect the pupil to investigate?
  2. Explain the difference between knowledge and understanding in Art.
  3. Explain briefly how you can present a lesson on colour in **content** before the class starts to work in grade 5.
  4. Discuss how you see the meaning of **visual form** in Art.
  5. Montage is another form of Art. Mention 5 objectives you would achieve out of this lesson, and explain briefly on each of these objectives.

**THE END**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS - AUGUST 2003**

**ISE 371:      Family Resource Management**

**Marks:        100**

**TIME:         Three (3) Hours**

**INSTRUCTIONS:**

- The paper contains two sections A and B
  - Answer all questions in section A
  - Answer **three (3)** questions in section B
- 

**SECTION A: 40 MARKS**

1. Define the following
  - (a) Euphemism
  - (b) Unidirectional
  - (c) Need
  - (d) Value
  - (e) Causality
  - (f) Ergonomics
2. Write the following in full
  - (a) FST
  - (b) SES
  - (c) FRME
  - (d) IEC
  - (e) PPAZ
3. In relation to family planning , identify two major benefits of slower population growth
4. Mention three types of decisions
5. Write any **four** functions of interpersonal relationships.
6. Interpersonal relationships have five stages, follow the proper sequence as you mention them.
7. In their order write the stages one goes through upon learning about the death of a relative or friend.

8. In the study of family and personal relationships different types of family relationships are discussed. Name the **four** general ones.
9. What is the main objective of FRM?
10. Giving an example for each, list down things to consider when budgeting.
11. Name at least **three** ways of conserving energy.
12. When you have to consider things such as shapes, form, space, you are actually.....
13. Which of the important expenditures do we usually neglect to count?

**SECTION B: 60 marks**

Instructions: -Answer three (3) questions in this section, question **one is compulsory**  
-Each question carries 20 marks

- 
1. Answer either
    - (a) The family is regarded as a system
      - i) explain what you understand by the statement
      - ii) using the FST ,choose four (4) theoretical frameworks and discuss each is related to the family.
    - OR**
    - (b) The FST has roots from two (2) major fields of study.
      - i) name and briefly explain the belief in each study.
      - ii) list the basic concepts of FST and explain on **four** (4) of the concepts.
  2. In every family, decision-making skills are needed.
    - i) outline these skills /processes
    - ii) following these skills , give an example of how you could solve a family problem you are currently or previously experienced .
  3. Maslow (1954) holds that there is a hierarchical structure of needs that initiate goal-directed behaviour.
    - i) define need
    - ii) discuss the different levels of needs according to Maslows hierarchy.
  4. It is true that there are factors that influence task performance in a family
    - i) pick any five of those factors
    - ii) give three supporting points for each.

***THE END***

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
FIRST SEMESTER EXAMINATIONS**

**AUGUST 2003**

**LSE 211**

**SOCIAL STUDIES TEACHING METHODS I**

**TIME: THREE (3) HOURS**

**INSTRUCITONS**

**ANSWER THREE (3) QUESTIONS, TWO (2) FROM SECTION A AND ONE (1) FROM SECTION B AND QUESTION ONE (1) COMPULSORILY.**

---

**SECTION A**

1. (a) Analyse the current social studies curriculum highlighting its shortcomings and its strengths.  
  
(b) What implications do the changes that were introduced to the social studies curriculum in 1996 entail:
2. (a) Why and how should we plan for teaching?  
  
(b) Design a scheme of work for a month to teach HIV/AIDS.
3. (a) What is class control and how can it be promoted in the course of teaching?  
(b) Analyse the place of visual aids in teaching social studies in Zambia.

**SECTION B**

4. What is a lecture method? What is it used for? Discuss some of its merits and demerits.
5. Why is there a need for a variety of methods in the teaching of social studies? Discuss the characteristics of a good teaching methods.
6. Why is the syllabus an important educational document?

**END OF EXAMINATIONS**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS**

**AUGUST 2003**

**LSE 291: PRIMARY RELIGIOUS EDUCATION METHODS**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS**

- 1. ANSWER ONE QUESTION FROM SECTION A AND TWO QUESTIONS FROM SECTION B**
  - 2. ALL WORK MUST BE CLEARLY AND NEATLY WRITTEN**
- 

**SECTION A: Choose one question only**

1. Outline and discuss the dimensional approach to Religious Education.
2. List and explain Bloom's Taxonomy of educational objectives.

**SECTION B: Choose two questions only**

3. (a) What advice would you give an in-coming teacher before he/she draws up a scheme of work?  
  
(b) Discuss the value of drawing up a Scheme of Work and a Record of Work in Religious Education.
4. (a) Clearly differentiate between a course description and a course objective.  
  
(b) With appropriate examples from RE, state the three levels of performance objectives.  
  
(c) Discuss the qualities of meaningful performance objectives in RE
5. (a) Clearly explain how the RE teacher is the best teaching aid.  
  
(b) Read the passage below and then construct **four** multiple-choice questions for a Grade 7 class:

## **CHRISTIAN DEATH**

When a Christian is seriously sick, or dying, members of his/her church come and pray with that person. Some Christians (for example, Anglicans and Catholics) give the person the sacrament of the sick in which the person is signed with holy oil. The person is also given Holy Communion. All this is done to prepare the person for his journey to God.

When a Christian dies the body is washed and dressed in ordinary clothes. It is put in a coffin which has a cross on it. Before the body is buried, there are readings from the Bible and special prayers asking God to have mercy on that person.

Before the coffin is put into the grave, a prayer like the following is said:

It has pleased Almighty God to call our brother/sister from this life to Himself. Now we put his/her body into the ground in the sure and certain hope of the resurrection to eternal life through our Lord Jesus Christ.

The family and friends mourn the loss of one they loved. But Christians believe that death is a journey to God and everlasting life, so the funeral is always a time of hope. In this, Christians are following the teachings of Jesus who said, "I am the resurrection and the life, he who believes in me shall never die."

Christians remember the dead person each year on the day he died and pray for him/her. On the 2<sup>nd</sup> of November each year, Christian churches pray for all who have died. It is called All Souls Day.

*(Religious Education Grade Six Pupils' book (1990)  
Experimental Version – CDC P. 23)*

6. (a) Briefly discuss the history of Religious Education in Zambia.
- (b) How relevant and appropriate is the Zambia Teacher Education Course (ZATEC) to the teaching of RE in primary schools in Zambia?
7. (a) Explain two of the following theories:
  - i) Client-centred theory
  - ii) Rational Emotive Behaviour Theory
  - iii) Existential Theory
- (b) Discuss the main problems experienced by the youth (at society level) which the RE teacher needs to be familiar with.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS**

**AUGUST 2003**

**LSE 401: CURRICULUM STUDIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**Choice of questions:** You should answer three questions choosing one from each of the three sections. In each section, you have to choose one question from the two available.

**Use Three Separate Answer Books:**

Please use a separate answer book for each question. You should therefore submit three answer books. Please clearly indicate the number of the question you are answering in the left-hand margin of the answer sheets which are contained in the answer book.

**TOTAL MARKS: 100**

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**SECTION A**

**INSTRUCTIONS FOR SECTION A:**

**Answer only one question in this section; either Question one (1) or Question two (2). Use a separate answer book.**

1. Compare and contrast the Tyler Rationale and the Tanner and Tanner Model of curriculum planning
2. "The Technical Model of the curriculum is the most systematic, empirical, objective and efficient approach to curriculum development." Explain the stages of the Technical Model in the development of the secondary school curriculum.

**SECTION B**

**INSTRUCTIONS FOR SECTION B:**

**Answer only one question in this section; either Question 3 or Question 4 Use a separate answer book.**

3. "Jean Piaget's research on the stages experienced by children with respect to their cognitive development and the work of Jerome Bruner on modes of representation of

the culture have had considerable influence on curriculum thinking” Discuss this statement in the light of implications for curriculum development, teaching and learning.

4. Philip Phenix states his theme on the disciplines of knowledge for incorporating in the school curriculum as follows:

“.... The curriculum should consist entirely of knowledge which comes from the disciplines for the reason that disciplines reveal knowledge in its teachable form.”

- (a) Explain the genetic classes of knowledge according to Phenix
- (b) To what extent would you accept the thesis of Phenix as an approach to curriculum organization and implementing it in the situation of a school in Zambia.

### **SECTION C**

#### **INSTRUCTIONS FOR SECTION C:**

**Answer only one question in this section; either Question five (5) or Question six (6). Use a separate answer book.**

5. Andrew Urevbu in Curriculum Studies (1990) and M.B. Ogunniyi in Educational Measurement and Evaluation (1990) agree and state that assessment deals with how well a group of pupils have learnt a particular knowledge and it uses various forms of measuring techniques, tests or examinations. Assessment is concerned with qualitative descriptions of pupil performance. It is more specific than evaluation. Assessment indicates the specific academic achievement of pupils in terms of stipulated objectives of the school curriculum.
  - (a) Explain the terms “formative evaluation” and “summative evaluation”.
  - (b) Discuss the three categories of educational objectives.
  - (c) Critique Benjamin Bloom’s taxonomy of educational objectives.
6. Elizabeth Vallance writes on “Hiding the Hidden Curriculum” in Henry Giroux and David Purpel (eds.) The Hidden Curriculum and Moral Education: Deception or Discovery? And asserts that a great deal of attention given presently to the hidden curriculum has done more to establish the legitimacy of the concept than to clarify its specific referents. That the concept itself is still somewhat loose is apparent in the number of satellite labels that attach themselves to it including the “unstudied curriculum”, the “covert” “latent” curriculum, the “non-academic outcomes of schooling”, the “residue of schooling” or simply “what schooling does to people.” Each label carries a set of connotations as to what the hidden curriculum is presumed to mean.

- (a) What is your definition of the term “Hidden Curriculum” and why do you advocate that definition?
- (b) Elaborate how Philip Jackson in his book Life in Classrooms uses the terms “crowd”, “praise” and “power” as they relate to the hidden curriculum.
- (c) Discuss the assertion that the “hidden curriculum” and “moral education” as propounded by Lawrence Kohlberg in “Education for Justice” as contained in the book titled Moral Education are interlinked.

**-END OF EXAMINATION-**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS**

**AUGUST 2003**

**LSE 411: GEOGRAPHY TEACHING METHODS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: Answer three (3) questions, of which one must be question one. Credit will be given for use of relevant examples and illustrations.**

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1. (a) Name and define ten (10) different types of questions which you could use in teaching geography. **(10 marks)**  
  
(b) Discuss how you could utilize a combination of exposition, annotated sketching and questioning in a geography lesson. **(10 marks)**
2. As clearly as you can, outline key features of reflective teaching in school geography. **(15 marks)**
3. “When the content of geography lessons consistently fails to incorporate a values ✓ education dimension, it may be accused of moral carelessness...”, (Lambert and Balderstone 2000, p. 290, authors emphasis). Discuss. **(15 marks)**
4. Outline the methods you could use to teach the controversial topic of “Liuwa and Sioma – Ngwezi Game Management plans”. **(15 marks)**
5. Why is it important for geography teachers to know their learners effectively? ✓ **(15 marks)**

**END OF EXAMINATION**

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

**FIRST SEMESTER DEFERRED EXAMINATIONS  
SEPTEMBER, 2003**

**LSE 451: HISTORY TEACHING METHODS**

**TIME: THREE (3) HOURS**

**MARKS: 50**

**INSTRUCTIONS:**

**Answer any THREE of the five questions given in this paper.**

**Write the answer to each question on a separate sheet.**

**All the questions carry equal marks**

- 
1. Outline the criteria used in the selection of optimum flat pictures for teaching purposes, and highlight the advantages and disadvantages of using such pictures in history teaching.
  2. Explain the stages that are involved in Popham's Goal referenced instructional model, and highlight its merits and demerits
  3. Give an account of the functions that tests serve in education, and discuss the essential characteristics of educational tests
  4. Identify the problems that are encountered by history teachers in assessing pupils' essay work, and suggest viable solutions
  5. Describe the organisational structure of a social services department in a secondary school, and outline the duties of a head of department.

**End of Examination**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**FIRST SEMESTER EXAMINATIONS**

**AUGUST, 2003**

**LSE 471: AFRICAN LANGUAGES TEACHING METHODS II**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

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

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**SECTION A**

1. Writing is considered to be a skill which is both limited in value and difficult to acquire.
  - (a) Justify the argument given in the above statement **[15 marks]**
  - (b) In spite of the argument you have presented, explain why you will still be required to teach writing. **[10 marks]**
2. (a) With the help of examples, explain the meaning of the following statements:
  - i) ...literature directly reflects the society in which it arose. **[5 marks]**
  - ii) What a literary work says is only a part of its message. Equally important, if not more important (for students of literature), is how the work says it **[5 marks]**
  - iii) For secondary school pupils, textual analysis and criticism require classroom instruction **[5 marks]**
- (b) Mention five examples of the methods of learning more about a particular character in a literary work. **[10 marks]**

3. The educational language policies of most African countries create an impression that the educational objectives aim at inter-national relations and not at intra-national integration.

Discuss the extent to which this is true in Zambia and suggest how this trend can be reversed. **[25 marks]**

4. With the help of examples, discuss the similarities and differences between a language – teaching syllabus modelled on the synthetic pedagogical strategy and one patterned upon the analytic strategy. **[25 marks]**

## **SECTION B**

5. Prepare a translation lesson plan for a Grade 9 class based on the passage given below. Remember to deduce the topic, objective(s) and teaching points from the passage.

### **ANOTHER ACCIDENT AT THE BLACKSPOT**

A notorious accident blackspot claimed another victim yesterday. Mr. Yandikani Lungu, 35 years old, was driving home from a wedding of his cousin's friend which took place at Kasama Catholic Church. At Chunga corner his car skidded because it had been raining heavily and left the road. It rolled over several times before hitting a tree and bursting into flames.

Crowds of residents rushed from their houses but were unable to put the fire out. Bewildered, they watched Mr. Lungu burn to ashes and by the time the police arrived with fire extinguishers, the fire was already out. Fortunately Mr. Lungu was by himself as his wife and three children did not attend the wedding because one of his children was sick. **[25 marks]**

6. Think of a clear and specific objective of a Grade 10 lesson on nouns formed from verbs in any Zambian language and write a forty – minute lesson plan. **[25 marks]**

7. Design an eighty-minute composition lesson plan for a Grade 8 class, based on a free topic. **[25 marks]**
8. (a) Compile three units of teaching items based on each of the following types of language syllabus:
- i) notional
  - ii) structural
  - iii) situational **[9 marks]**
- (b) What is the appropriate name for the type of syllabuses we use in Zambian languages and why is this name appropriate? **[4 marks]**
- (c) Prepare classroom activities for a situational composition writing exercise to be used in a Grade 12 class, in which the skills of reading, speaking, listening and writing are integrated. **[12 marks]**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATION –AUGUST, 2003**

**LSE 481**

**FRENCH TEACHING METHODS II**

**DUREE: TROIS HEURES**

**CONSIGNES:** <sup>TROIS</sup> **TRAITEZ TOIS QUESTIONS. UNE QUESTION DE LA PREMIERE SECTION ET DEUX DE LA DEUXIEME SECTION**

**PREMIERE SECTION**

1. Quel est le role du chef de département de français à l'ecole secondaire?

OU

2. Qu' est-ce que vous entendez par l'Evaluation? Quel est le rôle de l'evaluation fomative dans la classe de langue?

**DEUXIEME SECTION**

3. Qu' est-ce que vous entendez par la sociolinguistique? Allez-vous enseigner à vos élèves les mots familiers comme; Chouette, Nana, Flic, Bagnole, Mec, Sympa? Justifiez votre réponse.
4. Préparez une épreuve qui aura comme objectif <sup>de vérifier</sup> si vos apprenants sont (ou seront) capable de presenter quelgu'un
5. Les jeux contribuent à motiver les élèves dans la classe de langues. Proposez un jeu de vocabulaire pour les élèves de grade 8 ou 9.
6. Ils' appelle Jacques Martineau. Il a trente ans. Il est journaliste. Il habite à Marseille, 28 rue de la Liberté. Il est d'origine Congolaise. Son rêve c'est de devenir le premier journaliste francias.

En vous vous appuyant sur la technique de grille de comprehension, préparez des questions pour verifier la compréhension du texte ci-dessus en classe de grade 8

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS**

**AUGUST 2003**

**LSE 491 RELIGIOUS EDUCATION METHODS**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**ANSWER FULLY ANY THREE QUESTIONS**

1. What are ultimate questions? How do they arise from shared Human Experience? Why is it important to cover them in RE?
2. 'The elucidation of religious beliefs should be distinguished from the advocacy of those beliefs.'

Discuss, explaining in detail the meaning of this statement in RE teaching.

3. Which of the two main ideological influences on RE should be followed in Zambia: religious absolutism or religious neutrality? Discuss, giving reasons for choosing one and for rejecting the other.
4. Describe the 'intention' and 'method' criteria of indoctrination. Why is 'doctrinal content' the necessary and sufficient condition of indoctrination?
5. Why is the teacher's religious or secular commitment a problem in RE? With reference to this problem, explain how the Personalist model differs from the Positivist and Rationalist models of teaching.
6. 'The ability to teach RE is not synonymous with the ability to believe but with the ability to respect religion.' Critically discuss the meaning of this statement, giving examples from the Zambian RE situation.

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA**  
**SEMESTER EXAMINATIONS – AUGUST 2019**  
**MSE 331**  
**MATHEMATICS EDUCATION I**

**INSTRUCTIONS:**

Each question carries 25 marks. For each part of a question, maximum possible marks are shown in brackets [ ].

1. (a) Define and explain the functions of item analysis in mathematics [7]  
(b) i) What do you understand by the term Continuous Assessment (CA)? [3]  
ii) Discuss the challenges of incorporating teacher assessment (CA) in the final grading of the National Examinations (Grades 7, 9, & 12). [15]
2. (a) Identify and discuss the factors considered in sequencing instruction [20]  
(b) Give two examples of the use of familiarity to sequence subject matter [5]
3. The aims of teaching mathematics include the following:  
(i) To enable pupils appreciate the pattern, structure and power of mathematics  
(ii) To enable pupils use mathematics as a powerful means of communication  
(iii) To enable pupils derive pleasure and enjoyment in the study of mathematics  
(a) Explain what each of the above *aims* mean. As far as possible, use examples to illustrate your points. [15]  
(b) Discuss the measures a teacher of mathematics at a high school can take to facilitate the fulfilment of the above aims. [10]

4. The Cockcroft Commission of inquiry into the teaching of mathematics in England and Wales (1982) recommended that teaching at all levels (of primary and secondary school) should include opportunities for
  - i. exposition by the teacher
  - ii. practical work
  - iii. practice
  - iv. discussion
  - v. problem solving
  - vi. investigations
  - (a) For each of the above six items, state two points the Commission advised teachers to note for the successful implementation of the strategy. [18]
  - (b) You have been given the responsibility of helping teachers of mathematics improve their classroom practice. Explain how you would use the above recommendation to convince teachers that doing as the commission of enquiry recommended would, indeed, improve the quality of teaching and learning. [7]
5. (a) Distinguish between an examination syllabus and a teaching syllabus. [6]
  - (b) Discuss whether or not teachers of mathematics can include in their teaching aspects which are not in the syllabus. [6]
  - (c) Explain how each of the following contributes to effective teaching of mathematics: (i) scheme of work; (ii) lesson plan (iii) record of work. [13]
6. (a) Explain the purposes of using behavioural objectives in planning for the teaching of mathematics. [5]
  - (b) Explain the merits and demerits of using behavioural objectives to plan for teaching. [8]
  - (a) Critique each of the following objectives:
    - i) Given the definition of a set, pupils should know what a set is
    - ii) By the end of the lesson, pupils should be able to solve simultaneous equations. Desirable level of mastery is to solve correctly at least two pairs of equations out of five.
    - iii) Having taught matrices, pupils should be able to identify in all cases which matrices can be added and which ones cannot be added.
    - iv) Given relevant situation on probability, at least 80% of the pupils should be able to identify which situation are mutually exclusive and which ones are not. [12]

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**FIRST SEMESTER EXAMINATIONS – AUGUST 2003.**

**MSE 431**

**MATHEMATICS EDUCATION III**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

Answer any four questions.

Each question carries 25 marks. For each part of a question, maximum possible marks are shown in brackets [ ].

**MARKS POSSIBLE: 100**

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1. (a) Projects and investigations and or problem solving tasks provide opportunities for assessment of process objectives and skills. For the task “ Given a 3 litre jug and a 5 litre jug measure exactly 7 litres of water”

- i) Attempt a solution or describe the solution
- ii) What processes or skills are involved?
- iii) Design an assessment scheme for the task [15]

- (b) Outline the importance of projects and investigations in mathematics. [10]

2. The History of mathematics can be used to provide enrichment as well as a way of invigorating the teaching of the subject.

Discuss, illustrating with classroom examples how

- i) enrichment might be achieved [13]
- ii) the subject can be invigorated [12]

3. Mathematics teaching/learning can be greatly enhanced/improved by a conscious and systematic programme in a school. If you were a Head of Department of Mathematics in a school outline measures you would take in reference to the following

- a) diagnostic assessment
- b) special needs in mathematics
- c) professional development of staff
- d) remedial work [25]

4. The philosophies on the nature of mathematics could be put in three broad categories; The instrumentalist view, the platonist view and the problem solving view. It has been said that teachers should reflect upon and evaluate their own personal theory of mathematics education.
- (a) State your personal theory of mathematics education, illustrating with classroom cases/approaches [10]
  - (b) Identify and discuss the challenges a teacher might face in practising their personal theory of teaching and learning of mathematics [15]
5. Explain how each of the following could influence change in the mathematics curriculum:
- a) Needs of society
  - b) Professional associations
  - c) Technology
  - d) The nature of mathematics
  - e) Theories of learning [25]
- 6 Explain how each of the following can improve the teaching and learning of mathematics and yet, in some cases, be a hindrance to effective teaching and learning:
- a) Allowing democracy in your class
  - b) Allocating the weakest classes to the most effective teachers
  - c) Conducting extra classes
  - d) Grouping children according to ability so that the most able form one class and weak ones also their own class
  - e) Grouping children according to ability so that the most able pupils are paired with less able pupils
  - f) Enabling children enjoy the learning of mathematics even though it may mean ignoring the syllabus. [25]

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

FIRST SEMESTER EXAMINATION - AUGUST, 2003

**MSE 441/451/461**

**BIOLOGY, PHYSICS AND CHEMISTRY TEACHING METHODS III**

**TIME: THREE (3) HOURS**

## **INFORMATION**

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

## **INSTRUCTIONS**

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

1. (a) If you were a Head of Science Department at a high school, give 4 methods you would use to communicate information to members of your department. [4]
- (b) For each of the methods you have identified above, state two weaknesses and two strengths. [16]
2. (a) Describe what a 'job' description is. [2]
- (b) Explain the importance of "job descriptions" in an organization like a science department. [4]
- (c) Prepare a 'Job description' for:
  - (i) a laboratory assistant
  - (ii) a science teacherEach job description should have 4 tasks. [8]
- (d) Identify 2 weaknesses of a job description. [2]
- (e) Explain why some Heads of Science Department in high schools may avoid delegating responsibilities to other staff. [4]

3. In certain cases, a Head of Science Department may use a 'tell decision' approach to take decisions.
  - (a) What do you understand by 'tell decision approach'? [2]
  - (b) Describe four (4) situations under which a Head of Science Department may use the tell decision approach. [8]
  - (c) Give two strengths of tell decision approach. [2]
  - (d) What problems may arise in the department due to using the tell decision approach in making decisions? [4]
  - (e) Describe two other approaches a Head of Department may use to take a decision on an issue in the department. [4]
  
4. The Science Curriculum in Zambian High Schools is influenced or determined by a number of factors. Some of these are curriculum developers, science teachers, institutions of higher learning, and inspectors.
  - (a) Give two (2) ways in which each of the groups named above influences the science curriculum. [8]
  - (b) One approach that a science curriculum developer can use to modify a science curriculum is the R, D and D model proposed by Havelock (1969).
    - (i) Describe what the above models involve. [5]
    - (ii) State three (3) merits of the R, D and D models. [3]
    - (iii) Give three (3) weaknesses of the R, D and D models. [3]
    - (iv) Explain how the models named above can be improved? [1]
  
5.
  - (a) Identify 5 roles science examinations given at the end of grade 12 play. [5]
  - (b) What are the weaknesses of centrally set public examinations? [5]
  - (c) Give five (5) strategies you would use to prepare your pupils effectively for the end of grade 12-examination in your subject area. [5]
  - (d) Some people are advocating for the introduction of continuous assessment at high school level. Give one advantage and one disadvantage this can have. [2]
  - (e) Explain the negative effects of examination leakages on Science Education. [3]

6. (a) What is the value of Continuing Professional Development (CPD) for graduate science teachers? [4]
- (b) Identify six (6) avenues within a school available for teachers of science for their professional growth. [3]
- (c) Enumerate three (3) advantages and two disadvantages of school based professional development programme. [5]
- (d) Outline the contributions of the following to continuing professional growth of science teachers:
- (i) Zambia Association for Science Education [4]
- (ii) Examinations Council of Zambia [4]

**END OF EXAMINATION!**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATION**

**AUGUST**

**RS 101: INTRODUCTION TO RELIGIOUS STUDIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN SECTION A AND TWO QUESTIONS IN SECTION B. WRITE LEGIBLY.**

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**SECTION A**

1. Which theory attempts to explain away "religion"?
  - a) Original montheism
  - b) Mana
  - c) Wish-fulfilment
  - d) Ritual process
2. Who described religion as worship of society?
  - a) Emile Durkheim
  - b) Sigmund Freud
  - c) Milton Yinger
  - d) Karl Max
3. Why is Otto described as a "Christian apologist"?
  - a) he defended Christianity from attacks from other religions
  - b) he wanted to show the essence of Christianity
  - c) he aimed to show the idea of the Holy in Christianity.
  - d) he was rescuing Christianity from Empiricism.
4. Belief in the human soul is found in primal and higher religions. What is the distinguishing mark?
  - a) higher religions have scriptures
  - b) primal religions are superstitious
  - c) higher religions are revealed
  - d) primal religions attribute the soul to inanimate objects.
5. According to Tylor's Animistic theory,
  - a) the very air itself, was seen to be alive with spirits of all kinds
  - b) spirits were to be found in all of nature.
  - c) sacrifice was offered to spirits in order to weaken them

- d) spirits were outstanding members of society
6. Bishop Codrington theorised that all primitive people
    - a) tended to recognise the unseen forces in nature as impersonal
    - b) caused nature to act as it did towards their desired goals.
    - c) begun their religions with an awareness of a force like mana
    - d) offered sacrifices to mana in order to avoid its evil consequences.
  7. The Nature-Worship theory states that
    - a) activities of the forces of nature eventually became mythology
    - b) Apollo was in love with Daphne, but she fled from him and was changed into a laurel tree.
    - c) primitive people identified the forces in nature, personified them and made them part of the pantheon.
    - d) human beings first developed their religions from their observation of the forces of nature.
  8. According to the theory of Original Monotheism,
    - a) local deities have a small part in mythology because the worship of one god is difficult
    - b) the predominant form of religion for primitive people was based on mythologies.
    - c) the high god receives the most of attention and worship.
    - d) many basic cultures in Australia and Africa had a common belief in a distant high god
  9. The first stage of Magic theory is that
    - a) people had not attempted to control the world of nature through magic
    - b) a more rational understanding of nature was to be found in science
    - c) through certain processes such as rituals, nature could be coerced to act in one's favour.
    - d) If the ritual is done properly, nature will have no choice but to co-operate
  10. Ludwig Feuerbach taught that
    - a) religion is the self esteem of man who has either not yet found himself or has already lost himself again.
    - b) People who could not cope with the problems and challenges of life projected their wishes and developed gods and religion.
    - c) The truly, healthy mature person is content to stand alone and face the problems of life without gods or religions.
    - d) Religion is the sigh of the oppressed creatures. The heart of a heartless world, it is the opium of the people.
  11. "Religion is a unified system of beliefs relative to sacred things." This definition was first given by...
    - a) Emile Durkheim
    - b) Sigmund Freud

- c) Rudolph Otto
  - d) Max Muler
12. Animism is the belief that both living beings and other natural objects are the abode of....
- a) ancestors
  - b) descendants
  - c) spirits
  - d) gods
13. To describe God as personal
- a) makes him more accessible and approachable
  - b) is only part of the truth that must be respected
  - c) helps people relate to him by creating images of God.
  - d) is to have the feeling of creaturehood.
14. To describe God as immanent is to say that He.....
- a) does not act in the course of human history
  - b) is beyond and outside our material world
  - c) is not limited by the world an what he can do
  - d) is involved in the world and not separate from it
15. To describe God as transcendent means that He is .....
- a) limited by the world in terms of time, space, and what He can do
  - b) beyond and outside our material world
  - c) involved in the world and not far way
  - d) a conscious individual being like a human being.
16. The one supreme Lord who was recognised as the one reality in the Zoroastrian religion is
- a) Ahura Mazda
  - b) Mithra
  - c) Asha
  - d) Uruwana
17. At the age of 30, Zoaroaster had a vision of an angel called
- a) Haoma
  - b) Sraosha
  - c) Vishtaspa
  - d) Vohu Mana
18. Zoroastrianism spread rapidly in the lands of the Aryan people because of
- a) other teachings added to the original message of the prophet
  - b) healing of Vishtaspa's horse
  - c) the conversion of the prince of Bactria
  - d) conspiracy of the rival priests.

19. Ahura Mazda is understood to
- a) have revealed himself to human kind through the agency of three angels
  - b) be the invincible and intangible creator and ruler of the universe
  - c) reveal himself through immortals who bear masculine names and carry masculine qualities.
  - d) Be a rewarder of good deeds and obedience to God's law.
20. Angra Mainyu is also known as
- a) Yin
  - b) Ahriman
  - c) Yang
  - d) Daeva
21. Ahura Mazda revealed himself to human kind through the
- a) Amesha-Spenta
  - b) Yazata
  - c) Aeshma
  - d) Spenta Mainyu
22. Zoroaster taught that
- a) individuals could serve the forces of evil
  - b) people's lives and ultimate destiny depended on the exercise of their free will.
  - c) there was deity that controlled the choices that people make
  - d) ethical conduct was impossible since people have a free choice
23. Zoroastrians believe that
- a) there are prayers that can change the results of deeds
  - b) there are offerings that can cover sin
  - c) there is no means for atonement of evil deeds
  - d) human beings are not wholly responsible for how they live
24. In Zoroastrianism, ethical conduct is important since
- a) people will choose the path of righteousness
  - b) there is no law retribution in this life
  - c) no one must stand responsible for their choices
  - d) it will determine people's ultimate destiny
25. The souls of the dead in Zoroastrianism
- a) abide in heaven and hell until that point when time ends
  - b) will be destroyed forever
  - c) will be brought up and purified
  - d) will join the resurrected souls of the righteous.
26. By exercising reason with which humans are endowed, Zoroastrianism believes that
- a) a deity controls the choices that people make
  - b) human conduct is determined by economic or social factor

- c) it is possible for humans to achieve perfection in this life
  - d) humans can co-operate in lies, hate, corruption and every sort of evil
27. There are two spirits emanating from Ahura Mazda which
- a) relate to one another and meet in Unity of Ahura Mazda
  - b) have not co-existed since the beginning of time
  - c) are free from the influence of the other
  - d) are forces of both good and evil without the control of Ahura Mazda
28. To Zoroaster, men and women
- a) can serve evil
  - b) can co-operate with forces of good
  - c) must improve the world
  - d) are born in pure, sinless state
29. It is said that Zoroastrianism influenced Judaism in the beliefs about Satan, because
- a) pre-exilic biblical books have no mention of God's plan for bringing the earth to an end
  - b) there are changes in the theology of Judaism between the pre-exilic days of 586 BC
  - c) Biblical books that reflect the period prior to 586 BC have no satan figure
  - e) Jesus was confronted by Satan as he began his public ministry
30. Sraosha is an angel who
- a) has knowledge of the law of God
  - b) gives loving service
  - c) is a rewarder of good deeds
  - d) shows obedience to the law of God
31. Angra Mainyu represents
- a) light, truth and life
  - b) darkness, falsehood and absence of life
  - c) good thoughts, good words and good deeds
  - d) justice, truth, love
32. The Yasna is a collection of
- a) Prayer formulae, prayers and liturgy
  - b) sacrificial hymns addressed to individual duties.
  - c) writings concerned with ritual purification
  - d) laws against demons
33. Gathas are
- a) sacred symbols of one's confirmation into the Zoroastrian religion
  - b) writings concerning the life and teachings of the prophet Zoroaster
  - c) agents of Angra Mainyu
  - d) traditional accounts of Zoroaster's enlightenment

34. The Ashavants are
- a) evil doers
  - b) arbiters between good and evil
  - c) followers of truth and are god fearing
  - d) evil speakers
35. Darkhmas are
- a) ancient myths of gods, and spirits
  - b) those who have freedom of choice
  - c) followers of the god of fire
  - d) towers of silence
36. For the Jews God was revealing Himself
- a) through divine intervention in the control of events and interpretation of the oracles of the prophets
  - b) the making known his will and purpose in concrete historical situations
  - c) when the prophet said "thus says the Lord your God"
  - d) the fore-telling the future happenings
37. Name the modern city where Abraham came from
- a) Basra
  - b) Nazaria
  - c) Bhagdad
  - d) Najaf
38. Which king was unfavourable to Joseph's relatives in Egypt
- a) Pharaoh I
  - b) Cyrus
  - c) Alexander
  - d) Ramses II
39. He told the Jews that YHWH was mobile. Who is this prophet?
- a) Isaiah
  - b) Ezekiel
  - c) Jeremiah
  - d) Ezra
40. What is the central pillar of Talmudic Judaism
- a) Hasid
  - b) Zohar
  - c) Kibbutz
  - d) Shema
41. Living a kind of monastic order along the Dead Sea were
- a) Zealots

- b) Essenes
- c) Publicans
- d) Baptists

42. In the summer of C.E. 70 Romans burned Jerusalem. This was

- a) the beginning of the Diaspora
- b) the start of Zionism
- c) the final act of the Diaspora
- d) the end of Judaic religion

43. The gospels are

- a) Eye witnesses' accounts of the life of Jesus
- b) Theological interpretations of the life of Jesus
- c) Reconstruction of the life of Jesus
- d) Bibliographical account of Jesus

44. Who was Paul's teacher

- a) Gamaliel
- b) Luke
- c) Mark
- d) Matthew

45. Jesus Christ was killed for

- a) Lawlessness according to Roman collaborators
- b) Being a deviant Jew
- c) For the miracles which were doubted
- d) Blasphemy

46. Who instituted the first widespread persecution of Christians who refused to worship him?

- a) Domitian
- b) Nero
- c) Theodosius
- d) Diocletian

47. What is St. Augustine widely known for

- a) Stating that our hearts are restless until they rest in God
- b) The doctrines of original sin, fall of man and predestination
- c) Being born of a Christian mother and a pagan father
- d) For arguing with Pelagius

48. Where was John Wyclif from

- a) England
- b) Florence
- c) Prague
- d) Saxony

49. The Catholic counter reformation was

- a) The Vatican council
- b) The pre-Conciliar
- c) The Conciliar
- d) The Council of Trent

50. The variety of Christianity claiming to be Pentecostal in Zambia is the

- a) fundamentalists
- b) Charismatics
- c) BIGOCA
- d) Born-Agains

## **SECTION B**

Answer 2 questions in this section. Each question **MUST** be answered on 2 pages only.

1. Write short notes on 5 of the following topics

- a) Gnosticism
- b) Pelagianism
- c) Marcionism
- d) Arianism
- e) Monophysitism
- f) Nestorianism
- g) protenstantism

2. Clearly outline the events leading up to the Jewish Holocaust.

3. What has been the political role of Christianity in Zambia?

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
FIRST SEMESTER EXAMINATIONS**

**RS 201: INDIGENOUS RELIGIONS IN CENTRAL AFRICA**

**AUGUST 2003**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

- 1. ANSWER ANY THREE (3) QUESTIONS**
  - 2. WRITE LEGIBLY, COHERENTLY AND BE CLEAN**
- 

1. Show the manifestation of Bantu religions in the present – day societies of Central Africa.
2. Unlike Christianity, Bantu religion(s) is/are non-denominational. Explain.
3. Show the origins of the following:
  - (a) Hunting Spirits
  - (b) Chiefly ~~priests~~ spirits
  - (c) Territorial Spirits
4. Discuss Bolaji idowu's arguments against those who take a tautological approach to the study of African Traditional Religions.
5. Traditional African Religions seem to have survived the Christian onslaught. Discuss.
6. In very clear terms show the differences between Basangu and Masabe.
7. Justify why territorial shrines should be called "Guardians of the land"

**-END OF EXAM-**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**FIRST SEMESTER EXAMINATIONS**

**AUGUST 2003**

**RS 311: THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA**

**TIME: THREE (3) HOURS**

**INSTRUCTION: ANSWER FOUR (4) QUESTION ONLY**

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**QUESTION ONE**

- a) Briefly discuss two dimensions of conversion
- b) List and explain three types of conversion.

**QUESTION TWO**

- a) What is Fisher's critique of Horton's theory of religious change?
- b) What is Fisher's alternative to Horton's theory?

**QUESTION THREE**

- a) How does Van Binsbergen critique Horton's theory of conversion?
- b) What does Van Binsbergen propose as an alternative to Horton's theory?

**QUESTION 4**

- a) Discuss two strategies used by Muslims and Christian Missionaries to convert Africans to Islam and Christianity.
- b) List and explain three benefits of conversion

**QUESTION 5**

How does Gadsden argue that missionary/colonial education contributed to gender inequality and class formation in Zambia?