

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
INSTITUTE OF DISTANCE EDUCATION  
FINAL EXAMINATIONS 2017/2018 ACADEMIC YEAR

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**2017/2018 ACADEMIC YEAR- FINAL EXAMINATIONS**  
**COURSE: AED 1210- PSYCHOLOGY OF ADULT EDUCATION**

**Time: 3 hours**

**INSTRUCTIONS:**

- a) There are two (2) sections, with a combined total of seven (7) questions, in this paper.
  - b) You are required to answer **three (3)** questions only.
  - c) Answer the compulsory question (**question 1**) in Section A and pick any **two (2)** questions from Section B.
  - d) All answers must be in essay format.
  - e) The **only question** in section A carries **forty (40)** marks.
  - f) Questions in Section B carry **thirty (30)** marks each.
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**Section A**

1. Explain, in detail, the meaning of psychology. Using relevant examples from your own experience, outline and explain (5) reasons why adult educators should have a sound knowledge of Psychology?

**Section B**

2. Discuss five (5) criteria you would use to categorise a person as an adult. Use clear examples to support your points.
3. Identify and explain at least six (6) problems of adult learners in Zambia. How can psychology of adult learning effectively address each of the identified problems?
4. Use examples to illustrate how you can use the behaviourist theory to promote adult learning. What are the limitations of this theory?
5. Discuss the first three (3) stages of human development as presented by Sigmund Freud. Give examples on how fixation in these stages contributes to adult personality.
6. Explain the meaning of defence mechanism. Use examples to discuss any five (5) strategies you have used to safeguard yourself.
7. Explain three (3) physical and three (3) social life experiences in late maturity and draw implications for adult education.

**END OF EXAM**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES  
AED 1310 FINAL EXAMINATION –DISTANCE 2018

TIME: THREE HOURS

100 Marks

INSTRUCTIONS

There are two sections in this paper. The question in section A is compulsory while you should answer only two questions from section B

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SECTION A

1. Read the passage below and answer the question that follow.

Everybody has a seat **preference**-either the window or aisle, but never the **middle** (sardine) seat, where there's neither a view nor **leg** room. For that reason, middle-seaters should be given first choice **on** the **armrests**.

Personally, I prefer the **window** seat. I **love** the rush at take-off as the blurry **runway** vegetation **transforms** into a patchwork of greenery stitched together by long **threads** of tar transporting slow-moving **terrestrial** travelers. Far below I **trace** the rivers that curve their way to distant shores. Yet no matter how early I check **in** online, window seats **seem** to fly out of cyberspace faster than Han Solo's *Millennium Falcon* **escaping** the Imperial Guard. I search for any remaining one that may offer a partial view over the wing before I move my **attention** to the **leggy** aisle seats. If these are taken too, I'm left with no choice but to **suck** it in and endure the **constriction** of middle seat.

The bold words in the passage are nouns, adjectives, verbs or prepositions. Identify and classify them in a table accordingly.

SECTION B

2. Reading is an important skill. Discuss the factors that can help one to enhance active reading.
3. Discuss the structure of a good essay and explain the process of writing a good essay.

4. Identify any three key words that have been associated with defining communication and show how the three support the assertion that communication is a two-way process.
5. Discuss the advantages of written over oral communication in business. Write a letter of transfer from your station to another one in your organisation.

***END OF THE EXAMINATION***

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2017/2018 ACADEMIC YEAR FINAL EXAMINATIONS**

**2018 NOVEMBER FINAL EXAMINATIONS**

**AED 1410: SOCIOLOGY OF ADULT EDUCATION**

**Time: Three Hours**

**Marks: 100**

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**INSTRUCTIONS**

There are five questions in this paper answer any four.

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1. Establish the relationship between Adult Education and Sociology. Why do you think it is Necessary for Adult Educators to study Sociology? **(20 Marks)**
2. Without socialisation a person is a mere biological being. Discuss. **(20 Marks)**
3. Outline clear steps you would take as an Adult Educator working with World Vision Zambia in introducing Adult Education programmes or classes in a hostile environment. **(20 Marks)**
4. Define and write brief notes on the following
  - (a) Reverse Socialisation **(3 Marks)**
  - (b) Resocialisation **(3 Marks)**
  - (c) Desocialisation **(3Marks)**
  - (d) Sociological perspectives, cite and explain any three (3) sociological perspectives. **(11Marks)**
5. What is social stratification? Discuss the types of social stratification and effects of each on society. **(20 Marks)**

**END OF THE EXAMINATION.**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**FINAL EXAMINATIONS: 2015/2016 ACADEMIC YEAR**

**AED 2110: PROGRAMME PLANNING AND EVALUATION – FULL TIME**

**Instructions:**

1. The examination paper has 3 sections
2. Answer **any one question from sections 1 and 2 and any 2 questions from section 3.**

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**Section1: Answer any 1 question**

1. Imagine you are a planning officer from FAWEZA and show as to how you would write a project proposal to the United Nations (UN) to source for funds.
2. Which one is the most appropriate planning approach for Adult Educators? Justify your answer by using examples based on Zambian scenarios.

**Section 2: Answer any 1 question**

3. Define and briefly describe the following concepts:
  - a. Accreditation
  - b. Measurement
  - c. Front-end analysis
  - d. Cost-effectiveness analysis
  - e. External evaluation
4. Discuss all the types of information yielded by evaluation. Show, by use of examples, which purpose of evaluation is at play with each type of the information.

**Section 3: Answer any 2 questions from this section**

5. ‘Environmental scanning is vital to strategic planning’. Discuss
6. In your view, how can the purposes, goals and roles of evaluation be incorporated into adult education in order to make such an endeavour more sustainable?
7. Identify and critically discuss one model of programme evaluation.

**END OF EXAMINATION, ALL THE BEST!!!**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**2018 ACADEMIC YEAR – FINAL EXAMINATIONS**  
**COURSE: AED 2210 COMMUNITY DEVELOPMENT AND PLANNED**  
**CHANGE**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: There are two sections in this paper. Before answering the question, read carefully the instructions for each section.**

**SECTION A**

**Instructions: Answer ONE (1) question from this section.**

1. **Discuss** intelligently how knowledge of an environment identification of **needs planning** and **Prioritization of needs** act as important ingredients information of community Development project?
2. Give a detailed **discussion** on conflict and conflict resolution.

**SECTION B**

**Instructions: Answer TWO (2) questions from this section**

3. **Describe** in details strategies for **planning, implementing** and **evaluating** in planned change?
4. **Discuss** and **contrast** the relevance of Community Development (CD) and Community Organization (CO) to National Development?
5. **Explain** in details the meaning of the following concepts: - (a) Adult Education (b) Community School (C) Community Development (d) Self-help and (e) Community Organization.
6. Imagine you have just been appointed as the Lundazi District Community Development Officer. **How** can you successfully bring about development by using such principles of Community development as **attitude change, democracy, felt needs, culture** and **flexibility**.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION**

**AED 2410 NON FORMAL EDUCATION DEFERRED EXAMINATION 2018**

**TIME: THREE HOURS MARKS 100**

INSTRUCTIONS; ANSWER THREE QUESTIONS in this paper. Question one is compulsory.

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1. Show how non-formal education separates itself from formal education by its definition
2. Discuss the assertion that non-formal education is a deliverer and a restorer and show how this is appropriate to Zambia.
3. Identify any two types of non-formal education common in the commonwealth giving clear examples from Zambia
4. In Zambia the development agencies are playing a leading role in the provision of non-formal education. Identify any disadvantages of donor driven non-formal education activities.
5. What would you advocate as the advantages of non-formal education to a team of youths looking for a sustainable future?

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2017/2018 ACADEMIC YEAR FINAL EXAMINATIONS**

**AED 3110**

**PARTICIPATORY APPROACHES TO DEVELOPMENT**

**TIME: THREE HOURS**

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

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**SECTION A**

**Instructions:** Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

1. Many governments pride themselves in the use of consultation as a method for citizen participation in national development. Use the United Nations Development Programme forms of participation to explain why this form of participation is not considered an ideal form of participation.
2. A number of Non-Governmental Organizations collect demographics on people who attend their development training activities as an indicator of community participation. Use the United Nations International Children's Emergency Fund/ Schaeffer Levels of Participation to explain why demographics of people attending a training activity do not provide an indicator of an ideal form of participation.

## **SECTION B**

**Instructions:** Answer **the only** question in this section. Ensure that you answer all parts of the selected questions.

3. The VIPP approach is based on various concepts that are consistent with the humanistic philosophy which recognizes and respects the values and rights of each individual, group or culture as the starting point of any kind of human interaction for development. State and describe any five VIPP concepts and link them to the process of participation.

## **SECTION C**

**Instructions:** Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

4. Paulo Freire makes a link between emotion and action in the development process and consequently suggests the use of generative themes. Describe the process followed when conducting listening surveys and use of generative themes in participatory learning. Provide a code for the problem posing session to demonstrate your answer.
5. Agro-Ecosystem Analysis is known for major contributions to techniques used in Participatory Rural Appraisal such as pattern analysis of space, time analysis, flows and relationships among other forms of analysis. Draw diagrams to illustrate how diagramming can provide visuals for time analysis, analysis of flows and relationships in a community.
6. What is your definition of hegemony? Discuss the location of adult educators as organic intellectuals whose role is to engage into counter-hegemonic activities aimed at citizen participation in national development.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2017/18 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS

AED 3515

INTRODUCTION TO RESEARCH METHODS

TIME: THREE HOURS

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

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SECTION A

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

1. Write short notes to describe the following concepts used in research. Use examples to illustrate your answer.
  - a) Basic Research
  - b) Deductive reasoning
  - c) Accessible Sample
  
2. Write short notes to describe the following concepts used in research. Use examples to illustrate your answer.
  - a) Action Research
  - b) Inductive reasoning
  - c) Theoretical Sample

SECTION B

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

3. What do you understand by variables and what purpose do they serve in research? Imagine you are researching on Water, Sanitation and Health Education in Central Province of Zambia. Formulate a research question from this general problem area. Using your research question, identify and justify your answer each of the following variables:
  - a) Independent variable

- b) Dependent variable
- c) Moderator variable
- d) Control variable

## SECTION C

**Instructions:** Answer **two** questions from this section.

4. Maternal and Child Health workers in Kabwe District would like to carry out a study on their Health Education Programme. Advise them on how they can **appropriately** employ the following sampling procedures. Illustrate your answer.
  - a) Stratified random sampling procedure
  - b) Systematic random sampling procedure
  - c) Snowball sampling
  - d) Typical case sampling
5. A team of researchers need guidance on how to prepare various types of interviews: structured interviews; semi-structured interviews, and unstructured interviews. Prepare some notes to guide them on how they can **appropriately** prepare these data collection instruments. Caution them on why unstructured interviews are not recommended for beginner researchers.
6. Formulate a research question or objective from the broad area of Youth Skills and demonstrate how you can appropriately generate **four types of questions** for a questionnaire. Your questionnaire should have a minimum of twelve (12) items and maximum of sixteen (16) items; and fulfill the requirements of a standard questionnaire.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2017/18 ACADEMIC YEAR FINAL EXAMINATIONS**

**FULL TIME STUDENTS**

**COURSE: AED 3525-APPLICATION OF STATISTICS TO ADULT EDUCATION RESEARCH**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY**

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1. A footwear store recorded the number of shoes sold on 52 consecutive Fridays. Here are the results:

62 21 4 26 7 38 32 64 12 38 45 6 33

55 62 48 49 7 9 41 21 30 31 3 25 57

48 8 18 43 72 23 5 8 37 31 31 39 65

53 4 75 17 14 61 50 51 38 36 40 49 63

- a. Construct a histogram for these data.
  - b. Comment on the shape of the histogram
2. Discuss the following ways of analyzing data you have obtained from the field:
- a. Interpolation
  - b. Stem plots
  - c. Multiple bar diagram
  - d. Median for both ungrouped and grouped data

Your discussion should include the advantages and disadvantages of using them.

3. Discuss the following ways of analyzing data you have collected from the field:
- a. Correlation
  - b. Relative frequency polygon
  - c. Pie chart

d. Extrapolation

Your discussion should include the advantages and disadvantages of using them.

4. The lengths of a batch of rods were measured to the nearest centimeter. The measurements are summarized below:

Length (cm)	Number of rods
60-64	11
65-69	49
70-74	190
75-79	488
80-84	632
85-89	470
90-94	137
95-99	23

- a. Calculate the 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> quartiles
5. A lecturer was interested in examining the relationship between the number of books read on a certain topic(variable X) and the number of correctly answered questions related to the topic( Variable Y).The data on randomly chosen students are:

X: 2 4 5 8 10

Y: 3 7 8 13 17

- a. Find the regression line of Y on X. The equation of the regression line is denoted as  $Y = a + bx$
- b. Calculate the value of X=6.
6. A researcher wanted to know how often a number was picked in a contest. The data collected are:
- X: 0 1 2 3 4 5 6 7 8 9
- f: 5 22 46 38 31 23 16 11 6 2
- a. Calculate the value of skewness using any of the formulae provided below.

$$SK = \frac{\text{mean} - \text{mode}}{\text{standard deviation}}$$

$$SK = \frac{3(\text{mean} - \text{median})}{\text{standard deviation}}$$

- b. Comment on the result.

**END OF EXAMINATION**

**The University of Zambia**  
School of Education  
Department of Adult Education and Extension Studies

**Final examination [Distance]**

**AED 4110 LITERACY AND THE LEARNING ENVIRONMENT**

**Instructions**

- This paper has a total of **five** questions
  - Answer only **3** questions.
  - You are advised to use clear and relevant examples.
  - Duration of the examination: Three (3) hours.
- 

1. Define the term 'literacy'. Explain why literacy is considered important to Zambia's national development.
2. Identify the major providers of literacy education in Zambia and discuss the role of the Ministry of Education in adult literacy education.
3. Define the concept of 'participation' as used in literacy education. Discuss factors that may hinder community members from participating in literacy work.
4. Discuss factors that have led to the high levels of illiteracy in Zambia. What should be done to eliminate adult illiteracy?
5. With clear examples, outline the differences between literacy and education.

**The End**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**NOVEMBER 2018 FINAL EXAMINATION**

**AED 4210: ORGANISATION THEORY AND MANAGEMENT**

**INSTRUCTIONS:**

- 1. Answer any three (3) questions**
  - 2. All question carries equal marks**
  - 3. Duration: 3 Hours**
- 

**Question 1**

The general definition of an organization is that, it comprises two or more people engaged in a systematic and coordinated effort, persistently over a period of time, in pursuit of goals which convert resources into goals and services which are needed by consumers. With the understanding of this definition, discuss in detail the **four (4)** characteristics of an organization

**Question 2**

Explain in detail the **Bureaucracy theory** of Max Weber. What were the strengths of this theory? Are they still valid? Discuss the concept in detail with suitable examples

**Question 3**

- (a) What are the **main causes** of conflict in an organization?
- (b) Write short notes on the following
  - (i) Latent conflict
  - (ii) Felt conflict
  - (iii) Conflict aftermath
  - (iv) Inter-personal conflict
  - (v) Perceived conflict

**Question 4**

- (a) Explain Transformational leadership. This leadership style has come to stay. Comment on this statement.
- (b) **Path-Goal theory** of leadership is an amalgamation of **Contingency theory** and **Expectancy theory** of leadership. Explain this statement

**Question 5**

- (i) Discuss the functions of change in organizational viability and explain why organizations so often fail to manage change.
- (ii) Under what conditions does resistance to change develop? Does it show lack of awareness in those who resist?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**2017/2018 ACADEMIC YEAR- FINAL EXAMINATIONS**  
**COURSE: AED 4310- MASS EDUCATION AND DEVELOPMENT**

**Time: 3 hours**

**INSTRUCTIONS:**

- a) There are three (3) sections, with a combined total of seven (7) questions, in this paper.
  - b) Answer only **one (1)** question from **each** section.
  - c) All answers must be in essay format
  - d) Questions in sections A and C carry **thirty (30)** marks each.
  - e) The **only question** in section B carries **forty (40)** marks.
- 

**Section A.**

1. Explain the meaning of mass education. Illustrate how the works of any organisation of your choice in Zambia fit into the concept of mass education.
2. Using clear examples, discuss the cycle of people power movement
3. What is power? Why should adult/community educators do power analysis before embarking on a mass education campaign?

**Section B**

4. What is meant by PEACE? How would you argue for or against the assertion that “*Zambia is a beacon of PEACE?*” Use clear and practical examples.

**Section C**

5. Zambia’s Seventh National Development Plan (7NDP) is guided by the theme: “*Accelerating development efforts towards the Vision 2030 without leaving anyone behind.*” How can mass education help in achieving this?
6. Using clear examples from Zambia, categorise and explain the levels of consciousness as advanced by Paulo Freire.
7. What are the strengths and limitations of social media as instruments of mass/social movements?

**The University of Zambia**  
School of Education  
Department of Adult Education and Extension Studies

**Final examination [Distance]**

**AED 4310 MASS EDUCATION AND DEVELOPMENT**

**Instructions**

- This paper has a total of **five** questions
  - Answer only **3** questions.
  - You are advised to use clear and relevant examples.
  - Duration of the examination: Three (3) hours.
- 

1. Why is it important for an adult educator to study mass education?
2. Write brief notes on each one of the following:
  - a. Taxation
  - b. Conscientisation
  - c. Political development
  - d. Power politics
  - e. Power relations
3. Identify and describe the three traumatic phases that denote how Africa was invaded.
4. Globalisation has not benefitted Africa fully in that developed countries have continued to exploit it. Explain this statement.
5. Aid has encouraged underdevelopment of Africa. Explain this statement with specific reference to Zambia.

**The End**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES  
AED 4512 CURRICULUM DESIGN                      2017/18 EXAMINATION**

Instructions:

1. There are **TWO** sections **A** and **B** in this paper
  2. **Section A** is compulsory answer.
  3. **Section B** requires you to answer **ONLY 3** questions of your choice.
- 

**SECTION A**

- ① Situation analysis refers to a collection of methods that curriculum designers use to analyse internal and external factors so as to understand learners and education environment. Elect six any (6) approaches of needs analysis and explain how they can be used in designing an effective curriculum for adult learners.

**SECTION B**

1. With practical examples, write short notes to compare and contrast the following terms:
  - i. Templating and document review
  - ii. Synoptic and Synoetics ✓
  - iii. Cognitive domain and Affective domain
  - iv. Functional analysis and observing the expert analysis
  - v. Core- curriculum and co-curriculum
- ② Discuss how an effective curriculum designing of adult learners can contribute positively to your society and national development at large.
- ③ With occurrences based on Zambian situation, discuss the major factors that can affect curriculum design and advocate any remedy to prevent curriculum innovation.
4. Explain with clear examples, how domains of knowledge and realms of meaning can serve in designing a curriculum.
- ⑤ Using a curriculum model of your choice, design a curriculum for an identified group of learners whilst putting into consideration all steps involved in that model.

74  
30  
104

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2017/18 ACADEMIC YEAR**  
**FINAL EXAMINATION**

**AED 4715: INTRODUCTION TO GERONTOLOGY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY**

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1. Giving relevant examples discuss the opportunities and challenges of population ageing in the world. What do you think should be done to improve the welfare of the aged in Zambia?
2. Describe ageism giving its effect on the community and older persons. As an adult educator, what would you do to mitigate ageism?
3. As an adult educator, what programmes would you design for the aged to ensure that they remain active, engaged and intellectually stimulated in Zambia?
4. Discuss the impact of non-communicable diseases on the aged, families and countries globally. How can victims of non-communicable diseases be assisted?
5. Some people have complained about the increased retirement age for civil servants in Zambia and are suggesting that it be reverted to 55 years. What is your opinion on the above subject? Give reasons and examples for your position.
6. Discuss the significance of counselling in the lives of older persons. How does counselling differ from guidance? Give practical examples in your discussion.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**END OF YEAR EXAMINATIONS: NOVEMBER/DECEMBER, 2018**

**CSE 9010: EDUCATIONAL TECHNOLOGY ACROSS THE CURRICULUM**

**INSTRUCTIONS:** ANSWER THREE (3) QUESTIONS ONLY.

**TIME:** THREE (3) HOURS

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**SECTION A (COMPULSORY) [20 MARKS]**

1. Using the ACTIONS Model, discuss the major factors that you should consider when selecting an educational technology.

**SECTION B (ANSWER ANY TWO) [10 MARKS EACH]**

2. Discuss the benefits of technology integration in teaching and learning.
3. Explain the concept of engaged/active learning. Discuss how you will apply this concept in the teaching learning process with suitable examples.
4. Select one of the following educational technologies and discuss its advantages and disadvantages in teaching.
  - a) LCD Projector
  - b) White Board
  - c) PowerPoint
  - d) Field Trip

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2017/2018 ACADEMIC YEAR**

**FINAL EXAMINATION (Deferred)**

**CSE 9095: CURRICULUM FOUNDATIONS AND PRINCIPLES**

**TIME: THREE HOURS**

**Instructions:**

1. Answer **question one** and any other **two questions**.
  2. Clearly indicate your computer number on the front page of your answer booklet. **Do not write your name** anywhere on the answer booklet.
  3. You are required to read through all the questions carefully before selecting the other two that you want to answer.
  4. There are **three (3)** printed pages in this examination.
  5. Write clearly and do not cut words at the end of each line or sentence.
- 
- 
- 

**Question One (Compulsory)**

One of the most pressing problems confronting curriculum developers at the earliest stage of their work is simply where to begin from (Print, 2007).

- i. Critically explain the significance of situational analysis as the first stage in the curriculum development process. **(5 marks)**
- ii. You have been asked to lead a team of curriculum specialists to develop a curriculum for secondary school

Critically analyze the **seven (7)** stages that you can employ in the curriculum development process as used in most Anglophone countries. **(15 marks)**

### **Question Two**

Education in Zambia is intended to serve individual, social and economic well-being and to enable the quality provision of education for all (Kelly, 1994)

- i) With the aid of examples, critically explain **two (2)** roles of evaluation in the curriculum development process. **(4 marks)**
- ii) Evaluate **three (3)** roles of the teacher during the curriculum development process. **(3 marks)**
- iii) With relevant examples, justify why curriculum reform is a necessity in any education system. **(8 marks)**

### **Question Three**

Effective curriculum implementation is the ultimate objective of the curriculum development process.

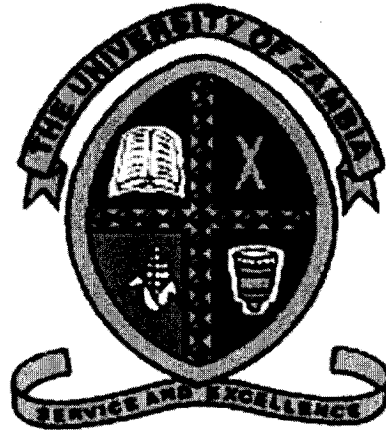
- i) With relevant examples, explain the relation between education and curriculum. **(2 marks)**
- ii) Distinguish between psychological foundations and sociological foundations in relation to their influence in the curriculum development process. **(5 marks)**
- iii) Critically explain the roles of curriculum elements as ingredients of curriculum development. **(8 marks)**

#### **Question Four**

Implementation of a curriculum change is a complex enterprise (Hawes, 1980).

- i) With relevant examples, analyse three strategies that you can employ to implement a curriculum reform or an innovation. **(6 marks)**
- ii) Compare and contrast the rational and cyclical models of curriculum development process. **(9 marks)**

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



**School of Education  
Department of language and Social Sciences Education  
DECEMBER, 2017/2018 EXAMINATIONS  
(CIVIC EDUCATION)**

**CVE 1020: INTRODUCTION TO GOVERNANCE**

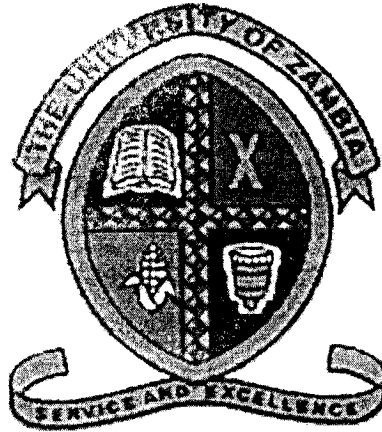
**INSTRUCTIONS TO CANDIDATES**

1. There are **FIVE (5)** questions in this paper
2. Question **ONE (1)** is compulsory.
3. Answer **any other two (2)** questions including question **ONE (1)** in this paper.

**DURATION: THREE (3) hours**

1. What is Civic Education and show how it is linked to governance and development in Zambia?
2. Discuss in detail types of governance during Zambia's pre-colonial, colonial and postcolonial age.
3. Explore the importance of political economy of Aid in developing countries.
4. Give a detailed description of the state and its functions in post colonial society.
5. Explain the importance of Civil Society Organizations (NGOs) in the governance system in Zambia.

**END OF THE EXAMINATIONS.**



School of Education

Department of language and Social Sciences Education

DECEMBER, 2017/2018 EXAMINATIONS

(CIVIC EDUCATION)

Deferred examination

**CVE 1020: INTRODUCTION TO GOVERNANCE**

**INSTRUCTIONS TO CANDIDATES**

1. There are **FIVE (5)** questions in this paper
2. Question **ONE (1)** is compulsory.
3. Answer **any other two (2)** questions including question **ONE (1)** in this paper.

**DURATION: THREE (3) hours**

1. Explore Civic Education and show how it is linked to governance, economic and social development in Zambia?
2. Discuss in detail types of governance during Zambia's pre-colonial, colonial and postcolonial age.
3. Explain and discuss the importance of political economy of Aid in developing countries.
4. Give a detailed description of the state and its functions in post colonial society.
5. Explain the importance of Civil Society Organizations (NGOs) in the governance system in Zambia

**END OF THE EXAMINATION.**



**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**

**2017/2018 ACADEMIC YEAR FINAL EXAMINATION**

**CVE 2010: CITIZENSHIP, CONSTITUTION AND HUMAN RIGHTS**

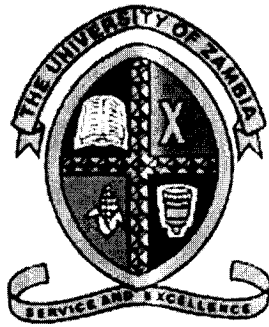
**Instructions:**

- There are five (5) questions in this paper
- Answer question one (1) and any other two (2) questions

**Duration: 3 Hours**

1. Constitutionalism requires that the primary rules for the conduct of government be impartially maintained against the demands of political passion, interest, ideology and ambition. Discuss this statement with practical examples in relation to Zambia's present political system [40 marks].
2. Identify and explain in content and context the theoretical origins of human rights [30 marks].
3. The introduction of Civic Education in Secondary Schools in Zambia has been perceived as a conduit of moral decay by the general populace. Suggest measures that could curb this perception from the general public [30 marks].
4. One of the definitions of human rights is that "Rights are legal claims of an individual". Taking into account the typologies of rights. Discuss [30 marks].
5. Peterson (2011), states that "Citizens are made and not born." In the context of Citizenship, critically analyse Andrew Peterson's statement [30 marks].

**END OF EXAM**



## The University of Zambia

### School of Education

#### Department of Language and Social Sciences Education

2017/2018 Academic Year Final Examination

CVE 3010- Culture, Gender and Development

#### Instructions

There are five (5) questions in this paper

Answer Questions **one** (1) and any other **two** (2) questions

Duration: 3 Hours

1. Culture and Gender are both necessary for development. Discuss **[40 Marks]**
2. Using practical examples show how Globalization has impacted the Zambian society. **[30 Marks]**
3. Values and attitudes are by and large features of different cultures of this World. Using practical examples, identify and explain key values/ attitudes commonly held by Zambians **[30 Marks]**
4. Define and briefly explain the following concepts:
  - a. Empowerment
  - b. Cultural relativity
  - c. Gender Analysis
  - d. Ethnocentrism
  - e. Gender roles
  - f. Integrity **[30 Marks]**
5. Focussing on its types; components; importance; and characteristics, explain what culture is. **[30 Marks]**

**End of Examination**



**THE UNIVERSITY OF ZAMBIA**  
**School of Education**  
**Department of Language and Social Sciences**  
**CVE 3020, Public Policy and Legal Education Studies**

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**[Distance]**

**End of Academic Year Final Examination: 22<sup>nd</sup> August, 2018**

**Time: 14:00hours to 17:00 hours.**

**Instruction[s]:** Answer question one and any other two questions of your choice.

**Duration: 3 hours plus 5 minutes reading through the paper.**

1. Many authors tend to have difficulties to define the “ **Concept of Law**”, clearly attempt to define the “**Concept of Law**” while giving elements on which your definition of Law may become clear.[Limit yourself to five [5] elements only. **[40 Marks]**
2. Using a Public Policy of your choice, discuss the five [5] stages in Policy Analysis. **[30 Marks]**
3. Clearly and in single paragraphs, discuss what you would consider to be the five [5] critical sources of the Law that can be used in the Zambian Courts, for each source of the Law, clearly point out the limitations. **[30 Marks]**
4. “There is a growing need to put into practice respect for Human rights in this era.....the foregoing demands for enhancement of a good legal system” **Committee On Human Rights, UN, 2014, page 69**. With reference to the above statement, critically discuss any ten [10] elements that you will deem necessary for a Good Legal System. **[30 marks]**
5. Critically discuss and analyse the three elements of a Policy System while evaluating the content of each element of the Policy System. **[30 Marks].**

**THE END OF EXAMINATIONS.**



**The University of Zambia**  
**SCHOOL OF EDUCATION**  
**Department Of Language and Social Sciences Education**

**2018 FINAL EXAMINATION**

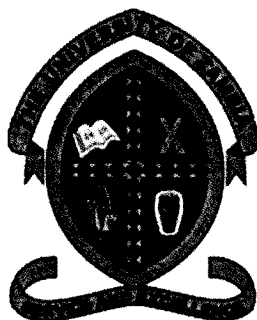
**CVE 4010: CORE VALUES AND PRINCIPLES OF DEMOCRACY**

**INSTRUCTIONS: Answer Question 1(one) and any other two (2) questions from the remaining questions.**

**TIME: Three Hours**

- ① With reference to millennium development goals (MDGs) and sustainable development goal (SDGs) assess Zambia's human rights and democratic governance situation?  
(40 marks)
- ② Globalization is ambiguous towards democratic development. In your view how does this ambiguity affect democracy in developing countries like Zambia?  
(30 marks)
- ③ Should developing countries resist external involvement in bringing about and making Democratic reform?  
(30 marks)
4. Explore presidential and parliamentary government systems. In your view how might choice of these type of government systems affect democratic governance?  
(30 marks)
5. Political goals and public policies are like the two sides of a coin. How does a democratic polity influence political goals and Public policy ?  
(30 marks)

**END OF EXAM**



THE UNIVERSITY OF ZAMBIA  
INSTITUTE OF DISTANCE EDUCATION

DIPLOMA IN LIVESTOCK MANAGEMENT IN THE TROPICS

END OF FIRST YEAR EXAMINATION

LIVESTOCK STATISTICS (DLM 1022) EXAMINATION

AUGUST 2018

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**INSTRUCTIONS** : ATTEMPT ALL QUESTIONS  
ALL QUESTIONS CARRY EQUAL MARKS  
: ADDITIONAL INFORMATION IS PROVIDED

**DURATION** : THREE (3) HOURS

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**Question One**

- a) What is data? [2 marks]
- b) What is data used for? [2 marks]
- c) Describe the different classifications of data. [4 marks]
- d) Using concise examples, describe the following types of data
  - i. Nominal data [2 marks]
  - ii. Ordinal data [2 marks]
  - iii. Discrete data [2 marks]
  - iv. Continuous data [2 marks]

**Question Two**

Data are summarised using **measures of central tendency** and measures of **dispersion or variability**. Describe the **three (3)** measures of central tendency and any **four (4)** measures of dispersion or variability. Use formulas to illustrate how these measures are computed.

[20 marks]

### Question Three

With the aid of diagrams and clear examples, describe different ways or forms of **PRESENTING** data for easy understanding? [20 marks]

### Question Four

The Birth weight (in kg) was measured for 20 calves sampled randomly from farms around Kafue with the following results obtained: Mean = 34.1 and SD = 4.3

- i. At 95% confidence interval, taking standard error of the mean (SEM) in consideration, present the results on the true birth weight of cattle in Kazungula [10 marks]  
(The t-table has been provided with n-1 degrees of freedom)
- ii. If the calf needed treatment of a bacterial disease, Using the true birth weight calculated in question (i), what lowest and highest volume of penicillin would you administer (dosage of penicillin=1ml/10 kg)? [10 marks]

### Question Five

A livestock movement ban was instituted in Chisamba during a Foot and Mouth Disease (FMD) outbreak. A truck carrying 25 steers suspected to be from Chisamba has been captured around Lusaka central business town. The owner claims that the truck is transporting his animals from Mumbwa to an abattoir in Chongwe. The police have decided to consult you as a statistician to help with the case. As a statistician, you established the following facts;

- Mean weight of steers in Chisamba District is 400kg
- Mean weight of the 25 steers in the truck is 350kg
- Standard deviation is 45

What would be your expert advice? Remember that you carried all statistics at a 99% confidence interval. [20 Marks]

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**END OF EXAMINATION**

### Formulas

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}}$$

$$x^2 = [(O - E)^2 / E]$$

$$T = (\bar{x} - \mu) / \text{SEM}$$

$$\bar{x} \pm t \times \text{SEM}$$

$$\text{SEM} = s / \sqrt{n}$$

$$T = (\bar{x}_1 - \bar{x}_2) / \text{Sp} \sqrt{(1/n_1 + 1/n_2)}$$

THE UNIVERSITY OF ZAMBIA

School Of Education

Institute of Distance Education

**Examination Paper- August –September, 2018**

Course: DPE 2110 Teaching Methods

**Time: Three (03) hours**

**40% Marks**

**Instructions:**

1. Read instructions carefully before you start answering questions
2. There are five questions, answer only **three** questions
3. Write your computer number minus your names.

**Questions:**

1. Discuss the differences between micro and peer teaching stating their benefits.
2. Outline the main characteristics of an effective Art teacher. What reasons can you give for their prominence?
3. State the usefulness of a syllabus to a teacher of Art and Design?
4. Discuss the difference between the scheme of work and the lesson plan.
5. “The application of class control and discipline is vital in an Art lesson.” Discuss

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2017/ 2018 ACADEMIC YEAR FINAL EXAMINATION NOVEMBER 2018.

COURSE; DPE 2120 HOME ECONOMICS TEACHING METHODS

TIME; THREE 3 HOURS

MARKS; 100

INSTRUCTIONS ;

1. There are six 6 Questions in this paper.
2. Attempt four 4 questions only, each question carries 25 marks.
3. Present your answers clearly and orderly.

QUESTION 1.

Planning in advance helps the teacher to prepare schemes of work, lesson plans and records of work. Explain the formats of above in detail. What are the functions of schemes of work and lesson plans in the teaching profession?

QUESTION 2.

Why is it important to use group work method in teaching home economics? Explain the names of different groups. Discuss what and how to use activity method.

QUESTION 3.

Why are Teaching and Learning Aids important in the lesson? Discuss the three types of teaching aids include two examples for each group. What are the characteristics of teaching and learning aids.

QUESTION 4.

Explain the reasons for teaching Home Economics in schools. Why are lesson objectives important in the lesson plan. Mention why objectives have been divided into three groups by BLOOM J S.

#### QUESTION 5

Discuss the different types of evaluation in class Mention the benefits of each. What are some of the things evaluated? How are the test questions divided into.

#### QUESTIONS 6

Briefly explain the duties of home economics teacher in the class room. How can the teacher motivate the class .What is problem solving in the class room?

THE END .

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**DEPARTMENT OF PRIMARY EDUCATION**  
**COURSE: 2140 – PHYSICAL EDUCATION TEACHING METHODS - 2018**

**INSTRUCTIONS:**

- There are two sections in this paper. Attempt **ALL** questions in section A.
  - Answer **two** questions from section B, Question 6 is **compulsory**.
  - Marks will be awarded for **good, clarity, precision and exemplification** of ideas.
- 

**Section A. – 50 Marks**

1. What distinctions or important qualities can be drawn from or between teachers who plan their work in P.E and those who do not? Explain five of such qualities. **(10 marks)**
2. Kyriacou (1991) postulates major elements in lesson planning. Discuss the four functions of planning in teaching **(10 marks)**.
3. Walter Doyle (1986:394) contends that teaching has two major task structure organized around the problem of learning and order. In this regard, how would you keep sessions safe in a Physical Education lesson? **(10 marks)**
4. It has been observed that many physical education teachers have not taken interest to understand the lesson plan. In this regard;
  - a) With examples, discuss the three (3) important components of objectives in a physical education lesson. **(6 marks)**
  - b) Discuss any four (4) reasons for an adequate warm up **(4 marks)**
5. With brief explanations, list any five (5) the factors that influence the choice of a method for teaching **(10 marks)**

## **Section B – 50 Marks**

6. Research suggests that planning is one of the most significant factors in teacher effectiveness and pupil learning. With this in mind, write a comprehensive physical education lesson plan teaching any four floor agility activities of your choice for a grade 7 class of 40 pupils. **(30 marks)**
7. Apart from knowledge and skills in planning and delivery of lessons, discuss four knowledge aspects that a good should have before handling a new class/grade while relating your discussion to physical education. **(20 marks)**
8. Chipande (2016) observes that, universities and teacher training colleges in Zambia produce Physical Education teachers that are theoretical and very weak in sports and athletic skills. With this in mind, share your experiences in terms of challenges of teaching and learning this subject in an average Zambian school and propose solutions to reduce or end these problems **(20 marks)**

**End of Examination**



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
INSTITUTE OF DISTANCE EDUCATION

FINAL EXAMINATION 2017/18  
**DPE 3019: CURRICULUM AND INSTRUCTIONAL DESIGN**  
**DURATION: 3 HOURS**                      **MARKS 100%**

**INSTRUCTIONS**

1. There are **three sections** in this paper.
2. Attempt all questions in section A and B and only two questions in section C.

**SECTION A**

**Answer all questions in this section.**

1. Which of the following scholars stated that 'if we teach today's learners the way we were taught yesterday, we rob them of tomorrow'?
  - A. Kil\_Patrick
  - B. Hilda Taba
  - C. John Dewey
  - D. Lazer Frankward
2. One of the main ideologies from the Humanist Movement is...
  - A. Cultural transmission
  - B. Elimination of waste
  - C. Emancipation
  - D. Child study
3. Regular testing as a means of enhancing standards in education was promoted by the...
  - A. Social Efficiency Curriculum Movement
  - B. Humanist Curriculum Movement
  - C. Social Reformers Curriculum Movement
  - D. Child Study Curriculum Movement
4. Issues such as gender, human rights and social classes in education could best be attended to by the ...curriculum movement.
  - A. Social Efficiency Movement
  - B. Humanist Movement
  - C. Social Reformers Movement
  - D. Child Study Movement

5. A competence based curriculum could be traced to the....Curriculum Movement.
- Social Efficiency
  - Humanists
  - Social Meliorists
  - Developmentalists
6. At which stage in the curriculum development process are the curriculum materials tested to ascertain if they are in good order?
- Conceptualisation
  - Evaluation
  - Pilot
  - Policy Decisions
7. Which one is a less effective curriculum implementation strategy?
- Lesson presentation
  - Group Work
  - Pair Work
  - Note taking during lectures
8. Identify four principles of organizing learning activity from the following\_\_\_\_\_.
- Validity, Content and Utility
  - Continuity, Sequencing and Integration
  - Content, Learnability and Sequencing
  - Objectives, Recourses and Sequencing
9. Study the Ralph Tyler's question for curriculum development below.
- How can we determine whether these educational purposes are being attained?
  - How can these educational experiences be organized effectively?
  - What education experiences are likely to attain these objectives?
  - What educational purposes should the school seek to attain?
- Which of one of the above questions represent the curriculum element that deals with learning activities?
- 4
  - 3
  - 2
  - 1
10. The level and arrangement of content is known as \_\_\_\_\_
- Scope and chart
  - Sequence and spiral
  - Levels of difficulty
  - Scope and Sequence

(20 Marks)

## SECTION B

Answer all questions in this section.

11. a) Name the scholar who contributed situation analysis to then curriculum models. (2 Mark)
- b) Discuss the importance of Situation Analysis in the curriculum development process. (4 Marks)
12. Study the table below on curriculum elements
- a) Define content. (2 Marks)
- b) Draw Silbeck's curriculum development model. (5 Marks)
- c) List five principles for selecting content. (5 Marks)
13. a) Outline the Zambia Revised Curriculum Development and implementation plan from 2014 to 2017 by indicating which **grades** where implementing the curriculum year by year.
- 2014: \_\_\_\_\_
- 2015: \_\_\_\_\_
- 2016: \_\_\_\_\_
- 2017: \_\_\_\_\_ (6 Marks)
- b) What type of curriculum implementation is shown in the road map in a), above. (1 Marks)
- c) Suggest two justifications for implementing the curriculum using the implementation road map shown in question a), above. (5 Marks)

## SECTION C

Answer two questions in this section.

14. Discuss Effective Curriculum implementation strategies. Which one is being promoted by the new curriculum? (25 Marks)
15. Discuss contribution of the foundation of psychology to curriculum development. (25 Marks)
16. Compare and contrast the linear and cyclical curriculum models. (25 Marks)
17. Discuss curriculum Situation Analysis. What context led to the revision of the Zambia Primary School Curriculum and ultimately launching a new one in 2014? (25 Marks)

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

**2017/2018 ACADEMIC YEAR FINAL EXAMINATIONS**  
**COURSE: DPE 3020-COMMUNITY HEALTH AND NUTRITION**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS**

1. Read the instructions carefully before you start answering the questions. This paper has three sections **A, B** and **C-section A** carries 20 marks and **section B** 40 marks and **section C** 40 marks
  2. Answer **ALL** questions in section A and B, answer **ONLY TWO** question from section C.
  3. Credit will be awarded to legible, good and orderly presentation of work.
-

**SECTION A (20 MARKS)**

**ANSWER ALL THE QUESTIONS IN THIS SECTION. CIRCLE THE LETTER WITH THE CORRECT ANSWER. EACH QUESTION CARRIES 1 MARK**

1. Community nutrition programmes focuses on ----
  - a) People, policy and programme
  - b) Individuals and community
  - c) Policy and community
  - d) None of the above
2. A programme planned to improve the nutrition of individuals and groups in the community is called -----
  - a) Community nutrition programme
  - b) Nutrition health programme
  - c) Public health programme
  - d) Nutrition education
3. A person suffering from a cardiovascular disease need a ----- diet
  - a) Low cholesterol, low fat and physical exercise
  - b) Low fat, low protein and physical exercise
  - c) Low cholesterol, high protein and physical exercise
  - d) High carbohydrates, low fat and physical exercise
4. Calculate the body mass index (BMI) for a patient whose height is 1.75m and weight is 99kg.
  - a) 29
  - b) 32
  - c) 39
  - d) 43
5. People who have no teeth require a -----
  - a) Soft diet
  - b) High fibre diet
  - c) Solid diet
  - d) Fried foods
6. The following are elements of primary health care;
  - a) Family planning, safe sanitation and maternal and child health
  - b) Traditional medicine and essential drugs
  - c) Food and nutrition, immunization and health education
  - d) All of the above
7. Which of the following is an example of abiotic component?
  - a) Plants and air
  - b) Animals and water
  - c) Water and air
  - d) Microorganism and solar system

8. Goals for community nutrition programme aims at prevention, which of the following is NOT a goal for community nutrition programme-----
- Promotion of good nutrition and health practices
  - Treatment of disease that have a nutrition problem
  - Identification of potential and existing nutrition problem and action for prevention
  - Removing of risk factors and screening
9. The following is an example of primary prevention;
- Nutrition education
  - Screening for cervical cancer
  - Rehabilitating a person with health conditions
  - Medication
10. When you are teaching a group of women a new recipe for children under the age of five. The best methods to use are -----
- Lecture and demonstration
  - Group work and discussion
  - Lecture and group work
  - Discussion and group work
11. In Zambia most people between the ages of 40 and 60 are suffering from diabetes. Diabetes in this case is referred to as a -----
- Potential problem
  - Existing problem
  - Risk factor
  - Undesirable condition
12. When people are given food aid during natural disaster, this feeding programme is referred to as -----
- General feeding
  - Emergency feeding
  - Feeding the vulnerable
  - Supplementary feeding
13. What is food security?
- It relates to efforts to prevent terrorists from poisoning food supplies
  - It is about ensuring everyone access to food
  - Its components elements include availability, utilisation and stability as well as access
  - Food security focuses primarily on ending micronutrients malnutrition
14. What is the term for a severe shortage of food caused by crop destruction due to regional pestilences, weather, war or civil unrest?
- Food insecurity
  - Shortage
  - Famine
  - Drought

15. With respect to the earth as a system, the hydrosphere is concerned with—
- a) Air
  - b) Rocks
  - c) Vegetation
  - d) Water
16. The process of developing and providing planned experience to supply information, change attitudes and influences behaviour is –
- a) Wellness
  - b) Coordinated school health
  - c) Health education
  - d) Health promotion
17. Family organization is one of the component of -----
- a) Human ecology
  - b) Family ecosystem
  - c) Family system
  - d) Symbolic interaction
18. The following are blocks to food path except -----
- a) Distribution
  - b) Production
  - c) Food
  - d) Food nutrition surveillance
19. Chronic diseases---
- a) Are genetically based
  - b) May be linked to diet
  - c) Result from eating animal proteins
  - d) A and B
20. Poverty is associate with ;
- a) Malnutrition
  - b) Lower life expectancy
  - c) Higher infant mortality
  - d) All of the above

**SECTION B (40 MARKS)**

ANSWER ALL QUESTIONS IN THIS SECTION. USE THE ANSWER BOOKLET PROVIDED

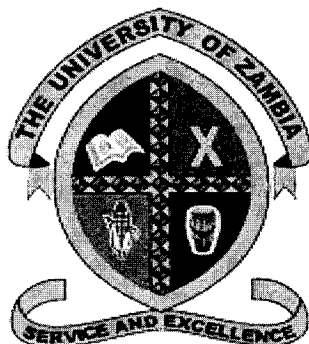
1. Define the following terms;
  - a) Nutrition status
  - b) Human ecology
  - c) Nutrition problem
  - d) Community **8 marks**
2. List the four (4) effects of drugs in food, nutrients intake, absorption, metabolism and functions of food. **2 marks**
3. Briefly explain the stages in family life cycle. **8 marks**
4. Outline the five (5) processes of programme planning for health education by Dignan and Carr. **5 marks**
5. The fundamental characteristics of family ecosystem. **2 marks**
6. Briefly explain the four (4) methods commonly used to assess the nutrition status of the population. **4 marks**
7. Family resources management includes the aspect of financial management, write two (2) reasons for budgeting. **2 marks**
8. Distinguish between health education and health promotion. **2 marks**
9. Policy formulation is one of the nutrition interventions. A policy can be terminated at evaluation stage give three (3) reasons why a policy can be terminated. **3 marks**
10. Briefly explain two ways of making nutrition education effective. **2marks**
11. State the role of diet therapy in HIV and AIDS. **2 marks**

**SECTION C (40 MARKS)**

ANSWER **ONLY TWO (2) QUESTIONS** IN THIS SECTION. EACH QUESTION CARRIES 20 MARKS

1. Group feeding programmes is one of the nutrition intervention programmes, discuss the four (4) different types of feeding programmes. Outline the disadvantages of group feeding programmes.
2. Discuss the blocks to the food path.
3. Is Zambia food secure? Argue against or for the statement.
4. The focus of community nutrition programmes is on prevention. In detail explain the three levels of prevention.
5. Human beings interact with the environment for their survival. Explain the three components of family ecosystem.

***END***



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**  
**FINAL EXAMINATIONS FOR 2017/2018 ACADEMIC YEAR**  
**EAP 1020: LEGAL ISSUES IN EDUCATIONAL MANAGEMENT**  
**REGULAR AND PARALLEL**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- a. This examination has **Three (3)** sections: **A, B** and **C**. Answer **One** question from each section
  - b. Each question carries 20 marks
  - c. You are required to read through all the questions carefully before selecting which ones to attempt.
  - d. Write legibly and do not cut words at the end of each line
  - e. Credit will be given for the use of practical examples in the presentation of answers
  - f. There are **Three (3)** printed pages in this examination
- 

**SECTION A**

1. All teachers and educational managers of the 21<sup>st</sup> Century must be well acquainted with the legal aspects of education. Discuss
2. The Constitution of Zambia is the most important source of educational law in the country. Discuss the implications of the Supremacy of the Constitution, Constitutional Values and Principles and the Bill of Rights on the provision of education in Zambia.
3. Outline the legal character of Zambia's education system and discuss its implications on the provision of accessible, efficient, transparent and equitable quality education in the country.

4. "Any Education system is influenced by the laws of a given country." Substantiate this claim and show the relevance of the Judiciary to Zambia's Education System.

## **SECTION B**

5. With emphasis on the "Powers of the Minister of Education" and "Administration of Education" in Zambia, discuss how the 1966 Education Act attempted to transform the provision of education in the post-independence era.
6. Identify the pertinent provisions of the Teaching Professions Act No. 5 of 2013 and discuss how their effective implementation is likely to professionalize teaching in Zambia.
7. In a school system, "discipline is described as respect for school rules and regulations and maintenance of established standard of behaviour and the violation of which attracts some sanction and punishment." In the context of this statement, explain the scope of disciplinary powers and authority of teachers over learners and discuss how various sources of educational law regulate punishment in Zambian schools.
8. "To promote responsible citizens out of school leavers, corporal punishment must be re-introduced in Zambian secondary schools." Argue for and against this statement.

## **SECTION C**

9. Identify four (4) forms of intentional torts common in Zambian schools and explain why most teachers are likely to be liable to these torts. What would you suggest to reduce these liabilities on school teachers?
10. At Kandile Secondary School, Mr. Mbeba was instructed by the school head teacher to do playground duty during the break time because Mrs. Maganizo was absent. Unpleased with this responsibility, especially that he had planned to prepare a Science lesson for his class, Mr. Mbeba walked around the playground for five minutes only and spent the remaining 15 minutes of the break time sitting in the laboratory preparing for his lesson. During that time, a fight ensued between two boys in the playground which no one attempted to stop. Mr. Tidyelepo's son was seriously injured and had to be taken to the hospital. Mr. Tidyelepo now plans to sue Mr. Mbeba and the school Head Teacher for compensation. Identify and discuss the key elements of negligence and substantiate whether or not Mr. Mbeba and the School Head Teacher could be found liable of negligence in the court of law.

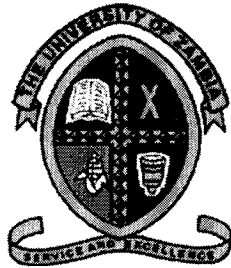
11. Guen, a 15 year old grade 9 female learner at Nkumbu Junior Secondary School, was experiencing problems with Mathematics. Mr. Kafundisha offered to help her if she was willing to stay after school. He wrote a note to her parents, stating that she should stay after school for extra lessons in Mathematics. After a few extra lessons, Mr. Kafundisha started to make sexual advances to Guen; he asked her to start a dating relationship and meet in his office for sex during the time they were supposed to be having extra Mathematics lessons. She was flattered and agreed to his proposition. When her parents found out about the relationship, they accused him of defilement and reported him to the school authorities before taking the matter to Police. He argued that he did not know that the learner was a minor in that her behaviour was that of a mature person and that they had consensual sex.

With reference to some sources of educational law which regulate teacher-learner relationships in Zambian schools, discuss the legal validity of the arguments by Guen's parents and Mr. Kafundisha in this case and point out the likely implications of this situation on the teacher and the learner at this school.

12. Why should the government be more concerned with promoting equity and not equality when it comes to the provision of education from the Rights-Based Approach in Zambia? Suggest legal and policy measures the government should put in place to ensure equitable access to and participation in education by all Zambians in the 21<sup>st</sup> Century?

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**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES  
EAP 2010: EDUCATIONAL PLANNING  
2017/18 ACADEMIC YEAR EXAMINATIONS  
REGULAR/PARALLEL**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- a) This examination has **NINE** (9) questions.
  - b) Answer any **THREE** (3).
  - c) Each question carries 20 marks.
  - d) You are required to read through all the questions carefully before selecting which ones to attempt.
  - e) Write legibly and do not cut words at the end of each line.
  - f) There is **ONE** (1) printed pages in this examination.
- 

1. Any form of planning would not be complete without administrative implementation and monitoring. Discuss with practical examples.
2. Explain in detail the relevance of control as a management function to planning in an educational organization.
3. Educational planning makes valuable use of scientific methods and modes of thinking and yet it is not a science. How does educational planning become more of an art than a science?
4. Describe the seven (7) tools of management used in educational planning.
5. For an economist, the cost of something is not just the cash payment, but all the value given up in the process of acquiring the thing. Discuss the dynamics of how cost intersects with the economic considerations for education planning.
6. "The school usually patterns citizens after the image of the state." Discuss this assertion, highlighting the pivotal role of politics in educational planning.
7. Comment on the Multi or Inter-Disciplinary Character of Educational Planning.
8. Show how the planning process can be characterized as a function of politics.
9. Discuss the concepts of causality and randomization in statistics. Using practical examples, show how statistics can be used in educational planning.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
INSTITUTE OF DISTANCE

**EAP 3025 - : INTRODUCTION TO HIV/AIDS ISSUES IN EDUCATION**

FINAL EXAMINATIONS 2017/2018 ACADEMIC YEAR

TIME: THREE (3) HOURS

Instructions :

- A. Answer any three (3) from the given nine (9) questions.
  - B. Each question carries equal marks
  - C. You are required to read through all the questions carefully before selecting which ones to attempt.
  - D. There are two printed pages in this examination
- 

- ① Counselling is very important in combating HIV and AIDS but the counsellor has to prepare the client by following laid down guidelines if this process has to be effective. Outline and discuss the stages you would employ when counselling a pupil at your school.
- ② Discuss how HIV and AIDS affects the supply and demand side of education.
3. Research has shown from the population based data that Condom efficacy is between 60% and 95% in the prevention of HIV transmission. Discuss from the practical aspect how the above can be realized in educational institutions and state the challenges of achieving the optimum performance of condoms.
4. With the advent of HIV and AIDS, it has been discovered that People need Life skills to cope. Discuss how self-awareness and assertiveness can be applied to prevent the spread of HIV.
5. HIV and AIDS reverses developmental strides in countries most affected by the pandemic. Explain this statement with practical examples.
- ⑥ Describe and discuss in detail the four (4) major theories about the origin of the Human Immunodeficiency Virus (HIV).

7. Discuss the challenges that the education sector has faced since the HIV and AIDS pandemic was discovered in Zambia.
- ⑧ Critically examine the harmful cultural beliefs and practices that are leading factors in the spread of HIV and AIDS and demonstrate the role that education may play to manage these causal factors.
- ⑨ Explain ways in which education helps to fight the spread of HIV and AIDS.

END EXAMINATION

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
INSTITUTE OF DISTANCE  
EAP 4030 – EDUCATIONAL POLICY  
FINAL EXAMINATIONS 2017/2018 ACADEMIC YEAR

TIME: THREE (3) HOURS

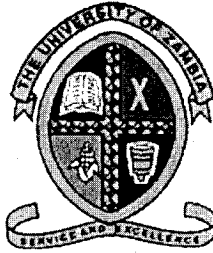
Instructions :

- A. Answer any three (3) from the given nine (9) questions.
  - B. Each question carries equal marks
  - C. You are required to read through all the questions carefully before selecting which ones to attempt.
  - D. There are two printed pages in this examination
- 

- 1. In the Education Sector Policies are formulated. In view of this state and explain the different types of Policies.
- 2. The formulation of Policies undergoes a number of stages and calls for engagement of different players in society, identify and explain the major stages of a policy's life cycle.
- 3. The Re-Entry policy is one of the many policies in Zambia's education system, state what kind of policy it is and some of the strides achieved in enhancing girls' education.
- 4. Examine and explain how economic, political and social aspects of society are key determinants of education policy formulation.
- 5. Identify and explain the two major approaches to policy making in education in Zambia.

6. Identify at least four policy actors in education and explain the role of these policy actors.
7. The incremental policy model guides policy making in the education sector, outline and explain some of its important characteristics.
8. Explain how the FAD (Feasible, Affordable and Desirability) criterion provides a framework for selecting a policy option or alternative.
9. State the educational policies Zambia has had since independence and explain the political philosophies that shaped them.

End of Examination



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

**EAP 9012: EDUCATIONAL ADMINISTRATION AND MANAGEMENT**  
**2017/18 ACADEMIC YEAR EXAMINATIONS**

**REGULAR/PARALLEL**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

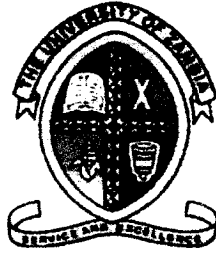
- a. This examination has Ten (10) questions.
- b. Answer any **THREE (3)**.
- c. Each question carries 20 marks.
- d. You are required to read through all the questions carefully before selecting which ones to attempt.
- e. Write legibly and do not cut words at the end of each line.
- f. There are two (2) printed pages in this examination.

- 
1. Outline the four major tasks of administrators/managers/leaders in curriculum implementation and describe some specific ways in which these tasks can be implemented in a Zambian public school.
  2. Ms. Bwalya, a new teacher, has to share a classroom with Mrs. Maambo. Ms. Bwalya allows her students to leave supplies and materials all over the classroom. She is not very organised herself and often leaves the room in disarray. Mrs. Maambo is very frustrated with the clutter and disorganisation. Define the situation above and provide a management strategy for the harmonious existence of the two ladies in the school.
  3. Organisational climate and ethos play an important role in making our learning institutions effective and efficient. Discuss in detail the

attributes of an effective leader and justify why these attributes are important in meeting organisational objectives and societal expectations.

4. Stress by its self is not bad and may have a positive value and therefore, head teachers should be aware of its manifestations. Discuss sources of stress under the following factors: personal, environmental and organisational and also provide ways of managing stress by an individual or management under the same categories.
5. Discuss in detail different types of conflicts in an organisation and suggest ways on how to resolve some of the identified conflicts.
6. Max Weber a German Sociologist propounded the theory called Principle of Bureaucracy [related to authority structure and relations]. Discuss his principles in relation to educational organisations.
7. How far has the Information Communication Technology (ICT) modernised the record management system in institutions of learning? Identify challenges associated with the same technology and suggest how they can be overcome.
8. Discuss the management challenges in the education system in Zambia and the measures both Government and other stakeholders have and are putting in place to address them.
9. Assume you are a manager of an institution of learning. How would you ensure there is effective delegation in your institution? Why is delegation of responsibilities important in an educational organisation? What do you think would happen if delegation is poorly done in an educational organisation?
10. Stand-off between Apple Incorporated and the FBI over a locked cell phone of a terror suspect exemplifies the dynamics of contemporary decision-making. Using your own examples, highlight and discuss the steps that should be followed by an Educational Manager in making and evaluating a decision.

**END OF EXAMINATION.**



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

**EAP 9012: EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

**2017/18 ACADEMIC YEAR DEFERRED EXAMINATIONS**

**REGULAR/PARALLEL**

**TIME: THREE (3) HOURS**

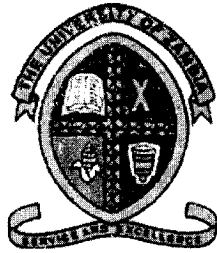
**INSTRUCTIONS:**

- a. This examination has Nine (9) questions.
- b. Answer any **THREE (3)**.
- c. Each question carries 20 marks.
- d. You are required to read through all the questions carefully before selecting which ones to attempt.
- e. Write legibly and do not cut words at the end of each line.
- f. There are two (2) printed pages in this examination.

- 
1. Explain the **THREE (3)** stages of a record life cycle, the importance of each stage and the appraisal procedure of the last stage.
  2. Educational leadership styles are based on the understanding that certain characteristics, such as physical energy and/or social interaction play a part in the way education is imparted. One of the leadership styles in educational institutions that focuses on student performance is Instructional Leadership which specifically looks at improving students' achievement. Discuss how this leadership style promotes learning achievements of learners.

3. Successful counselling requires preparation on the part the counsellor and client. Discuss what things are necessary and why they are important to prepare before a counselling session.
4. Managers are expected to use certain organisational strategies in stress management. Discuss some of the strategies a manager can use in stress management.
5. It is common sense that an effective school is roughly the same as a 'good' school. Discuss the historical background of the effective school movement and highlight the correlates of school effectiveness identifies by Edmonds (1982).
6. Discuss the theoretical bases of modern educational management and highlight and exemplify the key attributes that a modern manager should possess.
7. Discuss and exemplify the quadrants of time management. Using practical examples show how you, as a manger would overcome the roadblocks to time management.
8. Identify and briefly discuss the seven (7) principles of curriculum development that you have learned on this course. Use relevant examples/illustrations in your answer.
9. Highlight and discuss the intrinsic and extrinsic characteristics of electronic and physical records. What is the role of the management in managing records?

**END OF EXAMINATION.**



## THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

EAP 9075: INTRODUCTION TO ECONOMICS OF EDUCATION

2017/18 ACADEMIC MID-YEAR EXAMINATIONS – REGULAR & PARALLEL STUDY  
MODES

TIME: THREE (3) HOURS

### INSTRUCTIONS:

- a. Answer any **THREE** (3) from the nine (9) given questions.
  - b. Each question carries **20 marks**.
  - c. You are required to read through all the questions carefully before selecting the ones to attempt.
  - d. Do not cut words at the end of each line.
  - e. There are two (2) printed pages in this examination.
- 
- ✓ 1. Evaluate the phenomenon of Structural Adjustment Program (SAP) on Zambia's economy and its effects on the delivery of educational services between 1984 and 1992.
  2. What are Micro Politics? With relevant examples, discuss how Micro Politics affect the allocation of resources in institutions of learning in Zambia.
  - ✓ 3. Analyze the costs associated with university education, explaining in detail how each of them impacts on access, provision and financing of education at public institutions of higher learning in Zambia.
  4. Define exchange rates and critically discuss how they affect the demand and provision of education, giving examples from the Zambian scenario.

5. "Education is a worthy investment for any nation and people." Compare and contrast the private and social returns on investment in education at primary and higher/tertiary levels, and their implications on national development.
6. "Access to a good education is vital in ensuring young people thrive in today's globalised world." Describe in detail how the private sector is helping in meeting Zambia's unmet demand for education in the face of falling education aid.
7. Explain the existence of cost-recovery measures in the Zambian public education sector. Identify and fully explain the various cost-recovery measures which the government and learning institutions may put in place in order to cushion the cost of providing educational services.
8. The right to education is universal and therefore must be enjoyed by both girls and boys equally. Provide the rationale (background) and analysis for the policies that seem to favour increased female participation so as to accelerate equality in education provision and access in the Zambian education system.
9. Define the Economic Problem and give reasons why it exists and how it affects the provision of education in Zambia. What should the Zambian Government do to reduce its impact on education?

END OF EXAMINATION.



# THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES  
EDU 1010 - EDUCATION AND DEVELOPMENT IN ZAMBIA  
2017/18 ACADEMIC YEAR - FINAL EXAMINATION

REGULAR & PARALLEL

TIME: THREE HOURS

## INSTRUCTIONS:

- i. There are **three** sections in this paper. Answer **one** question from each section.
- ii. Each question carries **20** marks.
- iii. Write legibly and do not cut words at the end of each line.
- iv. Credit will be given for practical examples you provide in your presentation of answers.
- v. There are two printed pages in this paper.

## SECTION A

1. Identify the main characteristics of traditional education and show how they can make the Zambian school curriculum more relevant to the needs of the people.
2. Identify and discuss the importance of the three (3) stages of teacher education in Zambia.
3. Although the British South African Company (BSAC) neglected the provision of education to Africans between 1890 and 1924, they must be credited for the future development of a formal system of education for Africans in Northern Rhodesia. Discuss this statement.
4. Account for the factors that precipitated the 1977 Educational reforms and discuss how they influenced the provision of education in Zambia's Second Republic.

## SECTION B

5. Examine the factors responsible for high poverty levels in Zambia and explain how education can be used as a panacea to overcome poverty in the country.

6. Compare and contrast government policies on partnership in education provision between the Second and Third Republics in Zambia.
7. The market model of education financing can be viewed as an impediment to promoting equality and equity in education. Discuss the demerits of adopting this model in Zambian educational institutions.
8. Discuss the importance of the Human Capital Theory in national development. Highlight the measures taken by the Zambian government to address the challenges of human resource after independence.

### **SECTION C**

9. Employing Mark Blaug's (1973) common assumptions about education and employment, discuss with practical examples the relationship between education and employment
10. Compare and contrast the dependency theory with and the modernisation theory in their advancement of arguments towards the development process of nations.
11. Elucidate the barriers to equity and equality in education provision and show how the Zambian government is trying to promote equity and equality in educational provision.
12. Discuss with examples the educational developments which have taken place in Zambia between 1991 and 2018. What have been the weaknesses of Zambia's education system and how can they be overcome?

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES  
2017/2018 ACADEMIC YEAR DEFERRED EXAMINATIONS  
EDU 1010- EDUCATION AND DEVELOPMENT IN ZAMBIA**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

- (i) There are **three** sections in this paper. **Answer one question from each section.**
- (ii) Each question carries **20** marks.
- (iii) Write legibly and **do not** cut words at the end of each line.
- (iv) Credit will be given for **practical** examples you provide in your presentation of answers.
- (v) There are **two** (2) printed pages in this paper.

**SECTION A**

1. Using practical examples, differentiate formal education from non-formal education.
2. The missionaries and the British South Africa Company played a huge role in the development of education in Northern Rhodesia between 1890 and 1924. Discuss.
3. The Phelps Stokes Commission's recommendations shaped the provision of education in Northern Rhodesia after 1924. Deliberate.
4. In 1991, the Zambian Government revisited its monopoly of control in all areas of public life including education, and reintroduced the principle of partnership in educational provision. Critically discuss the merits and demerits of this policy change.

## **SECTION B**

5. Explain the concepts of ruralization and diversification in education provision. How can the Zambian nation benefit from implementing such concepts?
6. Under the sixth National Development plan, the first objective was to increase access, efficiency and equity to quality Early Childhood Education and Basic Education. Discuss the various strategies that were to be undertaken to meet this objective.
7. What is poverty? Explicate the types of poverty and show how education can be used as an effective tool to alleviate the high poverty levels in Zambia.
8. What are the effects of debt on the provision of education and how can a nation reduce her indebtedness?

## **SECTION C**

9. Name the partners of the Ministry of General Education in the provision of education. Clearly explain the role played by each partner in the effective delivery of education.
10. Critically discuss the relationship between modernization and education.
11. According to Human Capital theory human beings require capabilities to engage themselves in the development process. Identify and discuss the four capabilities that human beings need for them to contribute to development.
12. Education is a vital investment for human and economic development and it is influenced by the environment within which it exists. From this perspective, discuss the role of education in national development.

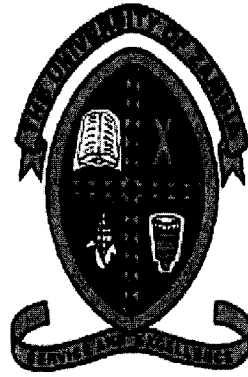
**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY,**  
**SOCIOLOGY AND SPECIAL EDUCATION**  
**EDU 2012 DEFERRED EXAMINATION 2017/18**  
**TIME: THREE (3) HOURS**

**Instructions: There are four questions in this examination. Choose any three and write your answers in the provided booklet.**

1. Account for sex differences in language acquisition in children.
2. Forgetting or 'disremembering' is a spontaneous or gradual process in which old memories are unable to be recalled from memory storage.  
Using theories of forgetting, explain how forgetting takes place.
3. What are major differences between operant and classical conditioning theories?
4. Describe the characteristics of Piaget's preoperational stage.

**THE END**



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

**EDU 2011: SOCIOLOGY OF EDUCATION FINAL EXAMINATION**

**TIME: 3HRS**

**MARKS: 100**

**INSTRUCTIONS:**

1. There are **TWO** sections in this paper. Section A has objective questions and Section B has Essay questions.
2. Answer **all the questions** in section A in the answer booklet provided.
3. Answer **any TWO questions** in Section B in the answer booklet provided.
4. Credit will be given for well thought out work.
5. Ensure that you write your NRC, Computer Number and Name clearly on the answer booklet provided.

<b>NATIONAL REGISTRATION CARD NUMBER:</b>
<b>COMPUTER NUMBER:</b>
<b>NAME:</b>

**SECTION A: (20 MARKS)**

**All answers for Section A should be written in the answer booklet provided.**

**PART 1**

***Multiple Choice: Circle the most appropriate answer.***

1. On which of the following areas of study does functionalism focus?
  - A. Relationships among groups and institutions as part of a society
  - B. Competition among groups for limited economic resources
  - C. The interactions between the teacher and pupils in the classroom
  - D. Competition among societies for power and influence
  
2. Studies of isolated and institutionalised children point out the importance of \_\_\_\_\_ in acquiring the basic human traits.
  - A. Human social interaction
  - B. Education factors
  - C. Early discipline
  - D. Biological factors
  
3. The political function of education provides a means of governing members of society and a \_\_\_\_\_ is a symbol of political socialisation.
  - A. National flag
  - B. Song
  - C. School
  - D. Political cadre
  
4. Which sociologist introduced the concept of anomie to the discipline of Sociology of Education?
  - A. Max Weber
  - B. Emile Durkheim
  - C. Hebert Spencer
  - D. Talcott Parsons
  
5. Which of the following is not an example of a 'total institution'?
  - A. Mental hospital
  - B. Military
  - C. Prison
  - D. Nursery
  
6. Which of the following theoretical perspective would be most useful in analysing group social dynamics in a classroom?
  - A. Conflict
  - B. Functionalist
  - C. Symbolic interactionism
  - D. Human Capital

7. Which of the following represents the order of stages in socialisation, according to George Herbert Mead?
- A. Play, game, imitation
  - B. Game, imitation, play
  - C. Imitation, game, play
  - D. Play, imitation, game
8. Which of the following can be studied using the Human Capital theory?
- A. The role of education in economic development.
  - B. The relationship between indiscipline and home environment.
  - C. The factors affecting the status of a teacher.
  - D. The choice of teaching as career.
9. Which of the following best describes the condition that would affect the academic performance of a university student?
- A. Bad community members.
  - B. Ability to pay school fees.
  - C. Low social economic background.
  - D. University rules and regulations.
10. The social mobility of children in relation to that of their parents is referred to as:
- A. Family mobility.
  - B. Sponsored mobility.
  - C. Intra-generational mobility.
  - D. Inter-generational mobility.
11. A category of people found in similar positions in the social hierarchy is called:
- A. Social group.
  - B. Peer group.
  - C. Social class.
  - D. Social Status.

**SECTION A: PART TWO (20 MARKS )**

***Write the appropriate letter to show whether these statements are True or False in the answer booklet provided.***

12. **True or False** Caste membership is an achieved status.
13. **True or False** Most sociologists agree that the development of the self is completed around the age of 23.

14. **True or False** When you compare the labelling theory and the New Sociology of Education theory, there is nothing new about the New Sociology of Education theory.
15. **True or False** Sociology is the study of social action and it can be attributed to Emile Durkheim.
16. **True or False** Sociology of Education is how social institutions affect education and its outcomes.
17. **True or False** Horizontal mobility is movement that changes the status of someone without changing their social class.
18. **True or False** The Open Systems Approach focuses on the holistic view of the education system.
19. **True or False** Socialization which occurs in infancy and childhood is the most intense period of social learning.
20. **True or False** Labelling theory suffers from the black box of education.
21. **True or False** Autocratic leadership is the least favoured and most productive amongst all the known leadership styles.

#### SECTION A: PART III (15 MARKS)

*Fill in the Blank Spaces with the most appropriate words or phrases.*

22. List **three** forms of social stratification. (3 marks)
23. State **four** differences between the formal and informal aspects of a social organisation. (4 marks)
24. State **two** reasons why socialisation is important. (2 marks)
25. The functionalist theory holds that stratification exists because it is -----  
----- to society. (1 mark)
26. Outline the three step process of the Looking-glass self in chronological order. (3 marks)
27. State **two** purposes for including the '*I do not know*' alternative at data analysis stage of a prestige rating study. (2 marks)

**DEFINE THE FOLLOWING TERMS (15 MARKS)**

- 28. Personality (3 MARKS)
- 29. Social Organisation (3 MARKS)
- 30. Code of ethics (3 MARKS)
- 31. Norm of achievement (3 MARKS)
- 32. Sociology of Education (3 MARKS)

**Section B: (30 MARKS)**

**Answer any TWO (2) Questions from Section B in the answer booklet provided.**

- 33. Describe the factors that gave rise to sociology as a field of study in 19th century Europe.
- 34. Discuss the importance of status for any occupation. What factors led to the decline of Zambian teachers' status after independence?
- 35. In one of the lectures in EDU 2011 dimensions of stratification were discussed, list five of these dimensions and explain the relevance these have on social inequalities in any given society.
- 36. Agents of socialization are groups or institutions within which individuals interact, list five of these agents and explain how they support socialization.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY,**  
**SOCIOLOGY AND SPECIAL EDUCATION**  
**EDU 2012: EDUCATIONAL PSYCHOLOGY FINAL**  
**EXAMINATION 2017/18**

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**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** There are three Sections, A, B and C in this examination. Section A consists of multiple choice questions while Section B is made up of brief answers. Section C consists of essay type of questions. All answers should be written in the exam booklet provided. Read the instructions carefully per section.

**SECTION A**

**Instructions:** This section consists of 30 multiple choice questions. All questions carry equal marks. You should choose a corresponding letter which shows the best answer of your choice. Write all your answers in the exam booklet provided.

1. The primary reason to introduce the language policy in Zambia that emphasizes the use of familiar language as a medium of instruction from grade one to grade four is to \_\_\_\_\_  
a) help learners improve on their ability to speak English b) address the low literacy levels among parents c) help children acquire basic literacy skills in reading and writing d) help the learners develop their competency in their local languages
2. \_\_\_\_\_ is the process through which information is lost in the long term memory.  
a) Regression b) Repression c) Sublimation d) All the above
3. Information in the short term memory can be stored through \_\_\_\_\_.  
a) chunking b) contextualization c) elaboration d) organization
4. The following are the challenges that are faced when implementing bilingual education  
a) lack of teaching and learning materials b) over enrollment c) lack of trained teachers in bilingual education d) All the above
5. A process by which information is lost in the short term memory because old information prevents new information from being stored in the memory is called \_\_\_\_\_ whilst the process where newly learnt information prevents old information from being remembered is called \_\_\_\_\_.  
a) Proactive inhibition, retroactive inhibition b) retroactive inhibition, proactive inhibition, c) retroactive inhibition and interference d) interference and proactive inhibition
6. The long term memory is made of explicit and implicit memory. Therefore it is \_\_\_\_\_ that constitutes explicit memory.  
a) Episodic memory and procedural memory b) semantic memory and procedural memory c) All of the above  
d) None of the above

7. Who argued that “the language one speaks shapes the world one sees and that specific aspects of a language provide a grid, or structure, that influences how humans categorize space, time, and other aspects of reality into a worldview?”

- a) Whorf and Brunner      b) Brunner and Vygotsky      c) Vygotsky      d) Whorf

8. The short term memory plays the role of a mediator between the sensory register and long term memory. The three components that make up the short term memory are \_\_\_\_\_

- a) visuospatial working memory, explicit and implicit memory  
b) central executive, phonological loop, and the visuospatial working memory  
c) central executive, phonological loop, and conscious memory  
d) phonological loop, and the visuospatial working memory and episodic memory

9. The Piaget’s sensory motor stage has \_\_\_\_\_ sub stages of cognitive development

- a) 4                              b) 6                              c) 5                              d) 7

10. Which one is correct description about Piaget?

a) He concluded that language develops primarily from social interaction. b) He thought that language was one of a number of symbol systems that are developed in childhood. c) He argued that in a supportive interactive environment, children are able to advance to a higher level of knowledge and performance.

d) He observed the importance of conversations that children have with adults and with other children and saw in these conversations the origins of both language and thought.

11. LinetNgongo, a three-year-old child can tell you that it’s silly to say “drink the chair”. In the example above, what concept do children learn?

- a) meta-linguistic awareness      b) input hypothesis      c) output hypothesis      d) universal grammar

12. ChilemboStocar moves into an apartment next to the railroad tracks, where a train goes by every night about 3:00 A.M.. At first he wakes up to the noise of the train, but after several nights he sleeps through the noise. This change in his behaviour reflects

- a) extinction      b) classical conditioning      c) stimulus-stimulus learning  
d) habituation.

13. Maimba Lawrence, one of the students in my class often asks questions of my professor. I see that the professor rolls his eyes each time Jhala asks a question. I find that you are reluctant to ask the professor a question. What have I experienced?

- a) Classical conditioning      b) Operant learning      c) Observational learning  
d) Negative reinforcement

14. Which of the following is not an element involved in observational learning?

- a) attention                      b) retention                      c) reproduction                      d) perception

15. To make punishment most effective, KafulaMulenga should \_\_\_\_\_

- a) Combine it with positive reinforcement for a competing response  
b) Punish promptly each time the unwanted behaviour occurs  
c) Never let punishment be a signal for positive reinforcement  
d) All of the above are correct.

16. Punishment and negative reinforcement both use aversive (unpleasant) stimuli to change behaviour. How do the two processes differ?

- a) Punishment weakens the immediately preceding response; Negative reinforcement strengthens it
- b) Punishment involves delivering an aversive stimulus after a response occurs; Negative reinforcement involves removing it
- c) Punishment is highly effective in changing behaviour; Negative reinforcement is not very effective
- d) None of the above; Punishment and negative reinforcement are synonyms

17. Desensitization therapy can best be defined as \_\_\_\_\_.

- a) conditioning technique that creates an avoidance of certain foods
- b) conditioning technique that creates a conditioned response from a formerly neutral stimuli
- c) conditioning technique that gradually increases one's desire to perform a particular behaviour
- d) conditioning technique designed to gradually reduce anxiety about a particular object or situation.

18. A student who completes learning tasks in order to earn stars on her paper is motivated by \_\_\_\_\_. a) intrinsic factors b) extrinsic factors c) mastery needs d) self-esteem needs.

19. Dogs are often used in airports to detect explosives materials and/or narcotics. Their trainers teach them to smell out a certain substance by rewarding them with treats for correctly identifying a substance. In what type of learning are the dogs engaging?

- a) Classical conditioning
- b) Operant conditioning
- c) Defence mechanism
- d) Observational learning

20. The father of genetics is considered to be.....

- (a) Charles Dawin
- (b) Gregor Mendel
- (c) Sigmund Frued
- (d) B.F. Skinner

21. The zone of proximal development is associated with.....

- (a) David Ausbel
- (b) Levy Vygotsky
- (c) Jean Piaget
- (d) Sigmund Freud

22. Which one of the following is not a humanist psychologist?

- (a) Rodgers
- (b) Freud
- (c) Maslow
- (d) combs

23. According to Freud, children at the age three are at the.....stage of sexual development.

- (a) anal
- (b) oral
- (c) phallic
- (d) genital

24. Grade one children are mainly dealing with .....

- (a) Initiative vs guilty
- (b) autonomy vs shame and doubt
- (c) industry vs inferiority
- (d) identity vs identity confusion

25. Maslow's hierarchy of needs has been criticized because \_\_\_\_.

- a) cognition plays too small a role
- b) people frequently attend to multiple needs at the same time
- c) survival needs receive too much emphasis
- d) people are reinforced in their behavior.

26. Penis envy, according to Sigmund Freud occurs at.....stage.

- (a) puberty            (b) electra      (c) genital      (d) phallic

27. Which of the following characteristics best describes a child in the preoperational stage of cognitive development?

- (a) A child is egocentric and cannot take another person's perspective  
(b) A child's knowledge of the world is limited to their sensory perception and motor activities  
(c) A child is fairly good using inductive logic  
(d) A child can utilize abstract thought when solving problems.

28. A normal human cell contains .....chromosomes.

- (a) 46            (b) 21            (c) 23            (d) 92

29. With regards to speech abilities, a one year old child can.....

- (a) Coo            (b) babble      (c) use telegraphic speech            (d) one word utterance.

30. Memory Mpepo, a consumer, has a positive brand feeling towards Schweppes tonic water, so when she sees Schweppes lemonade packaged in a similar bottle with the distinctive Schweppes logo, she feels positively towards it and buys it. This is an example of \_\_\_\_\_

- a) stimulus distinction   b) stimulus generalization  
c) stimulus discrimination   d) stimulus overload

## SECTION B

**Instructions:** This Section B requires candidates to write brief notes about the concepts. Answer all the questions in the booklet provided.

31. Briefly explain the three levels of Kohlberg's theory of moral development.

32. Explain any **two differences** between operant and classical conditioning.

33. Self-concept can be influenced by several factors. Explain **any two** of those factors.

34. What do you understand by the term motherese?

## SECTION C

**Instructions:** There are **three questions** in this Section C. Choose **two (2) questions** and write your answers in the exam booklet provided.

35 a) Jerome S. Bruner identified three stages of cognitive development. Discuss these representations and their applications to teaching- learning processes in Zambia. Discuss.

b) Describe Edward Louis Thorndike's learning theory.

36. Ecological systems theory or human ecology theory identifies environmental systems with which a child interacts. With a Zambian perspective in mind, discuss.

37. Corporal punishment has been abolished in Zambian schools. Exploit operant conditioning perspective to suggest the alternative to punishment.

**THE END**

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

**2016/17 EDU 2012: EDUCATIONAL PSYCHOLOGY FINAL**  
**EXAMINATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** There are five (5) questions in this examination paper. Question **one (1)** is **compulsory**. Choose the other two **(2)** questions to make it **three (3) answered questions**. All questions carry same marks with the total of 50% of this course. Write all your answers in the examination booklet provided.

1. The following terms in Educational Psychology have extensively been used. As student of Educational Psychology, your Headteacher has asked you to explain to him what they mean. What would be your explanation?

- a) Deferred imitation
- b) Teratogen
- c) Intelligence Quotient
- d) Cross- section design
- e) Negative reinforcement
- f) Sublimation Or Displacement

2. Ivan Pavlov saw that the dogs were responding not only on the basis of a biological need (hunger ), but also as a result of learning called classical conditioning. With basic terms and examples, demonstrate and analyse classical conditioning.

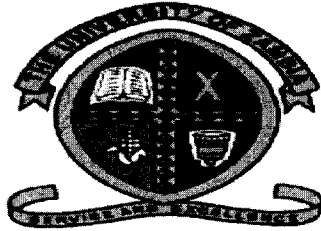
3. There's no single widely accepted theory that can explain all of human motivation. Critically examine the following aspects of human motivation :

- a) Intrinsic and extrinsic motivation
- b) Learned helplessness
- c) Self-fulfilling prophecy
- d) Locus of control
- e) The need theory

4. The contributions of Russian psychologist Lev Semenovich Vygotsky (1896- 1934)'s sociocultural perspective have continued to impact the Zambian education system. As a teacher, appreciate Vygotsky's philosophy as applied in education.

5. Language accomplishes its role in communication via a two- pronged process of sending and receiving. Identify and describe some of the main common features of language development (acquisition) in children.

**THE END OF THE EXAMINATION**



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

**UNIVERSITY EXAMINATION, NOVEMBER/ DECEMBER 2018**

**EDU 3012: LEARNING PROCESSES-A SOCIOLOGICAL PERSPECTIVE**

**TIME: 3 HOURS**

**INSTRUCTIONS:**

1. There are **two** sections in this paper, Section A and Section B. Section A contains objective questions, while Section B contains essay questions.
2. Answer **all** questions in Section A. All Answers for Section A should appear in the answer booklet provided.
3. Answer only **two** questions in **Section B**. Answers for Section B should appear in the answer booklet provided.
4. Credit will be given for well thought out answers.
5. Ensure that you write your particulars clearly on the answer booklet provided.

**SECTION A (25%)**

**PART A (15 Marks)**

*Write the letter of the most appropriate answer in the answer booklet provided.*

1. Which graphic concept best illustrates the concept of social stratification?
  - A. Pie chart
  - B. Histogram
  - C. Pyramid
  - D. Flag poles
  
2. One assumption of the Interactionist perspective is that \_\_\_\_\_.
  - A. Society is composed of different groups competing for power and limited resources
  - B. Human beings act toward things on the basis of the meanings they ascribe to those things
  - C. Schools sort pupils along distinct class and ethnic lines
  - D. Society is a system of interconnected parts that work together in harmony to maintain a state of balance
  
3. The earliest socialising agent in a person's life is the \_\_\_\_\_.
  - A. Peer group
  - B. Family
  - C. School
  - D. Culture
  
4. "Established professions are concerned with the advancement of knowledge and provision of a service to society not with monetary rewards." Which characteristic of a profession does this statement describe?
  - A. Autonomy
  - B. High prestige
  - C. Disinterestedness
  - D. Monopoly of Knowledge
  
5. The two major social stratification systems are \_\_\_\_\_, which does not allow change in social position and \_\_\_\_\_, which allows movement between levels.
  - A. Caste, Closed
  - B. Class, Open
  - C. Closed, Open
  - D. Closed, Caste
  
6. Depending on the way a child is treated during childhood, they may develop \_\_\_\_ or \_\_\_\_\_.
  - A. Trust, identity crisis
  - B. Autonomy, shame
  - C. Trust, rejection
  - D. Autonomy, identity crisis
  
7. Producing skilled human resources that is *not* needed by society is an example of \_\_\_\_\_.
  - A. Manifest functions of education
  - B. Latent function of education
  - C. Dysfunctions of education
  - D. Norms of education

8. The \_\_\_\_\_ theory believes that education equips pupils to perform different functional roles in society.
- Symbolic Interactionist
  - Social Conflict
  - Social Exchange
  - Structural Functionalist
9. Sometimes a person may be required to discard former behavioural patterns and relearn new ones as part of a transition in one's life. We refer to this process as \_\_\_\_\_.
- Socialisation
  - Life course
  - Deprofessionalisation
  - Resocialisation
10. What is the major difference between the Functionalist and Conflict theories and the Interactionalist theory?
- The Functionalist and Conflict theories focus on hierarchical roles with an organisation, while the Interactionalist theory takes a more holistic view.
  - The Functionalist and Conflict theories address large-scale issues facing society, while the Interactionalist theory examines more detailed aspects of units.
  - The Functionalist and Conflict theories consider long-term repercussions of social problems, while the Interactionalist theory focuses on the present.
  - The Functionalist and Conflict theories are more common sociological perspectives, while the Interactionalist theory is a newer sociological perspective.
11. The basic premise of the Davis and Moore thesis is that, the unequal distribution of rewards in social stratification \_\_\_\_\_.
- Cannot be justified
  - Is an outdated mode of societal organisation
  - Is an artificial reflection of society
  - Is functional to the smooth running of society
12. What are the intended positive aspects of bureaucracies?
- Increased predictability
  - Equal treatment of all
  - Increased efficiency
  - All of the above
13. Which of the following scenarios is an example of intergenerational mobility?
- A Bus Driver belongs to a different social class as his grandmother.
  - A University Lecturer belongs to a different class than her brother.
  - A Cleaner belongs to the same social class as his sister.
  - A Doctor shares the social class as her father.
14. \_\_\_\_\_ coined the term \_\_\_\_\_ as the scientific study of social patterns.
- Emile Durkheim, anomie
  - Herbert Spencer, Social Darwinism
  - August Comte, Positivism
  - Max Weber, Social actions

15. From a Sociologist perspective, which factor does not greatly influence a person's socialisation?
- A. Ethnicity
  - B. Social class
  - C. Gender
  - D. Blood type

**PART B ( 5 Marks)**

*Write the appropriate word to show whether these statements are True or False. Answers should be written the answer booklet provided.*

16. **True False** The term 'status groups' is associated with Marx Weber.
17. **True False** In society, girls and boys are socialised in the same way.
18. **True False** One should avoid arranging jobs haphazardly when conducting a prestige rating study.
19. **True False** The expressive component of culture consists of values, norms and images of approved behaviour.
20. **True False** In a prestige rating study which was conducted in 1959 in Zambia, a secondary school teacher was ranked number 13.

**PART C (21 Marks)**

*Complete the blank spaces with the most appropriate word(s)/phrase(s) or sentence (s). Answers should be written the answer booklet provided.*

21. The manner and approach of providing direction, implementing plans and motivating people is called \_\_\_\_\_.
22. \_\_\_\_\_ is a term that describes a society in which achievements and rewards are based on effort and ability.
23. Outline the formula for calculating the mean score of a particular job in a prestige rating study.
24. \_\_\_\_\_ theory views education as means of widening the gap of social inequalities.
25. State **two (2)** functions of the Teaching Council of Zambia.
26. State **four (4)** types of subcultures found in the school.
27. One of the parts of the open systems model is the output. List **two (2)** components of the output.
28. One of the roles of a teacher is that of a disciplinarian. According to the Teaching Profession (Code of Ethics) Regulations, 2018, there are *two* things that a teacher shall not do to a learner as they discipline them. Outline these **two (2)** things.

29. Identify **three (3)** norms that pupils acquire in school.
30. Outline Durkheim's **four (4)** themes of Sociology of Education.

**PART D: (9 Marks)**

**Distinguish between the following terms:**

- 31. Social role and social status
- 32. Profession and professionalism
- 33. Social statics and social dynamics

**SECTION B (25%)**

**Answer any two (2) questions. All answers should appear in the answer booklet provided. Each question carries 12.5 marks.**

34. Teachers face a number of conflicts as they perform their roles.
- a. Discuss sources of teachers' role conflicts (6.5 marks)
  - b. Outline strategies that teachers can use to cope with role conflicts (6 marks).
35. There are a number of leadership styles that teachers use in their classroom.
- a. Using relevant examples, discuss advantages and disadvantages of *three (3)* leadership styles that a teacher can use in their classroom. (9.5 marks)
  - b. Which leadership style do you think is best suited for use in a grade 12 classroom and why? (3 marks)
36. Sociologists have advanced a number of theories to explain pupils' academic performance.
- a. Discuss the New Sociology of Education theory's explanation of factors that affect the academic performance of pupils. (9.5 marks)
  - b. State *three (3)* criticisms that other sociologists may make of the New Sociology of Education theory. (3 marks)
37. Fully established Professions have professional associations which perform a number of duties.
- a. With relevant examples, discuss the functions of professional associations. (6 marks)
  - b. Discuss ways in which the professional association for teachers in Zambia could help in improving the status of teachers in the country. (6.5 marks)

***END OF EXAMINATION***

# The University of Zambia

## School of Education

2017/2018 ACADEMIC YEAR FINAL EXAMINATION

EED 1020: ECOLOGY OF ENVIRONMENTAL EDUCATION

TIME: 3 HRS

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Instructions:

- Answer **three** questions from this examination paper. **Question number one is compulsory.**
  - Credit will be given for illustrations that aid explanations and data beyond the scope of lecture notes.
- 

- Q1 a. Explain what Global Warming is. (7 marks)
- b. What is the role of Environmental Education in alleviating this problem. (8 marks)
- Q2. Give a detailed description of the Dynamics of Population. (15 marks)
- Q3. a. What is Virtual Water? (5 marks)
- b. Explain the lifestyle habits that aid sustainable water management. (10 marks)
- Q4. Explain the phenomenon of Radiation and its impact on Ecosystems. (15 Marks)
- Q5. Write short explanatory notes of the following:
- a. Ecosystem Services (5 marks)
  - b. Bioaccumulation (5 marks)
  - c. Stock Resources (5 marks)
  - d. The Tragedy of the Commons (5 marks)

**END OF EXAMINATION**

# The University of Zambia

## School of Education

END OF YEAR EXAMINATIONS-2017/2018 ACADEMIC YEAR

EED 1020: ECOLOGY OF ENVIRONMENTAL EDUCATION

DURATION: 3 HRS

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### Instructions:

- Answer **three** questions from this examination paper. Question number one is **compulsory**.
  - Credit will be given for illustrations that aid explanations and data beyond the scope of lecture notes.
- 

Q1. Give short explanatory notes of the following:

- a. Preservation and Conservation (5 marks)
- b. The Niche Concept (5 marks)
- c. Ecosystem Types (5 marks)
- d. The Mickey Mouse Model (5marks)

Q2. Give a detailed description of the Hydrological Cycle and how its balance can be sustained. (15 marks)

Q3. As an Environmental Educator, what suggestions would you make to enhance Zambia's Wildlife Management capacity? (15 marks)

Q4. Give a detailed discussion of the Concept of 'De-growth' and how it can contribute to Environmental Sustainability. (15 marks)

Q5. Discuss the role of the Green House Effect on Climate Change. (15 marks)

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

School of Education

## EED 1030-Environmental Governance

2017/2018 Examination

**TIME** : Three (3) Hours

**INSTRUCTIONS** : Answer a total of **three questions**. **Question one** is compulsory.

Credit will be given for use of examples and answers showing detailed understanding of the topic instead of mere memorisation of lecture notes.

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1. a) Using Zambia as an example, discuss the importance of governance in relation to the environment. **(10 Marks)**  
b) Explain barriers to sustainable environmental governance in Zambia. **(5 Marks)**  
c) State the characteristics of a good environmental policy. **(5 Marks)**
2. a) Define environmental and political ideologies. **(5 Marks)**  
b) Discuss how environmental and political ideologies can co-exist or antagonise in a society. **(10 Marks)**
3. a) Explain the **three approaches** to environmental regimes. **(9 Marks)**  
b) What are **Epistemic communities**? Briefly explain the rationale of their participation in environmental regimes. **(6 Marks)**
4. a) Discuss causes of conflicts over natural resources from the 'Neo-malthusian' and 'paradox of plenty' schools of thought. **(10 Marks)**  
b) Discuss the role of environmental governance in reducing conflicts over natural resources. **(5 Marks)**
5. a) Explain who an environmental refugee is. **(4 Marks)**  
b) Discuss how the politics of refugees is related to environmental governance. **(5 Marks)**  
c) Discuss the relevance of human rights in refugee issues. **(6 Marks)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

INSTITUTE OF DISTANCE EDUCATION

2017/18 ACADEMIC YEAR FINAL EXAMINATIONS

**EED 3010: EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** ANSWER QUESTIONS ONE (1) AND ANY OTHER TWO (2).  
CREDIT WILL BE GIVEN FOR USE OF EXAMPLES AND  
ILLUSTRATIONS. QUESTION ONE CARRIES 20 MARKS

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1. You are on attachment in the Ministry of Finance and National Planning; explain to the Ministry the Economic, Environmental and Health benefits of using Bicycle transport in Chipata, Eastern Province of Zambia. *(20 marks).*
2. One of the Sustainable Development Goals (SDG) is 'to end poverty in all its forms everywhere'. Show why it important to eradicate poverty to attain sustainability *(15mk).*
3. Explain the FOUR PILLARS of Sustainable Development. For each pillar show the core issues *(15 marks).*
4. You have just been employed by the Lusaka City Council in the Environment and Health department; explain drivers and implications of conversion of agricultural highly productive land to built-up areas in Lusaka. *(15marks).*
5. With specific examples explain why many environmentalists view the idea of Sustainable Development as an oxymoron *(15 marks).*

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2017/2018 END OF YEAR EXAMINATIONS**

**EED 9062: Environmental Hazards and Disaster Education**

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** There are Five (5) questions in this examination, answer three (3) questions. Question 1 is compulsory.

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1. Using the Disaster Management Cycle explain how flood hit areas in rural Zambia can be managed. (20 marks)
  
2. Describe how one can reduce the effect of drought as a disaster on access to quality education in rural parts of Southern Province. (15 marks)
  
3. Discuss the impacts of floods as a disaster on people's social welfare in Kabwe's Makululu Compound. (15 marks)
  
4. Discuss the following concepts;
  - (i) Modern Responses to Disasters.
  - (ii) Recovery Plan
  - (iii) Disaster Risk Reduction
  - (iv) Emergency Operation Plan
  - (v) Natural Disasters (15 marks)
  
5. Discuss the advantages of using the Community Based Approach in education and public awareness when managing disasters in schools. (15 marks)

**END OF EXAMINATION**

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

**EPS1010: DEVELOPMENTAL OUTCOMES**

**2017/2018 ACADEMIC YEAR FINAL EXAMINATION- 4<sup>TH</sup> DECEMBER, 2018**

**GENERAL INSTRUCTIONS:**

1. THERE ARE FOUR SECTIONS IN THIS PAPER: SECTIONS A, B, C AND D.
2. THIS PAPER HAS 18 QUESTIONS (2 PRINTED PAGES).
3. TOTAL MARKS IN THIS EXAMINATION = 50 MARKS.
4. ANSWER ALL THE QUESTIONS IN THIS PAPER.
5. ALL ANSWERS MUST BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.

**SECTION A: MULTIPLE CHOICE (5 MARKS)**

**INSTRUCTION: Circle the letter with the correct answer in the following questions.**

1. "Heinz should steal the medicine, because saving human life is a more fundamental value than property rights of another person" such a view is characteristic of the \_\_\_\_\_ stage of moral development according to Kohlberg.
  - a. Five
  - b. Three
  - c. Two
  - d. Four
2. \_\_\_\_\_ is a grand parenting style that involves non-interference with parenting decisions.
  - a. Empty
  - b. Uninvolved
  - c. Compassionate
  - d. Remote
3. \_\_\_\_\_ defined attachment as the "lasting psychological connectedness between human beings."
  - a. Ainsworth
  - b. Bowlby
  - c. Hamooya
  - d. Bus
4. The following are characteristics of a secure attachment **except**.
  - a. Sympathetic during childhood
  - b. Establishing trusting lasting relationships
  - c. Seeking out social support
  - d. Good self-esteem
5. \_\_\_\_\_ was one of the first people to study autism.
  - a. Hans
  - b. Autis
  - c. Kanner
  - d. Rosenham

## **SECTION B: TRUE OR FALSE (5 MARKS)**

**INSTRUCTION: Indicate if the following statements below are TRUE or FALSE:**

6. 50% of fertilized eggs are lost before a woman finds out she's pregnant. **TRUE or FALSE**
7. The DSM-4 has 20 different classifications, all with multiple disorders. **TRUE or FALSE**
8. Turner's syndrome is not an inherited disease. **TRUE or FALSE**
9. DNA is the chemical structure of genes. **TRUE or FALSE**
10. Research shows that fetuses can develop sight very early in the womb. **TRUE or FALSE**

## **SECTION C: SHORT ANSWERS (10 MARKS)**

**INSTRUCTION: Write short notes on the following:**

11. List at least two (2) factors that can influence prenatal development.
12. Describe at least two (2) characteristics of ethnocentrism.
13. Differentiate the two African concepts of intelligence: *Ngware* (Zimbabwe) and *Nzelu* (Zambia).
14. How were children perceived in the 15<sup>th</sup> Century (medieval period) and 17<sup>th</sup> Century (age of Enlightenment) respectively.
15. Define child abuse and child neglect (provide the WHO definition of neglect).

## **SECTION D: ESSAY QUESTIONS (30 MARKS)**

**INSTRUCTION: Answer all questions in this section.**

16. Discuss how children raised by authoritarian, authoritative or permissive parents behave in class towards their peers and teachers (10 marks).
17. Critically analyse this statement "Zambian children are more inclined to play with traditional rather than modern toys" (10 marks).
18. Most child development theories learnt in EPS 1010 are either proposed by non-Zambians, developed using culturally inappropriate data collection tools or based on studies with western samples. Discuss how Zambian researchers can address this problem (10 marks).

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY,**  
**SOCIOLOGY AND SPECIAL EDUCATION**  
**EPS 1020: COGNITIVE AND LANGUAGE DEVELOPMENT FINAL**  
**EXAMINATION 2017/18**  
**TIME: THREE (3) HOURS**

**SECTION A (60 MARKS)**

**INSTRUCTIONS:** There are thirty (30) questions in this Section B. Each question carries 2 marks. Answer all of them and write your answers in the provided exam booklet.

1. The mental ability to arrange things in order is known as \_\_\_\_ .  
(a) seriation (b) causality (c) reversibility (d) conservation
2. \_\_\_\_ is the process of classifying information into meaningful categories.  
(a) Concept (b) Conjunctive concept (c) Relational concept (d) Concept formation
3. What is the primary difference between Piaget and Vygotsky's theories of language development? a) Vygotsky was concerned with early language development while Piaget was concerned with later language development  
b) Vygotsky argued that thought follows language while Piaget argued language depends on thought c) Piaget argued thought depends on language while Vygotsky argued language depends on thought d) None of these
4. Skinner's behaviorist theory of language development regards \_\_\_\_\_ as the most important contributor to the child's learning of language. a) imitation and reinforcement by parents b) observational learning c) innate or inherited neural structures d) interaction with peers
5. Chomsky's nativist theory of language development regards the most important contributor to the child's learning of language is \_\_\_\_ .a) imitation of parents. b) social reinforcement. c) innate neural structures. d) interaction with peers.
6. Three-year-old Womba Kambita is crying because, in her words, she is afraid of 'mouses.' Womba's use of the word 'mouses' would be described by experts on child language as an example of \_\_\_\_ .a) phonemic generalization. b) overregularization. c) universal grammar. d) babbling.
7. When Changala Bwalya, a toddler, says 'want kitty,' instead of 'I want to pet the kitty,' this is an example of \_\_\_\_ . a) overregularization. b) babbling. c) telegraphic speech. d) holographic speech.
8. The process of incorporating new information into existing knowledge is known as \_\_\_\_\_, whereas the process of adjusting our schemes to fit new information and events is known as \_\_\_\_\_. a) organization; assimilation b) scheme, accommodation

c) accommodation; assimilation d) assimilation; accommodation

9. Andrew Ngwenya overheard his dad telling her mom he got 'creamed' by his friend in a tennis match. This confused Andrew, causing him to experience a conflict or \_\_\_\_, because she couldn't imagine his father turning into a creamy liquid.

a) assimilation b) accommodation c) disorganization d) disequilibrium

10. Two containers hold the same amount, but Joana Nalutaaya thinks that the taller, skinnier glass holds more. This is known \_\_\_\_\_ .

a) Accommodation b) Egocentrism c) False belief d) Conservation

11. At which sensorimotor substage do children begin to develop symbols to represent events or objects in the world? a) Primary circular reactions b) Secondary circular reactions c) Tertiary circular reactions d) Early representational thought

12. Piaget's stages have been criticized because \_\_\_\_\_. a) his theory was based on an unrepresentative sample of children b) not all people reach the formal operational stage c) his theory underestimates children's abilities d) All of the above

13. A cornerstone of Vygotsky's theory of cognitive development is that society and culture play a key role in promoting development. What type of perspective is this considered to be? a) A naive psychology perspective b) An autonomous learning perspective c) A linguistic perspective d) A sociocultural perspective.

14. Many children in kindergarten enjoy playing 'house.' How does the value of play benefit young children, according to Vygotsky? a) Play should be encouraged because it allows the teacher a chance to assess the students. b) Play should be encouraged because it allows children time to have fun. c) Play should be encouraged because it promotes new cognitive skills. d) Play should be discouraged because allowing children to pretend slows cognitive development.

15. Which of the following reflects Lev Vygotsky's beliefs about language and thought?

a) Children who engage in high levels of private speech are usually socially incompetent. b) Children use internal speech earlier than they use external speech. c) All mental functions have external or social origins. d) Language and thought initially develop together and then become independent.

16. Which of the following is an application of Piaget's ideas to education? a) We need to know how children understand the world to teach them effectively. b) Children's illogical or distorted ideas about the world make it hard for them to learn. c) The pattern of mental development is universal, so one curriculum could be developed and used for all children. d) By the third or fourth grade, children are ready for abstract learning.

17. Lev Vygotsky believed some tasks are too difficult for children to handle alone but can be done with the help of someone more skilled. Such tasks \_\_\_\_\_ .

a) fall into the zone of proximal development. b) are difficult because they are not salient to the child. c) are best taught by having the child observe a skilled teacher. d) will be frustrating for the child and should be left to a time when the child can more easily accomplish them.

18. The zone of proximal development (ZPD) is a measure of \_\_\_\_\_ .

- a) intelligence. b) potential. c) skill. d) achievement.
19. When her father asked Felix Phiri how he concluded that two apples and two apples make five apples, he believed her answer was correct and confidently replied, "I know it because I know it!" Felix is in which substage of development? a) Primary circular reactions b) Tertiary circular reactions c) Symbolic function d) Intuitive thought
20. Vanessa Banda was listening as her mother told a friend how to get to their house. Mrs. Banda said, "Come south on Burma Road, then turn left on Fir Road, then right on Independence Avenue, and we are the second house on the right." Vanessa said, "No, you turn right on Fir Road." She said this because from where she sat, Fir Road was to her right. Assuming Mrs. Banda is correct, Vanessa would be demonstrating \_\_\_\_
- a) animism. b) egocentrism c) centration. d) conservation.
21. When Chiwego Syamuleya was 5 months old, she looked at a toy train, but when her view of the train was blocked, she did not search for it. Now that she is 9 months old she does look for it, reflecting the presence of \_\_\_\_ .
- a) object permanence. b) self-differentiation. c) assimilation. d) schemata.
22. The information-processing approach \_\_\_\_\_ .
- a.) analyses the different functional processes involved in cognitive development  
 b.) emphasizes the importance of clarity of speech and language  
 c.) analyses the processes involved in teaching new skills  
 d.) Analyses the distortion of information transmission which can occur between Bronfenbrenner's ecological systems
23. Short-term memory (STM) lasts about \_\_\_\_\_ .
- (a) 20 Seconds (b) 30 Seconds (c) 15 Seconds (d) 10 Seconds
24. Encoding refers to \_\_\_\_\_.
- a) the process whereby information is received, sorted, organized, stored and retrieved over time. b) how information is retained in the memory.  
 c) how information enters the memory. d) storage of information
25. The memory Matthews Simposha has of significant events and experiences in our lives, such as weddings, festivals, and graduation, is a form of \_\_\_\_ memory.
- a) procedural b) episodic c) semantic d) working
26. A day-after recall test, used by market researchers to assess how much consumers can remember of an advertisement watched on the television the previous night, is designed to measure \_\_\_\_\_ memory.
- a) explicit b) implicit c) long- term d) short- term
27. Esther Shinyenyi wants to ensure that her students remember the information she presents in class. Thus, after she is done with a lesson, she begins a question and answer period in which she asks the students to generate personal examples of the concepts they just learned. What is Esther using?
- a) Encoding b) Elaboration c) Retrieval b) Chunking

28. Martha Dimpu wants her tenth grade students to learn a list of Spanish verbs and their conjugations by the following week. She tells them to make sure that they memorize the list by the exam day. According to Martha's instructions, what process are students most likely to use to remember the list of verbs and their conjugations?

a) Organization b) Rehearsal c) Elaboration d) Attention

29. Which of the following examples best illustrates chunking?

a) Deborah Phiri thinks of personal examples when learning about new concepts in science. b) Njekwa Mateyana classifies animals based on common features and differences. c) James Lukonde uses symbols to represent words that he has difficulty spelling. d) Vanesa Banda and Lukas Mwika work together when designing a telescope.

30. Which of the following statements best describes the nature of declarative memory?

a) Wilma Kuyoba applies knowledge to perform a certain task.

b) Mephas Kambayi recognizes a famous person. c) Obbian Kaumba is able to provide specific factual information about an event. d) Purity Chilombo recalls a specific event from his or her past.

### **SECTION B (40 MARKS)**

**INSTRUCTIONS:** There are **three (3)** questions in this Section B. Answer **any two questions** and write your answers in the provided exam booklet.

31. Account for sex differences in language acquisition in children.

32. Write brief notes on the following:

a) Linguistic relativism

b) Elaborate rehearsal and deferred imitation

c) Language Policy in Zambia

33. Forgetting or 'disremembering' is a spontaneous or gradual process in which old memories are unable to be recalled from memory storage. Using theories of forgetting, explain how forgetting takes place.

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL**  
**EDUCATION**  
**END OF TERM EXAMINATION, JULY 11, 2018.**  
**EPS 1021- INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

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**Instructions**

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

**SECTION A (15 Marks)**

1. Which one of the following research designs would be the most appropriate for studying culture?  
A. Correlational design B. Ethnographic design C. Experimental design  
D. Survey design
2. One of the following is different. Which one is it?  
A. Cerebrum B. Pituitary C. Hypothalamus D. Amygdala
3. A \_\_\_\_\_ psychologist would easily change and shape children's misbehavior.  
A. community B. behavioural C. cognitive D. clinical
4. Which one of the following is **NOT** a time-span research design?  
A. Cross-sectional design B. Longitudinal design C. Descriptive design  
D. Longitudinal and cross-sectional design

5. The discovery of the three laws of learning in behaviorism is attributed to \_\_\_\_\_.
- A. Stanley Hall B. John Dewey C. William James D. Edward Thorndike
6. Which one of the following is **NOT** an attribute of the endocrine system?
- A. use of hormones B. use of neurotransmitters C. responding longer  
D. responding slowly
7. Once parents have given consent for children to participate in research, no further permission should be sought from children.  
True or False
8. The hippocampus is involved in memory and learning.  
True or False
9. The thymus gland is a permanent endocrine gland in the body.  
True or False
10. Brain plasticity is only applicable to the flexible brain of growing children.  
True or False
11. Which one of the following statements does **NOT** best represent educational psychology?
- A. It deals with learning B. It deals with teaching C. It deals with motivation  
D. It deals with couple counselling.
12. If the temporal lobe of the brain got damaged, which function would largely be affected?
- A. hearing B. seeing C. touching D. tasting
13. The \_\_\_\_\_ is responsible for connecting the brain with the rest of the body.  
A. axon B. spinal cord C. dendrite connection D. synaptic connection
14. \_\_\_\_\_ is the ancient scholar who in 5<sup>th</sup> century BC wrote an article on the advantages of schooling and home environment influence.  
A. Aristotle B. Quintilian C. Democritus D. Plato
15. \_\_\_\_\_ is considered the father of modern psychology.  
A. Johann Herbart B. Ivan Pavlov C. William James D. Stanley Hall

## **SECTION B (20 Marks)**

Answer **all questions** in this section

Write brief notes on each one of the following terminologies:

1. ACTH (Hormone)
2. Sulci
3. Frontal Lobe
4. Thalamus
5. Orthogenic principle
6. Acromegaly
7. Confidentiality
8. Quintilian
9. Triangulation
10. Forensic psychology

## **SECTION C (15 Marks)**

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

1. Integrity is one of the key ethical principles that have to be fulfilled during research. Discuss ways in which integrity can be upheld during research.
2. Over the years, studies have shown that human development is influenced both by hereditary and environmental factors. Using some of the research arguments that have been generated, demonstrate how this is the case.
3. The endocrine system is said to operate using the Negative Feedback System. Discuss.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**

**2017/18 FINAL EXAMINATION PAPER**

**EPS 1022: DEVELOPMENTAL MILESTONES: FROM CONCEPTION TO  
ADOLESCENCE**

**Computer#** \_\_\_\_\_

**DURATION: THREE (3) HOURS**

**DATE: 10<sup>TH</sup> DECEMBER, 2018**

**INSTRCTIONS:**

1. THIS PAPER CONSISTS OF THREE (3) SECTIONS, A, B AND C., AND ACCOUNTS FOR 50% OF YOUR FINAL COURSE GRADE.
2. SECTION A HAS TWENTY (20) MULTIPLE CHOICE QUESTIONS. ANSWER ALL QUESTIONS IN THIS SECTION BY WRITING THE LETTER WITH YOUR BEST ANSWER IN THE GRID BELOW (20 MARKS).
3. SECTION B HAS SEVEN (7) SHORT ANSWER QUESTIONS. WRITE YOUR ANSWER BY FILLING-IN THE BLANK SPACES PROVIDED ON THE QUESTION PAPER (10 MARKS).
4. SECTION C CONSISTS OF FOUR (4) ESSAY QUESTIONS. ANSWER ONE (1) QUESTION AND WRITE YOUR ANSWER IN A SEPARATE ANSWER BOOKLET PROVIDED (20 MARKS).
5. DO NOT TURN THIS PAGE BEFORE YOU ARE TOLD TO DO SO.

**ANSWER GRID FOR SECTION A**

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

**SECTION A: THIS SECTION HAS TWENTY (20) MULTIPLE CHOICE QUESTIONS. ANSWER ALL QUESTIONS IN THIS SECTION BY WRITING THE LETTER WITH YOUR BEST ANSWER IN THE GRID PROVIDED. (20 MARKS).**

1. In the field of behavior genetics, researchers study \_\_\_\_\_
  - a. Only the impact of DNA and other genetic factors.
  - b. How parents and other adults influence behavior.
  - c. The relative roles of nature and nurture.
  - d. How genes behave when combined with other genes.
  
2. Which of the following is NOT considered a primary component of cognitive development?
  - a. Processing information
  - b. Storing and retrieving memories
  - c. Coordinating muscle activity
  - d. Communicating with language
  
3. Preschool teachers are interested in how 3- and 4-year-olds play and make friends with others. These teachers are interested in children's \_\_\_\_\_
  - a. Socioemotional development.
  - b. Cognitive development.
  - c. Information processing skills.
  - d. Ego development.
  
4. The fact that IQ scores are more similar among identical twins than among fraternal twins \_\_\_\_
  - a. Suggests that siblings treated similarly will be similar in achievement.
  - b. Suggests that siblings of the same gender are more intellectually similar.
  - c. Shows the influence of nurture on children's intellectual development.

- d. Shows the influence of nature on children's intellectual development.
5. According to the psychoanalytic theory, in order to have a healthy personality \_\_\_\_\_
- a. A person's id must be stronger than the ego and superego to insure survival.
  - b. A person's superego must be stronger than the ego and id for moral development to occur.
  - c. The id, ego, and superego must be eliminated during psychosexual development.
  - d. The ego must balance the id and superego and be able to cope with external demands.
6. The psychoanalytic personality part responsible for our sense of morality is/are the \_\_\_\_\_
- a. Id.
  - b. Ego.
  - c. Superego.
  - d. Both the id and the ego.
7. Erikson theorized that the primary challenge facing newborns was \_\_\_\_\_
- a. Dealing with oral needs.
  - b. Struggling with trust issues.
  - c. Developing a sense of patience.
  - d. Coping with unconscious sexual desires.
8. Which of the following stages of Erikson's theory does NOT occur during childhood or adolescence?
- a. Initiative vs. Guilt
  - b. Identity vs. Role confusion
  - c. Generativity vs. Stagnation
  - d. Autonomy vs. Shame and doubt
9. In Pavlov's research with dogs, when salivation was elicited by the presentation of food, the food (meat powder) was \_\_\_\_\_
- a. An unconditioned stimulus.

- b. A type of positive reinforcement.
  - c. A conditioned response.
  - d. A neutral stimulus.
10. At first, Josh neither liked nor disliked the song "Hey There, Delilah." However, one day his girlfriend broke up with him while that song was playing. Now Josh gets sad each time he hears that song. "Hey There, Delilah" has now become \_\_\_\_\_
- a. A conditioned stimulus.
  - b. An unconditioned stimulus.
  - c. A conditioned response.
  - d. An unconditioned response.
11. Mark is babysitting five-year-old Sarah who throws tantrums in order to get her way. If Mark gives in to Sarah's demands in order to make her tantrums stop, Sarah's negative behavior is most likely being \_\_\_\_\_
- a. Classically conditioned.
  - b. Punished.
  - c. Reinforced.
  - d. Imprinted.
12. Mulenga was punished by home detention for two weeks because she arrived home after her curfew one night. Mulenga now comes home before her curfew due to \_\_\_\_\_
- a. Observational learning.
  - b. Social learning.
  - c. Classical conditioning.
  - d. Operant conditioning.

13. Bandura's theory and research emphasized the fact that children \_\_\_\_\_
- a. Can learn through punishment and reinforcement.
  - b. Can be classically conditioned to show fear.
  - c. Do not always need reinforcement or punishment to learn.
  - d. Do not naturally imitate the behaviors of other people.
14. Which of the following statements concerning Piaget's perspective on learning is TRUE?
- a. Learning is primarily unconscious and occurs through classical conditioning.
  - b. Learning is a continual cycle of assimilation and accommodation.
  - c. Learning occurs when the ego is strong enough to balance the id and superego.
  - d. Learning occurs through the processes of modeling and imitation.
15. Which of the following is the proper order of Piaget's four stages of cognitive development?
- a. preoperational, sensorimotor, concrete operational, formal operational
  - b. sensorimotor, preoperational, concrete operational, formal operational
  - c. concrete operational, formal operational, sensorimotor, preoperational
  - d. formal operational, concrete operational, sensorimotor, preoperational
16. "As children acquire the language of their culture, they also adopt the psychological tools imbedded in the language." This statement is most consistent with which of the following theories?
- a. Cognitive-developmental theory
  - b. Social learning theory
  - c. Sociocultural theory
  - d. Ethology theory
17. According to Vygotsky's theory, development occurs due to the person's \_\_\_\_\_

- a. Internalization of cultural values.
- b. Reorganization of mental schemes with age.
- c. Imitation of adult authority figures.
- d. Development of a basic sense of trust.

18. George hears his daughter saying, "I go up the ladder," while she is climbing the ladder. This is an example of \_\_\_\_\_

- a. Social speech.
- b. Private speech.
- c. Inner speech.
- d. Assimilative speech.

19. Grandparents, aunts, uncles, cousins, and friends of the family are all part of Bronfenbrenner's \_\_\_\_\_

- a. Microsystem.
- b. Mesosystem.
- c. Macrosystem.
- d. Exosystem.

20. Which of the following is an example of Bronfenbrenner's chronosystem?

- a. The neighborhood children
- b. The father's workplace environment
- c. The interaction between siblings
- d. The family moving to a new town

**SECTION B: THIS SECTION HAS SEVEN (7) SHORT ANSWER QUESTIONS. WRITE YOUR ANSWER BY FILLING-IN THE BLANKS PROVIDED ON THE QUESTION PAPER. (10 MARKS).**

21. In regard to child development, what do nature and nurture refer to? (2 Marks).

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22. Describe the Oedipus complex (1 Mark).

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23. In operant conditioning, what is the difference between reinforcement and punishment? (2 Marks)

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24. What is the difference between assimilation and accommodation? (2 Marks)

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25. \_\_\_\_\_ learning involves learning by observing and imitating the behaviors of others (1 Mark).
26. The fatty substances produced by certain glial cells that coat the axons of neurons to insulate, protect, and speed up the neural impulse is the \_\_\_\_\_ (1 Mark).
27. \_\_\_\_\_ are the basic units of sound that change the meaning of a word, while the basic units of meaning that exist in a word are called \_\_\_\_\_ (1 Mark)

**SECTION C: THIS SECTION CONSISTS OF FOUR (4) ESSAY QUESTIONS. ANSWER ONE (1) QUESTION IN THIS SECTION AND WRITE YOUR ANSWER IN A SEPARATE ANSWER BOOKLET PROVIDED (20 MARKS).**

28. Describe brain development in the germinal, embryonic and fetal periods. Be sure to include the terms proliferation, migration and differentiation (20 Marks).
29. Compare Piaget's theory to Vygotsky's socio-cultural theory of cognitive development (20 Marks).
30. Using Vygotsky's ideas on cognitive development, discuss the importance of learning in collaboration with adults and peers. What are the implications for education? (20 Marks)
31. State and describe the major components of classical conditioning. Using appropriate examples, describe how teachers can apply classical conditioning in the classroom (20 Marks).

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA



SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION  
INSTITUTE OF DISTANCE EDUCATION

EPS 1030 (INTRODUCTION TO SPECIAL EDUCATION) FINAL EXAMINATION  
2018 ACADEMIC YEAR FINAL EXAMINATIONS

## INSTRUCTIONS.

1. This paper has three (3) sections.
2. Section A has 20 multiple choice questions. Answer all in the booklet provided.
3. Section B has seven (7) questions. Answer all in the booklet provided.
4. And section C has five (5) essay questions. Question 28 is compulsory. Choose any other two (2).

**Duration:** 3 Hours

## SECTION A. (20 Marks)

**This section has 20 questions. Each question is one (1) mark. Answer ALL.**

1. We ought to educate learners with disabilities because all children deserve to be in school and have the right to education regardless of the circumstance. This is a.....
  - a. Political slogan
  - b. Moral argument
  - c. Political argument
  - d. Economic argument
2. Which of the following statements is true
  - a. Special education in Zambia can best be traced from Magwero- Eastern province in 1910 where the first blind and deaf learners were educated
  - b. Special education in Zambia can best be traced from Magwero- Eastern province in 1905 when the first blind learners were educated
  - c. Special education in Zambia can best be traced from Zambia institute of special education- ZAMISE 1971
  - d. Special education in Zambia can best be traced declaration by his Excellency the president David Kenneth Kaunda when he decreed the opening of Lusaka College for teachers of the handicapped.
3. Inclusive education is about.....
  - a. Educating the disabled in the mainstream classroom

- b. Educating the disabled and other vulnerable learners in the mainstream classroom
  - c. Policies and its achievements
  - d. Training teachers to be able to teach learners with special education needs
4. A disability is .....
    - a. An impairment a person has
    - b. The inability to perform functions because of an impairment
    - c. The social restriction imposed by an impaired
    - d. The social dysfunction that denies persons with disabilities access to education
  5. A special school is an example of .....
    - a. A medical model of service provision
    - b. A social model of service provision
    - c. Medical and social models of service provision
    - d. None of the above
  6. Inclusion cannot not complete without the mention of the concept of normalization. The first to suggest the concept of normalization was .....
    - a. Samuel Kirk in America
    - b. Bank- Mikklelsen of Denmark
    - c. Bengt Nirje of Sweden
    - d. Wolfensberger Rogan of Finland
  7. “Makuya has lost his sight”. This statement demonstrates that Makuya is.....
    - a. Handicapped
    - b. Impaired
    - c. Disabled
    - d. Handicapped, disabled and impaired
  8. Superstition, exploitation, marginalization and infanticide are prominent features of ...
    - a. The era of institutionalization
    - b. The era of early history
    - c. Era of accelerated growth
    - d. Era of public schools
  9. The University of Zambia Special Education Resource Centre was commissioned by.....
    - a. His excellency the president Edgar Chagwa Lungu
    - b. The first lady Esther Lungu
    - c. His excellency the first president Kenneth Kaunda
    - d. The Vice Chancellor Professor Mumba
  10. Exceptional abilities in achievement of over 140 especially in standardized intelligence tests is categorized as .....
    - a. Giftedness
    - b. Exceptional
    - c. Wisdom
    - d. Creativity

11. Ben's muscles could not support his body structure when he was growing and eventually depended on wheel chairs. Ben has.....
  - a. Cerebral palsy
  - b. Spina bifida
  - c. Muscular dystrophy
  - d. Epilepsy
12. Some children have disordered legs bending inwards but the condition is correctable by surgery. This is condition is .....
  - a. Osteogenesis imperfecta
  - b. Brittle bones
  - c. Club foot
  - d. Scoliosis
13. Learners with short memory span are said to have .....
  - a. ADHD
  - b. ADD
  - c. SEN
  - d. Hyperactive
14. Machungwa can only see when objects are brought near him even when the normal eye can see such objects at longer distance. Machungwa is .....
  - a. Medically hyperopic
  - b. Medically myopic
  - c. Socially hyperopic
  - d. Socially myopic
15. Insufficient supply of oxygen to brain resulting from brain tumors, accidents, or other brain infections can cause .....
  - a. Seizures
  - b. Brain damage
  - c. Neurosis
  - d. Anxiety and behavioral disorders
16. Which one of the following categories is not well catered for in the provision of special education in Zambia?
  - a. Intellectual challenges
  - b. Hearing impairments
  - c. Visual Impairments
  - d. Health Impairments
17. Conductive hearing loss is usually characterized by .....
  - a. Loss of sensori-hairs in the middle ear
  - b. Blockages in the ear canal
  - c. Misinterpretations of sounds
  - d. All the above
18. Mobility and orientation is a very important skill for learners with .....
  - a. Physical disabilities
  - b. Hearing impairments

- c. Intellectual difficulties
  - d. Significant visual impairments
19. Albinism may be categorized under visual impairments because.....
- a. They are very intelligent
  - b. They have low vision
  - c. The skin lacks the color pigment
  - d. They experience hearing difficulties
20. Deafness can be post linguistic or pre-linguistic. It is pre-linguistic when.....
- a. Both parents are carriers of the hearing impairment gene
  - b. One parent's dominant gene overshadows the other parent
  - c. The child is born deaf or becomes deaf before acquiring language
  - d. When the child becomes deaf after acquiring language

**SECTION B. (30 Marks)**

**This section has seven (7) short answer questions. Answer ALL.**

21. Write brief notes on **ALL** the items in this question.

- i. Low vision **(3 marks)**
- ii. Causes of voice disorders **(3 marks)**
- iii. Pre - lingual deafness **(3 marks)**
- iv. Schizophrenia **(3 marks)**
- v. Types of eating disorders **(3 marks)**

22. A level of vision which even after correction does not improve but can be used to learn when optical and environmental measure are put in place is called.....**(2 marks)**

23. Name two types of refractive errors ..... **(2 marks)**

24. A state of mismatch between physical and intellectual care among some gifted learners is called ..... **(2 marks)**

25. State 4 types of hearing loss **(4 marks)**

- a. ....
- b. ....
- c. ....
- d. ....

26. Why should the educational aims for learners with special needs be in line with the general curriculum? .....**(3 marks)**

27. State the two types of aggression (i) ..... (ii) .....**(2 marks)**

**SECTION C. (50 marks)**

**This section has five (5) essay questions. ANSWER three (3) questions only.**

**Question 28 is compulsory. Choose any other two (2) questions.**

28. In this course, you had an experience with learners with special educational needs and their teachers teaching such during a field trip. Based on your experience and observation in the school(s), answer the following questions (Give clear examples where applicable): **(20 Marks)**
- Types of disabilities in Zambian schools
  - Suitability of school infrastructure
  - Challenges faced by learners and teachers
  - The implementation of Inclusive education policy
29. Discuss using specific examples, the three major factors responsible for behavior and emotional disorders observed in learners. **(15 Marks)**
30. Children identified to have special needs need to receive intervention as soon as possible. What is the justification for this assertion? **(15 Marks)**
31. Inclusive education for learners with special educational needs in Zambia is a nightmare. It's just something on paper but not applicable in practice. Discuss. **(15 Marks)**
32. Discuss the origins of human rights from an international perspective and how such rights have influenced special education. **(15 Marks)**

**GOOD LUCKY**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY**  
**AND SPECIAL EDUCATION (EPSSE)**  
**INTRODUCTION TO SPECIAL EDUCATION – EPS 1030**  
**2017/18 ACADEMIC YEAR EXAMINATIONS**

**TIME - THREE (3) HOURS**

**INSTRUCTIONS:**

Read the following instructions carefully

- i)* This exam contributes 50% to the course grade.
- ii)* There are five (5) questions in this paper. Answer question 1 which is compulsory and any other two.

All answers must be written in the official booklets provided.

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1. In this course, you are now an expert of knowledge about the different types of disabilities, their characteristics, and causes. We would like you to give a talk to a class of people without knowledge of the types of disabilities, their characteristics and causes. We further want you as an expert to advise parents on how they can prevent some of the disabilities. Choose any three types of disabilities from the following and discuss as explained in this question:

- a.* Hearing impairments
- b.* Visual impairments
- c.* Intellectual disabilities
- d.* Communication disorders
- e.* Deaf blindness

**(20 Marks)**

2. The differences between the terms impairment, disability and handicap are more technical than one would think. Specialist teachers need to explain the terms so that they are used appropriately. With clear and as many examples as possible using at least three different types of disabilities, explain the differences between the three terms. ( 15 marks )
3. Analyse using examples, the merits and demerits of categorisation in special education. (15 marks)
4. Explain the role of parents in the education of children with special needs.( 15 marks)
5. Inclusive education is a very hot concept in current education debate. Describe the concept of inclusive education and explain how it is being implemented in Zambia today. (15 marks)

**END OF EXAM AND GOOD LUCK!**



THE UNIVERSITY OF ZAMBIA  
UNIVERSITY DEFERRED EXAMINATIONS, DECEMBER 2018

**EPS 2011: DISABILITIES, SCHOOL AND SOCIETAL ATTITUDES**

TIME: 3 HOURS

MARKS: 50

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***INSTRUCTIONS:***

1. THERE ARE TWO SECTIONS IN THIS PAPER. SECTION A CONTAINS OBJECTIVE QUESTIONS WHILE SECTION B CONTAINS ESSAY QUESTIONS.
2. ANSWER **ALL** QUESTIONS IN **SECTION A**. ANSWERS SHOULD APPEAR IN THIS QUESTION PAPER.
3. ANSWER ONLY **TWO** QUESTIONS IN **SECTION B** IN THE ANSWER BOOKLET PROVIDED.
4. CREDIT WILL BE GIVEN FOR WELL THOUGHT OUT ANSWERS.
5. ENSURE THAT YOU WRITE YOUR COMPUTER NUMBER **CLEARLY** ON THE ANSWER BOOKLET PROVIDED.

**SECTION A (20 marks)**

**Answer all questions in section A, in this question paper.**

**Circle the appropriate word to show whether these statements are True or False**

1. **True False** Pre-natal stage occurs during the birth process.
2. **True False** Dysgraphia is a specific learning disability.
3. **True False** Conductive hearing loss is when blockage or damage to outer or middle ear prevents sound waves from traveling to, or being conducted in the inner ear.
4. **True False** Attitudes of people with disabilities to other people with disabilities are never consistent.
5. **True False** An inclusive attitude to disability involves an awareness of, and a willingness to engage with people with disability.
6. **True False** According to DSM-IV (diagnostic statistical manual), six criteria must be met in the diagnosis of intellectual impairments.
7. **True False** According to the conflict theory social stratification is not functional.
8. **True False** Acute illnesses are a type of health impairments that last for a short time.
9. **True False** One of the objectives of inclusive education is to support learners with wide range of individual abilities and needs in the school system.
10. **True False** There is lack of early intervention services at the pre-school level for all social classes.

**Fill the blank spaces with the most appropriate word(s), phrase(s) or sentence(s)**

11. What is the purpose of assessment?

\_\_\_\_\_

\_\_\_\_\_

12. Special education in Zambia started in the year \_\_\_\_\_.

13. Why did people with disabilities create the social model?

\_\_\_\_\_

\_\_\_\_\_

14. Attitudes towards people with disabilities are predominantly \_\_\_\_\_

15. A \_\_\_\_\_ approach is important in ensuring generalisation of skills that a child with a disability needs in order to successfully interact with others.

16. State at least two factors that significantly affect disparities in schooling;

i. \_\_\_\_\_

ii. \_\_\_\_\_

17. According to Max Weber the three dimensions of social stratification are;

i. \_\_\_\_\_

ii. \_\_\_\_\_

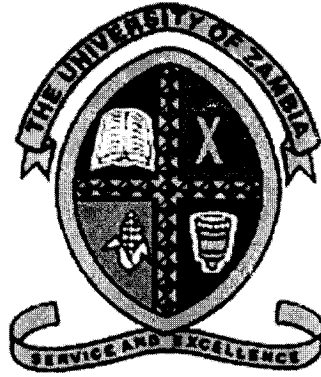
iii. \_\_\_\_\_

**SECTION B (30 marks) aphasia**

**Answer any two questions of your choice. Write your answers in the answer booklet provided. Each question carries 15 marks.**

18. With relevant examples, illustrate the roles carried out by Disabled Peoples Organisations in Zambia.
19. Discuss the causes and prevention of disabilities.
20. With relevant examples, discuss the impact of education on societal attitudes towards disability in Zambia.
21. In relation to disability, write brief notes of **not** more than 10 lines on *each* of the following:
  - i. Stigma
  - ii. Stereotype
  - iii. Prejudice

THE END



**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY END OF TERM EXAMINATION (December 2018 deferred)**

**EPS 2021 PERSONALITY AND SOCIAL DEVELOPMENT**

**TIME: 3 HOURS**

**MARKS: 60**

**Answer the following questions in the booklet provided.**

1. The three characteristics of personality (3 marks)
2. Eysenck's three-factor model of personality (3 Marks)
3. The five factor model of personality (5 Marks)
4. Regression (2 marks)
5. Ego (2 marks)
6. Level one of moral development by Lawrence Kohlberg (3 marks)
7. Gender consistency (2 Marks)
8. Erogenous Zones (1 Mark)
9. Initiative Vs Guilt (2 Marks)
10. Exosystem (2 marks)
11. Autonomous morality (2 Marks)
12. Self-fulfilling prophecy (2 marks)
13. Estrogen and endrogen (2 marks)
14. Correlational study (2 marks)
15. Nature & Nurture (2 marks)
16. Self-Actualisation (2 marks)
17. The four principles that are responsible for self-Concept (4 marks)
18. Four characteristics of high self-esteem people (4 Marks)
19. Four characteristics of low self-esteem people (4 Marks)

20. Name the four principles were the formation of self-concept is based (4 marks)
21. Oedipus complex and Electra complex (4 marks)
22. Gender stability (3marks)

The University of Zambia  
School of Education  
2017/18 Academic Year Examination

*Bachelor of Education in Educational Psychology*

EPS 2022: Special Educational Needs and Learning Disabilities

Time: Three (3) hours  
Marks: 100

*Instructions:*

- (i) There are Six questions in this question paper
- (ii) Answer question One and any Two.
- (iii) Question One carries 40 marks, while the remaining questions carry equal marks.

*Compulsory Question*

1. People who are deaf have hearing abilities that provide them with less hearing for them to hear what may be going on in the immediate socio-ecological environment Kirk and Gallager (2013). In reference to the above statement, answer the following questions:
  - (a) Provide 4 classifications in which school going children and adults with hearing loss (deafness) can be placed in after their audiometric assessment (4 Marks)
  - (b) Outline major causes of hearing loss (deafness) in school going children and adults in Zambia (11 Marks).
  - (c) Describe indicators of hearing loss (deafness) among school going children in classrooms? (14 Marks)
  - (d) How would you help school going children with hearing loss (deafness) benefit from your lesson presentations in the classroom? (11 Marks).

*Choice Questions*

2. Discuss the merits and demerits of educating children with special educational needs (disabilities) through an inclusive (regular) educational system in countries like Zambia (30 Marks).
3. Discuss the educational implications of having school going children with visual loss (blindness) in the school system (30 Marks).
4. Trace the historical and development of special education in Zambia up to the 1970s (30 Marks).
5. Describe the characteristics of the period 1800-1900 in the care and maintenance of children and adults with disabilities across societies in the world (30 Marks).
6. Write short notes on each of the following:
  - (a) a Special School (6 Marks)
  - (b) Infanticide (6 Marks)
  - (c) Normalization (6 marks)
  - (d). Pre-lingual and Post-lingual deafness (6 Marks)
  - (e) Impairment and Disability (6 Marks)

*End of Examination*



**THE UNIVERSITY OF ZAMBIA  
2017/2018 ACADEMIC YEAR DEFERRED EXAMINATIONS**

**EPS 2031- LEARNING DISABILITIES  
31<sup>ST</sup> DECEMBER, 2018  
SPORTS HALL**

**DURATION: THREE (3) HOURS (PLUS 5 MINUTES READING TIME)**

**INSTRUCTIONS**

1. THIS EXAMINATION CONTRIBUTES **50%** TO THE TOTAL COURSE GRADE
2. THERE ARE **THREE** SECTIONS IN THIS PAPER.
3. ANSWER **ALL** QUESTIONS IN SECTIONS **A AND B**.
4. ANSWER **TWO** QUESTIONS IN SECTION **C**. QUESTION **TWENTY-SIX (26)** IS COMPULSORY.
5. WRITE **ALL** YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED.
6. THERE ARE **FOUR (4)** PRINTED PAGES OF THIS EXAMINATION PAPER

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO!!!**

## **SECTION A**

Write **True** or **False** in your answer booklet to the statements below **(10 Marks)**.

1. The lack of a widely accepted definition of Learning Disabilities may be due to the diversity of the disabilities and the beliefs about children with learning disabilities.
2. The identification of children with Learning Disabilities focuses on the regularities between a child's Intelligence Quotient (IQ) and academic achievement.
3. Sir Henry Head theorised that lack of Cerebral Dominance was a cause of children's language disorders.
4. The Current Phase in the historical development of Specific/Learning Disabilities (LDs) saw LDs become an established discipline.
5. Border (1973) identified three forms of developmental reading difficulties.
6. Attention Deficit Hyperactivity Disorders are a clear example of Verbal Learning Disabilities.
7. During the intermediate phase of reading development, children exhibit the behavioural characteristics of reading.
8. There is no easily agreed and objective definition of Social Emotional and Behavioural Disorders (SEBDs) because the term is essentially a product of the interaction between the child's family and the school and their individual or collective views of normality.
9. Learning to read implies that a child uses the skill of reading to acquire knowledge while reading to learn is when a child is developing the skill of reading.
10. One of the differences between Traditional Teaching (TT) and Differentiated Instructions (DI) is that DI focuses on teaching one individual child in the classroom while TT advocates for teaching an individual child at his/her own time.
11. The main principle of the Social Model of Learning disabilities is that society causes disabilities among people with impairments as it has attitudinal as well as organisational barriers that limit persons with impairments from actively and effectively participating in everyday social activities.
12. Dysorthographia is a learning disability characterised by significant difficulties in understanding grammatical rules.
13. According to Learner (1997) 80% of all children with Learning Disabilities have Reading Disabilities.

14. Kinesthetic is an aspect of multisensory teaching strategy that focuses on the sense of touch when learning.
15. Low latent inhibition is when a child with dyscalculia manages to discriminate between necessary and unnecessary stimuli at all times.
16. Anxiety is a condition that may concurrently affect a child along with ADHD.
17. The BASAT is an assessment tool that was originally developed in Zambia to assess reading and writing skills among children in lower grades.
18. Learning Disabilities became an established discipline during the Current Phase in the historical development of Learning Disabilities.
19. In Differentiated Instructions, Content refers to that which is in the book.
20. According to most research, the most prevalent area of difficulty for learners with learning disabilities is oral language.

## **SECTION B**

Answer **all** questions in this section. Write your answers in **NOT** more than **5 lines**. Each question carries **2 marks, (10 Marks)**.

21. Describe two of the most common characteristics of learning disabilities.
22. Illustrate the main challenge of having a universal definition of Social, Emotional and Behavioural Disorders.
23. Explain the notion of phrenology.
24. Distinguish Differentiated Instructions from an Individualised Education Programme (IEP).
25. What is the significance of early identification and assessment?

### **SECTION C**

Answer **Two** Questions in this section. Answer **Question 26** which is compulsory and **any** other question **(30 Marks)**.

26. a). Chall (1983) has proposed a model for understanding the developmental perspective of reading and the qualitative changes that occur when children move from “learning to read” to “reading to learn”. In view of the above, critically analyse Chall (1983)’s first three stages of reading development clearly highlighting the observable changes that occur in each stage. **(10 Marks)**
- b). Discuss the four primary deficit areas in children with reading disabilities. **(10 Marks)**
27. The medical model of disability hypothesises that ‘... a person is disabled due to their individual impairments and therefore requires medical interventions to provide the person with the skills to adapt to society.’ Show your understanding of this hypothesis **(10 Marks)**
28. Discuss the medical and behavioural approaches of managing Attention Deficit Hyperactivity Disorders. Give specific examples in each approach. **(10 Marks)**
29. Zondiwe Wabonse is a girl aged 10 years born on 29<sup>th</sup> December, 2008. She has been identified as having severe Social, Emotional and Behavioural Disorders (SEBDs) and she also has difficulties with reading in her Level 1 class. Zondiwe is able to identify the first 10 letters of the alphabet. She is able to appreciate the concept of vowels but cannot associate letters with the sounds they make. Zondiwe is unable to socialize with her peers. She is violent at times especially towards boys and younger children. Her conduct towards teachers, school personnel and adults is aggressive. Her mother has reported that Zondiwe is usually quiet when she is spoken to and only responds when she wants to do so. All these factors have negatively affected Zondiwe both at school and at home.

You have been requested, as a specialist teacher, to help Zondiwe Wabonse with the challenges she is facing both at home and at school. Design an Individualised Education Programme that will take into consideration Zondiwe’s SEBDs and Reading difficulties. **(10 Marks)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**INSTITUTE OF DISTANCE EDUCATION**

**SCHOOL OF EDUCATION**

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

**2017/18 ACADEMIC YEAR EPS 2032 FINAL EXAMINATION – AUGUST, 2018**

**Instructions**

- This paper has four (4) sections. Answer **all** the questions in this paper
- Duration – 3 hours

**SECTION A: MULTIPLE CHOICE QUESTIONS (5 MARKS)**

1. When did neuropsychology gain recognition as a subfield of neurosciences?
  - a) 1953
  - b) 1963
  - c) 1957
  - d) 1960
2. Neuropsychology draws from the following disciplines **except** .....
  - a) Parasitological
  - b) Neurology
  - c) Pharmacology
  - d) Physiology
3. ....coined the terms neuron hypothesis.
  - a) Descartes
  - b) Vaseline
  - c) Wilhelm
  - d) Ryle
4. The .....contains a mixture of cell bodies and axon.
  - a) Grey matter
  - b) Reticular matter
  - c) White matter
  - d) Yellow matter.
5. There are .....sets of cranial nerves leaving or entering the brainstem.
  - a) 10
  - b) 14
  - c) 13
  - d) 12

**SECTION B: TRUE/ FALSE (5 MARKS). ANSWER ALL QUESTIONS**

6. Brains cells are connected to each other through their neurotransmitters. TRUE/FALSE
7. Isomorphism refers to the relationship between the brain and the mind. TRUE/FALSE
8. Hippocrates and Galen argued that nerves from the sense organs go to the brain.  
TRUE/FALSE
9. A magnetic resonance imagining provides information about how brain function can be restored. TRUE/FALSE
10. Studying damaged brains helps us know how neurologically intact brains function.  
TRUE/FALSE

**SECTION C: SHORT ANSWERS (10 MARKS). ANSWER ALL QUESTIONS**

11. How is neuropsychology distinct from neurology and psychology? **(2 marks)**
12. Describe the two aims of neuropsychology **(2 marks)**.
13. What are the common modern English language expressions that show influence of the cardiac hypothesis ideas? **(2 marks)**
14. What are executive functions according to Luria (1966)? **(2 marks)**
15. What is neuroplasticity? **(2 marks)**

**SECTION D: ESSAYS QUESTIONS (30 MARKS). ANSWER ALL QUESTIONS**

16. What is the relevance of child neuropsychology to a primary special education school teacher? **(10 marks)**
17. How does the concept of pluripotentiality help explain recovery of function after an accident? **(10 marks)**
18. Cognitive functions can be as a result of several factors during development. Discuss the factors that can affect normal brain development before birth **(10 marks)**.

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**EPS 2032/2025 - CHILD NEUROPSYCHOLOGY**  
**REGULAR 2018 ACADEMIC YEAR FINAL EXAMINATIONS – 10<sup>th</sup>**  
**DECEMBER, 2018**

**INSTRUCTIONS**

1. There are **four** sections in this paper: sections **A, B, C** and **D**.
2. Answer all questions in sections A, B, C and only **two** questions in section D.
3. This paper has 18 questions (2 printed pages).
4. Total marks in this examination = 50 marks.
5. All answers **must** be written in the answer booklet provided.

**SECTION A: WRITE THE LETTER WITH THE CORRECT ANSWER IN THE BOOKLET PROVIDED FOR THE FOLLOWING QUESTIONS (5 MARKS, 1 FOR EACH).**

1. \_\_\_\_\_ measure opinions and attitudes that indicate the individual's interest in different fields of work.
  - a. Vocational tests
  - b. Intelligence tests
  - c. Personality tests
  - d. Aptitude tests
2. Administration of the \_\_\_\_\_ test consists of copying the figure followed by two free-recall tasks.
  - a. Complex figure test
  - b. Grooved peg board
  - c. Rey Osterrieth complex
  - d. Controlled oral word association
3. \_\_\_\_\_ score indicates the percentage of people who score below the score you obtained.
  - a. Standard
  - b. Raw
  - c. Percentile
  - d. Cutoff
4. Membranes located between bone and soft tissues of the nervous system are called \_\_\_\_\_.
  - a. Duramater
  - b. Nerves
  - c. Piameter
  - d. Meninges
5. During prenatal development the forebrain develops into \_\_\_\_\_.  
(a) Prefrontal cortex (b) Cerebral cortex (c) Frontal lobe (d) Cerebellum

**SECTION B: WRITE SHORT ANSWERS IN THE BOOKLET PROVIDED ON ALL OF THE FOLLOWING (5 MARKS, 1 FOR EACH).**

6. Standardized test [1 mark]
7. Reliability [1 mark]
8. False negative [1 mark]
9. Neuropsychological tests [1 mark]
10. Orientation [1 mark]

**SECTION C: WRITE SHORT EXPLANATORY NOTES ON ALL OF THE FOLLOWING (20 MARKS, 5 FOR EACH)**

11. What were the major findings of Mulenga & Ahonen (2001) regarding the neuropsychological test performance among Zambian children? [5 marks]
12. Why is child neuropsychology relevant for school of education students? [5 marks]
13. Why is normalization important in neuropsychological test interpretation? [5 marks]
14. What was the personality of Phineas Gage before and after the brain injury accident? [5 marks]

**SECTION D: WRITE A BRIEF ESSAY (MAXIMUM OF ONE PAGE) ON ONLY TWO OF THE FOLLOWING QUESTIONS (20 MARKS, 10 EACH)**

15. Discuss why neuropsychologists use more than one test during a neuropsychological evaluation [10 marks].
16. "...a very limited kind of neuropsychology, appropriate to only a fraction of the world's population, is presented to the rest of the world as the education and cultural assumptions on which ... neuropsychology is based were obviously universals that applied everywhere in the world". Critically discuss this statement in line with the effect of culture on neuropsychological test performance [10 marks].
17. Describe the historical perspectives of the Greeks, Egyptians and Peruvians regarding the study of the brain [10 marks].
18. Discuss why neuropsychological evaluation is still relevant in the era of modern neuroimaging technology [10 marks].

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

2018 FINAL EXAMINATIONS

EPS 3010 – SOCIAL ORGANISATIONS AND MANAGEMENT

DURATION: THREE HOURS

COMPUTER No. \_\_\_\_\_

**Instructions**

1. There are four sections in this paper. Answer all questions from **Sections A, B and C** using the question paper.
2. Answer **two (02) essay questions only** from **Section D** using answer booklets provided.
3. **Question one (Q1) in Section D is Compulsory.**
4. Essays should be written in continuous prose.
5. Write your Computer Number clearly on all your answer booklets.

**SECTION A: Complete the blank spaces with the most appropriate word(s) or phrases [10 marks].**

1. \_\_\_\_\_ is the degree to which authority to make decisions is located at the top of the management hierarchy.
2. \_\_\_\_\_ is the unbroken line of authority that extends from the top of the organization to the lowest echelon and clarifies who reports to whom.
3. \_\_\_\_\_ refers to an organization's informal communication net work.
4. \_\_\_\_\_ refers to a rigid system of management practice and structure which is characterized by a clear hierarchical structure, specialization of task, defined duties and responsibilities and knowledge centred at the top of the hierarchy.

5. \_\_\_\_\_ refers to measurement and recording techniques which attempt to make operations more efficient.
6. \_\_\_\_\_ theory of leadership argues that leaders must alter their style of leadership in a manner consistent with aspects of the context.
7. \_\_\_\_\_ refers to the extent to which a leader is likely to have job relationships characterized by mutual trust, respect for subordinates' ideas and regard for their feelings.
8. A \_\_\_\_\_ is a task whose accomplishment depends upon the performance of the group's most talented members.
9. \_\_\_\_\_ are the rights inherent in a managerial position to give orders and to expect the orders to be obeyed.
10. \_\_\_\_\_ model refers to a structure that is flat, uses cross-hierarchical and cross functional teams, has low formalization, possesses a comprehensive information network and relies on participative decision making.

## SECTION B

Circle the appropriate letter to show whether the statement is True (T) or False (F) [10 marks].

- (11) T. F. Emphasis in the Hawthorne Studies was on work rather than the worker
- (12) T. F. Adair designed the Least Preferred Co-worker (LPC) Questionnaire to measure whether or not one's leadership style was task or relationship oriented.
- (13) T. F. A vision refers to a short-term strategy for attaining a goal or goals.

- (14) T. F. Context factors in Herzberg’s theory refers to aspects of work which remove dissatisfaction but do not contribute to motivation and performance, including pay, company policy, supervision, status, security and working conditions.
- (15) T. F. The production – oriented leader is an employee oriented leader.
- (16) T. F. Many of the central ideas of the human relations school grew out of an investigation in the Boston plant.
- (17) T. F. Scientific management is a type of management that bases standards upon facts gathered by the social interaction of workers.
- (18) T. F. Forming stage refers to the first stage in group development and is characterized by a lot of uncertainty.
- (19) T. F. Fayol’s tenth principle of management is stability of tenure of personnel.
- (20) T. F. McGregor posits that leadership in an ineffective group is provided by the chairperson.

**SECTION C: Write short notes on the following concepts [10 marks]**

1. Ingratiation

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2. Referent power

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3.                    McGregor's Theory X

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4.                    Emotional intelligence

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5.                    Traits theory of leadership

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**SECTION D: ESSAYS [50 marks]**

**Instructions:**

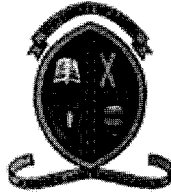
1. Answer **two questions** only from this section using the provided answer booklets.
2. **Question One (Q1)** is COMPULSORY and carries 30 marks.

- 
1. Leadership is a dynamic process and there is NO one best way of leading as leadership is essentially about striking the right balance between the needs of people, tasks and goals in a given situation. Discuss the critical variables in the leadership and management process. (30 marks).
  2. Motivating employees is one of the most important and challenging aspects of management. With examples demonstrate the applicability of Maslow's hierarchy of needs in leadership and management (20 marks).
  3. Sociologists have observed that modern society is becoming an organizational society as most of the societal activities are being organised by organizations. With examples, discuss the importance of organizations to the society (20 marks).
  4. Leadership is about influencing the behaviour of others in order to achieve organizational goals or objectives. Influence tactics are important in influencing the attitudes and behaviour of subordinates, describe influence tactics necessary for a leader to have employees carry out requests, instructions and implement decisions (20marks).

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*End of Examination*

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



**EPS 3011- RESEARCH METHODS IN SOCIOLOGY OF EDUCATION- DEFERRED**  
**EXAMS 2018 ACADEMIC YEAR**

**INSTRUCTIONS**

This paper has five (5) questions. Question 1 is compulsory. Answer any other two (2) of your choice from the remaining four (4). The exam contributes 40% to the overall assessment. Answer all questions in the booklet provided.

Duration: **3 hours**

**SECTION 'C'(Answer three questions from this section, question one (1) is compulsory)**

1. Describe the characteristics of qualitative and quantitative research. What reasons would a qualitative research use support this approach against the use of quantitative approach? **(20 marks)**
2. Describe the process of data collection. What are the likely research based challenges while a researcher is in the field and how can a researcher guard against poor quality data collection? **(10 marks)**
3. Briefly describe each of the following parts of a research proposal(**10 marks**)
  - a. **Statement of a problem**
  - b. Research design
  - c. Research sample
  - d. Limitations of a study
  - e. Ethical considerations
4. In your field of study (*Special Education, Educational Psychology or Sociology of Education*), identify a problem affecting education today and write a proposal about it. In the proposal, ignore the literature review section, budget and research timeline but you must say everything else including the methods of studying the problem identified **(10 marks)**
5. Provide a detailed justification of reviewing literature when conducting research(**10 marks**)

**GOOD LUCKY!!!**

**THE UNIVERSITY OF ZAMBIA,  
SCHOOL OF EDUCATION  
Department of Educational psychology, sociology and special education**

**FINAL B.ED SPECIAL EDUCATION EXAMINATION 2017/2018  
DATE: 23<sup>rd</sup> November, 2018.**

**EPS 3020: VISUAL IMPAIRMENTS**

**TIME: 3 HOURS.**

**Total Marks: 40%.**

**INSTRUCTIONS:**

There are six (6) questions in this paper.

You are expected to answer only three (3) questions. Question one (1) is compulsory.

Therefore, answer questions one (1) and any other two questions of your choice.

**Question One: Compulsory (20 Marks).**

(A). Using appropriate examples, analyse the disability specific skills for learners with visual impairments and how these relate to career choices. **(7 marks)**

(B). outline any five reasons why it is difficult for individuals with visual impairments to get employed in Zambia. **(5 marks).**

C) Attached to this question paper is a braille sheet. Transcribe the braille passage into ink. Ensure that you transcribe your work using the answer booklet and not using the braille script itself. **(8 marks)**

**Question Two (10 Marks).**

Discuss and analyse ways stakeholders can collaborate in service provision for learners with visual impairments.

**Question Three: (10 Marks).**

Braille work: Embossing.

(I). write the contracted form for each of the words given below; **(3 marks)**

1. But
2. Just
3. People
4. Us
5. It
6. You

(II). Write in braille the contracted forms of the words presented below; **(7 marks).**

1. Because
2. and
3. about
4. father
5. beside
6. Said
7. Across

**Question Four: (10 Marks).**

- A. Choolwe Hamugunkila is a first year student at the University of Zambia whose sight has been deteriorating in the past 3 years. His orientation and mobility (O&M) assessment test recommended the use of a white cane to aid his mobility. Using your expertise as O&M specialist, explain the benefits of using a white cane as a tool for mobility. **(5 marks).**
- B. Discuss the basic cane techniques that this student needs to be exposed to. **(5 marks).**

**Question Five: (10 Marks).**

You have been taken to a newly opened inclusive unit for learners with visual impairments, hearing impaired and ordinary learners. You have observed that many teachers have difficulties communicating with the blind and helping the visually impaired learners when walking and teaching. During a professional development meeting with the teachers, Discuss the effective ways of communicating with a blind individual during any forms of interaction.

**Question Six: (10 Marks).**

There are basically five forms of assessments that can be done on a learner with visual impairments. The fifth form of assessment is exclusively for ophthalmologists. Therefore, As an inclusive teacher, Discuss the four different assessments you would perform on a learner with visual impairments.

**THE END**

blind children often have  
great gaps in their  
understandings, such as being  
unsure whether certain  
buildings have rooms, or that  
for things like this, which  
seen and perceived by the  
sighted child but are not  
reached by the young blind  
child on his own. Lift him  
your shoulders from time to  
time so that he may touch the  
ceilings and know it is there.

Do this outdoors also, as you  
found out that there is no  
over him. He will eventually  
understand anyway, but you can  
help him learn more quickly  
easily. In teaching your child  
at first you will help him  
become thoroughly familiar with  
one example, such as one  
particular train or bus.



**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY DEFERRED EXAMINATIONS-DECEMBER, 2018**  
**EPS 3021: CLASSROOM ORGANISATION AND MANAGEMENT**

**TIME: 3 HOURS**

**MARKS: 50**

**INSTRUCTIONS**

- There are **four** questions in this paper.
  - Answer **ANY THREE** questions. Each question carries **20** marks.
  - Ensure that you write **all required details** clearly on **all** the answer booklets.
1. Talcott Parsons has identified four (4) features of social classroom interaction. Explain one of these four features with examples from the *Zambian secondary school system*.
  2. The Sociologist Max Weber came up with three styles of leadership, among which is the bureaucratic leadership. Analyse the three types of leadership in detail using the *Zambian education system*.
  3. Home background plays a key role in determining the behavior of a pupil inside and outside of school. Explain.
  4. The teacher, to a large extent, determines what happens in a classroom. Critically discuss this statement.

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



**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY MID YEAR EXAMINATIONS-JULY 2018**  
**EPS 3021: CLASSROOM ORGANISATION AND MANAGEMENT**

**TIME: 3 HOURS**

**MARKS: 50**

**INSTRUCTIONS**

- There are **five** questions in this paper.
  - Answer **ANY THREE** questions. Each question carries **20** marks.
  - **Each question must** be answered in a **separate Answer Booklet**.
  - Ensure that you write **all required details** clearly on **all** the answer booklets.
- 
- 1. Home background plays a key role in determining the behavior of a pupil inside and outside of school. Explain.
  - 2. The teacher, to a large extent, determines what happens in a classroom. Critically discuss this statement.
  3. Generally, different sociological theories offer explanations of the causes of deviance based on social context. What are some of the main arguments of these theories?
  4. With regard to creating a conducive learning environment in a classroom, Malpeli (2003) has suggested 16 guidelines. Discuss, with appropriate examples, five of these guidelines.
  5. Supposing you are a boarding master or mistress at a secondary school which caters for pupils from different social backgrounds, and you have been given the responsibility, by the head teacher, of allocating accommodation to these pupils. What method can you use in allocating accommodation to these pupils and why? Explain the process you would follow in applying this method, and draft the kind of questions you would ask the pupils.

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

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2017/2018 ACADEMIC YEAR EXAMINATIONS**  
**EPS 3030 – HEARING IMPAIRMENTS**  
**TIME: THREE HOURS**

**INSTRUCTIONS:**

- **THIS EXAMINATION CONTRIBUTES 40% TO THE COURSE GRADE.**
- **THERE ARE SIX QUESTIONS IN THIS PAPER. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.**

1. Kizito is a four year old child who has been diagnosed with hearing loss. Kizito's mother seems to be confused with the diagnosis and she has approached you to learn more about hearing loss diagnosis. You are advised to educate her on :
  - (a) Why early diagnosis is very important.
  - (b) Discuss with Kizito's mother the diagnostic evaluation or series of tests that will be performed by the Pediatric Audiologist to determine if a hearing loss exists and if so the type, degree and configuration.
  - (c) Discuss the typical procedure for a hearing test. (40 marks)
  
2. You have been invited to make a presentation on Curriculum Adaptation at an advocacy forum for Special Education.
  - (a) Prepare a presentation explaining to them why Curriculum adaptation is very important to learners with hearing impairment.
  - (b) Discuss with them the nine types of curriculum adaptations quantity. (20 marks).
  
3. Critically discuss Deaf culture and differentiate between deaf and Deaf.
  - Discuss the characteristics of Deaf culture.
  - Discuss the three views on Deaf people. (20 marks)
  
4. Sign Language is a natural gestural and visual born among the deaf.
  - (a) Why is it gestural and visual?

- (b) Discuss the parameters of Sign Language and conditions necessary for sign language to take place.
- (c) Explain the difference between Signed English and Sign language (20 marks)
5. Under the directive of the Head of State, the Ministry of Education has embarked on sensitizing the community on the types, causes and treatment of hearing loss. You have been assigned to lead the team.
- (a) Explain to them what is meant by hearing loss.
- (b) Explain the three types of hearing loss and their causes.
- (c) Discuss how the three types of hearing loss can be treated. (20 marks).
6. Aural rehabilitation is the process of identifying and diagnosing a hearing loss, providing different types of therapies to clients who are hard of hearing and implementing different amplification devices to aid the clients hearing abilities.
- (a) Discuss the specialists involved in Aural Rehabilitation.
- (b) Discuss some of the basic principles of Aural Rehabilitation.
- (c) Discuss types of Aural Rehabilitation therapies. (20 marks)

GOOD LUCK!!!!!!

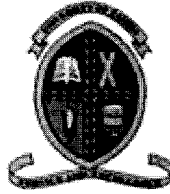
**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY,**  
**SOCIOLOGY AND SPECIAL EDUCATION**  
**EPS 3040: LEARNING AND MOTIVATION DEFERRED**  
**EXAMINATION 2017/18**  
**TIME: THREE (3) HOURS**

**Instructions: There are four questions in this examination. Choose any three and write your answers in the provided booklet.**

1. Compare and contrast between operant and classical conditioning theories.
2. Describe the characteristics of people with high and low need for achievement.
3. How would you motivate a demotivated class?
4. What is learned helplessness? What is its implication to education?

**THE END**

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



**EPS 3041- RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY-**  
**DEFERRED EXAMS 2018 ACADEMIC YEAR**

**INSTRUCTIONS**

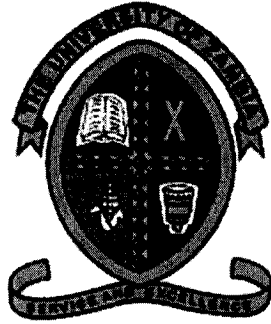
This paper has five (5) questions. Question 1 is compulsory. Answer any other two (2) of your choice from the remaining four (4). The exam contributes 40% to the overall assessment. Answer all questions in the booklet provided.

Duration: **3 hours**

**SECTION 'C'(Answer three questions from this section, question one (1) is compulsory)**

1. Describe the characteristics of qualitative and quantitative research. What reasons would a qualitative research use support this approach against the use of quantitative approach? **(20 marks)**
2. Describe the process of data collection. What are the likely research based challenges while a researcher is in the field and how can a researcher guard against poor quality data collection? **(10 marks)**
3. Briefly describe each of the following parts of a research proposal(**10 marks**)
  - a. **Statement of a problem**
  - b. Research design
  - c. Research sample
  - d. Limitations of a study
  - e. Ethical considerations
4. In your field of study (*Special Education, Educational Psychology or Sociology of Education*), identify a problem affecting education today and write a proposal about it. In the proposal, ignore the literature review section, budget and research timeline but you must say everything else including the methods of studying the problem identified **(10 marks)**
5. Provide a detailed justification of reviewing literature when conducting research(**10 marks**)

**GOOD LUCKY!!!**



# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

EPS 4020 EXAMINATION, 19<sup>TH</sup> NOVEMBER 2018

### INSTRUCTIONS:

- There are five questions in this examination paper.
- Answer question one and any other two
- The examination lasts three hours

1. Write an account of your guidance and counselling (EPS 4020) learning experience from the beginning to the end of this academic year. As a guide you are required to use the 'personal journal writing' format that was adopted in this course. **40 Marks**
- ✓ 2. Identify and thereafter elaborate on any six benefits of guidance and counselling to humanity in general and in educational setting in particular. **30 Marks**
3. Discuss: **30 Marks**
  - a) The counselling process according to Egan Gerald
  - b) Identify and explain any five qualities of a professional counsellor
4. You, as an expert in guidance and counselling, have been contracted to found a guidance and counselling department in the education sector. Thus, categorise and discuss stakeholders involved in this process. **30 Marks**
- ✓ 5. As a guidance and counselling teacher, explain how you would deal with any one of the following challenges in society: Sexting or Suicide Prevention or Death and Grief or Child Abuse. **30 Marks**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL**  
**EDUCATION**  
**EPS 4025- PROBLEM SOLVING AND CREATIVITY DEFERRED EXAMINATION,**  
**DECEMBER, 2018**

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**Instructions**

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

**SECTION A (10 Marks)**

Answer **all questions** in this section

Write brief notes on each one of the following terminologies:

1. Elaborative rehearsal
2. Decay
3. Active experimentation
4. Analysing (according to Bloom's revised taxonomy)
5. Divergent thinking

### **SECTION C (40 Marks)**

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

1. Using William Purkey's five Ps as the backdrop, explain how schools can attain optimal learners' outcomes.
2. Explain the six components of Bloom's revised taxonomy.
3. Using concrete examples, discuss how a teacher can use humanistic principles to enhance problem solving and creativity skills in learners.
4. With the help of real life examples, explain how the **IDEAL Model** of problem solving can be applied.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2017/2018 ACADEMIC YEAR EXAMINATION**

EPS 4311 IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATION

**INSTRUCTIONS**

- THIS EXAMINATION CONTRIBUTES 60% TO THE COURSE GRADE.
  - THERE ARE FIVE QUESTIONS IN THIS PAPER. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS OF YOUR CHOICE.
- 

**QUESTION 1**

Assessment is a process designed to help you gather information in order to identify services the child requires. An assessment instrument can be used on any child. The results obtained may or may not be used for decision making unless certain conditions about the instrument are met.

- (a) Discuss the psychometric properties that pertain to the extent to which an instrument gives accurate results. (15 MARKS)
- (b) Explain in detail factors of a child that can affect the test results. (15 MARKS)

**QUESTION 2**

Children may fail to develop skills despite there being Individualised education programmes as a way of intervention. Outline with relevant examples the intervention options that would make placement of learners with disability a success. (15 MARKS)

**QUESTION 3**

The purpose of identification is to determine which children have developmental problems and which problems may be obstacles to a child's ability to learn. Critically analyse the factors that can cause wrong identification of disability in children. (15 MARKS)

**QUESTION 4**

Developmental milestones have been used to place children in special education settings. Discuss in detail the five 5 categories of developmental milestones that need to be closely monitored and analyse the arguments used for and against the use of developmental milestone in determining placement options (15 MARKS)

**QUESTION 5**

Using the knowledge you have acquired during your course work, discuss the factors that could affect diagnosis of learning difficulties. (15 MARKS)

# **THE UNIVERSITY OF ZAMBIA**

2017/2018 ACADEMIC YEAR DEFERRRED EXAMINATION

EPS 4311 –IDENTIFICATION, ASSESSMENT AND INTERVENTION IN SPECIAL  
EDUCATION

**TIME: 3 HOURS**

**TOTAL MARKS: 60%**

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## **INSTRUCTIONS**

ANSWER ANY THREE QUESTIONS IN THIS PAPER.

ALL THE QUESTIONS CARRY EQUAL MARKS

WRITE ALL YOUR ANSWERS IN THE ANSWER BOOKLETS PROVIDED

**ANSWER ANY THREE QUESTIONS OF YOUR CHOICE**

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1. Compare and contrast the Measures of Central Tendency and the Measures of Dispersion. (20 Marks)
2. Identification can help us gather useful information for various purposes. With appropriate illustrations, show the different information you can collect about disability in a community? (20 Marks)
3. "Below average performance" in a test could have several meaning depending on the distribution of scores. Discuss the different types of distributions and how "below average" performance could have different meanings about a test. (20Marks)
4. Timing is everything in intervention. Critically analyse this statement in relation to intervention for Children with Special Needs. (20Marks)

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**END OF EXAMINATION!!!!**

**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2017 ACADEMIC YEAR EXAMINATION**

**EPS 4330: GUIDANCE AND COUNSELLING**

**Time: Three (3) hours**

**Instructions:**

- This examination contributes 40% to the course grade.
  - The question paper has five questions.
  - Question one is compulsory. Answer question one and any other two.
  - Write all your responses in the answer booklet provided.
- 

1. Counselling and its background need to be understood if a counsellor wants to be effective in his/her work.
  - a) With examples, explain why it became necessary to introduce counselling in the USA. **(7 marks)**
  - b) In order to demonstrate understanding of what counselling is, identify the characteristics of counselling and explain their importance in a counselling relationship **(6 marks)**
  - c) If Carl Rogers was asked the three key techniques in counselling, what would be his response? Justify this response from the view point of a Rogerian Counsellor. **(3 marks)**
2. Every profession, counselling inclusive is guided by its principles. Identify the principles of counselling and with examples justify their importance in a counselling relationship. **(12 marks)**
3. Having been on practicum, you should be knowledgeable with how attending skills are applied. Identify the core skills of attending in counselling and explain how they were important in your counselling practice during the practicum **(12 marks)**.
4. Guidance can help to maintain classroom discipline among learners. Explain how a teacher can use guidance techniques to maintain classroom discipline among learners **(12 marks)**
5. Using examples, explain practices which are deemed as unethical in counselling practices **(12 marks)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2017/18 ACADEMIC YEAR DEFERRED EXAMINATION**

**EPS 4330 & EPS 4020: GUIDANCE AND COUNSELLING**

**Time: Three (3) hours**

**Instructions:**

- a) This examination contributes 40% to your course grade.
  - b) There are five questions in this examination.
  - c) Question one is compulsory. Answer questions one and any other two.
  - d) Write all your responses in the answer booklet provided.
- =====

1. Understanding the factors that necessitated introduction of guidance may enhance its appreciation. Discuss the necessity of guidance services in schools in Zambia **(16 marks)**.
2. According to Ndhlovu (2015:59) Counselling is “a mutual helping relationship between a person in need of help and a trained counsellor.” Analyse this definition and bring the elements of counselling **(12 marks)**
3. What are the characteristics of a good counselor? **(12 marks)**
4. With reference to the Transactional analysis theory, what are the three ego states in and how do they cause straight and crossed transactions in a person? **(12 marks)**
5. What are the characteristics of fully functioning person? **(12 marks)**

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA,  
SCHOOL OF EDUCATION**

**FINAL B.ED SPECIAL EDUCATION EXAMINATION (2018)**

**EPS 4332: (WORKING WITH FAMILIES OF CHILDREN WITH  
DISABILITIES).**

**TIME: 3 HOURS.**

**Marks; 40**

**INSTRUCTIONS:**

- a) There are two sections in this paper. Each section has four questions.
- b) Answer two questions from section (I) and only one question from section (II).

**Section (I), 20 marks.**

**There are four questions in this section. You are expected to answer only two of them.**

1. Analyse The effects of a child's disability on a mother in the Zambian context. (10 marks).
2. explain the benefits of teachers working with parents in groups. (10 marks).
3. With examples, discuss the expert and transplant model of working with parents of children with disabilities. (10 marks)
4. Discuss the impact of the macro-system under the ecological model on a family with a child with a disability. (10 marks).

**Section (II), 20 marks.**

**There are four questions in this section. Answer only one question.**

5. The Munal Secondary School Unit for the deaf administration has identified you as one of the important resource personnel at their School Teacher-Parent Association organized meeting. They ask you to speak to these teachers and parents on the family systems theory model and its conceptual framework. Present a paper on the topic above, citing relevant examples. (20 marks).
6. **Lydia was born able bodied. At the age of five years, she was involved in a fatal road accident where she lost her immediate elder brother. Lydia also became physically disabled because she lost her leg. She uses crutches to walk around. Now Lydia is 17 years old and in grade nine. Mr. Katongo, a health worker in the neighborhood has been very supportive to the family of Lydia. Sometimes, Mr. Katongo pays for the school fees for Lydia because her parents are very poor. However, Katongo took advantage of the vulnerability of Lydia and he repeatedly had sex with the girl until she became pregnant. The parents to Lydia learnt about this sad turn of events. The parents are heart-broken and they are very depressed about this. Using the chronic sorrow model, explain the experiences of Lydia's parents. And, as a professional who knows the family, what would you do to help the family cope with this disappointing experience. (20 marks).**
7. Lievrouw, (2006: p.1) wrote, "Communication is the process of sharing ideas, information, and messages with others in a particular time and place. Communication includes writing and talking, as well as nonverbal communication."  
Considering the paragraph above, write a presentation to your head teacher in which you seek to implore the school administration to embrace teacher- parent communication. In your discussion, demonstrate the importance of teacher- parent communication and explain how this communication can be done with parents. (20 marks).

8. Chisengu Day secondary school has twelve learners with different disabilities. The administration has observed that most of these learners with disabilities do not pay school fees even when their parents are well to do in the community. As a school, they have realized that the parents have not accepted these children with disabilities. Therefore, the school Inclusive Education Coordinator has invited you as a specialist in disability issues to teach the administration and teachers on how facilities to adapt to disability. With clear examples, present a paper to the school on the stage model of accepting disability. (20 marks).

**The end**

**THE UNIVERSITY OF ZAMBIA,  
SCHOOL OF EDUCATION**

**FINAL B.ED SPECIAL EDUCATION EXAMINATION (2018)**

**EPS 4332: (WORKING WITH FAMILIES OF CHILDREN WITH  
DISABILITIES).**

**TIME: 3 HOURS.**

**Marks; 40**

**INSTRUCTIONS:**

- a) There are two sections in this paper. Each section has four questions.
- b) Answer two questions from section (I) and only one question from section (II).

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**There are four questions in this section. You are expected to answer only two of them.**

1. Analyse The effects of a child's disability on a mother in the Zambian context. (10 marks).
2. explain the benefits of teachers working with parents in groups. (10 marks).
3. With examples, discuss the expert and transplant model of working with parents of children with disabilities. (10 marks)
4. Discuss the impact of the macro-system under the ecological model on a family with a child with a disability. (10 marks).

**Section (II), 20 marks.**

**There are four questions in this section. Answer only one question.**

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**The end**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**INSTITUTE OF DISTANCE EDUCATION**  
**2017/2018 ACADEMIC YEAR FINAL EXAMINATIONS**  
**EPS 4332 – WORKING WITH PARENTS OF CHILDREN WITH**  
**DISABILITIES**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

- THIS EXAMINATION CONTRIBUTES **40%** TO THE TOTAL COURSE GRADE
- THERE ARE **FIVE (5)** QUESTIONS IN THIS PAPER.
- YOU ARE EXPECTED TO ANSWER ONLY **THREE (3)** QUESTIONS.
- QUESTION **ONE (1)** IS COMPULSORY.
- WRITE **ALL** YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO**

Q1. Almost all families that have a child with a disability are affected in one way or the other. The degree to which a family is affected by such a disability depends on several factors which can be child related or parent related. These factors will likely influence how a family is affected.

(a) Discuss **four (4)** child related factors. (10 Marks)

(b) Discuss **four (4)** parent related factors that may have an effect on a family. (10 Marks)

Q2. There are many conflicts between professionals and parents as a result of misunderstanding each other's roles. Tabulate recommendations which professionals should follow and those that parents should follow. (10 Marks)

Q3. With relevant examples, analyse the factors that account for the family systems conceptual framework. (10 Marks)

Q4. The process of parents' adaptation to disability is necessary as it helps them to resolve the disappointments that they usually experience due to occurrence of a disability in the family. In order to adapt and come to terms with the child's disability, parents, guardians or caregivers are likely to experience different reactions. These reactions are explained with the help of models among them the stage model. The stage model suggests that the process of adaptation can be viewed as a continuum of reactions beginning at diagnosis of the disability. In view of the foregoing, critically analyse all the stages that the parents are likely to go through as they come to terms with their child's disability. (10 Marks)

Q5. The importance of parents of children with disabilities working with various professionals with respect to their child with a disability cannot be overemphasised. In view of the above, discuss how parents can be involved in the promotion of good welfare for their children with disabilities. (10 Marks)

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2015/2016 ACADEMIC YEAR: MID YEAR EXAMINATIONS  
EPS 9001: INTRODUCTION TO EDUCATION RESEARCH  
TIME: 3HOURS                      MARKS: 40%

**INSTRUCTIONS:**

This examination paper accounts for 40% of the total final grade of the course

**SECTION A:** Answer all questions

**SECTION B:** Write short explanatory notes on **ANY FOUR** of the items given

**SECTION C:** Attempt **two** questions only.

**SECTION A:** Answer all questions

1. Which of the following is a form of research typically conducted by teachers, counselors, and other professionals to answer questions they have and to specifically help them solve local problems?
  - a) action research
  - b) basic research
  - c) predictive research
  - d) orientational research
  
2. Which form of reasoning is the process of drawing a specific conclusion from a set of premises?
  - a) rationalism
  - b) deductive reasoning
  - c) inductive reasoning
  - d) probabilistic
  
3. The idea that when selecting between two different theories with equal explanatory value, one should select the theory that is the most simple, concise, and succinct is known as \_\_\_\_\_.
  - a) criterion of falsifiability
  - b) critical theory

- c) guide of simplicity
- d) rule of parsimony

4. Research that is done to examine the findings of someone else using the "same variables but different people" is which of the following?

- a) exploration
- b) hypothesis
- c) Replication
- d) empiricism

5. \_\_\_\_\_ is the idea that knowledge comes from experience.

- a) Rationalism
- b) deductive reasoning
- c) logic
- d) empiricism

6. A researcher designs an experiment to test how variables interact to influence how well children learn spelling words. In this case, the main purpose of the study was:

- a) Explanation
- b) Description
- c) Influence
- d) Prediction

7. Which scientific method is a generative approach to research?

- a) Deductive method
- b) Inductive method
- c) Hypothesis method
- d) Pattern method

8. Which of the following statements is true of a theory?

- a) it most simply means "explanation"
- b) it answers the "how" and "why" questions
- c) it can be a well developed explanatory system
- d) all of the above are correct

9. Which research paradigm is based on the pragmatic view of reality?

- a) quantitative research
- b) qualitative research

- c) mixed research
  - d) none of the above
10. Which research paradigm is least concerned about generalizing its findings?
- a) quantitative research
  - b) qualitative research
  - c) mixed research
  - d) none of the above
11. Which of the following best describes quantitative research?
- a) the collection of no numerical data
  - b) an attempt to confirm the researcher's hypotheses
  - c) research that is exploratory
  - d) research that attempts to generate a new theory
12. Qualitative research is often exploratory and has all of the following characteristics except:
- a) it is typically used when a great deal is already known about the topic of interest
  - b) it relies on the collection of non numerical data such as words and pictures
  - c) it is used to generate hypotheses and develop theory about phenomena in the world
  - d) it uses the inductive scientific method
13. What is the key defining characteristic of experimental research?
- a) extraneous variables are never present
  - b) a positive correlation usually exists
  - c) a negative correlation usually exists
  - d) manipulation of the independent variable
14. In \_\_\_\_\_, random assignment to groups is never possible and the researcher cannot manipulate the independent variable.
- a) basic research
  - b) quantitative research
  - c) experimental research
  - d) causal-comparative and correlational research
15. The statement of purpose in a research study should:
- a) Identify the design of the study
  - b) Identify the intent or objective of the study

- c) Specify the type of people to be used in the study
- d) Describe the study

16. Why is the statement “What are the effects of extracurricular activities on cognitive development of school age children” not a good statement of a quantitative research question?

- a) Because there is no connection between extracurricular activities and cognitive development
- b) Because there are not enough school age children engaged in extracurricular activities
- c) to conduct the study
- d) Because the study would be too difficult to do given all the different extracurricular activities

17. Which of the following orders is the recommended in the flowchart of the development of a research idea?

- a) Research topic, research problem, research purpose, research question, hypothesis
- b) Research topic, research purpose, research problem, research question, hypothesis
- c) Research topic, research problem, research purpose, research question, hypothesis
- d) Research topic, hypothesis, research problem, research question, research purpose

18. One step that is not included in planning a research study is:

- a) Identifying a researchable problem
- b) A review of current research
- c) Statement of the research question
- d) Conducting a meta-analysis of the research

19. Which of the following is a function of theory?

- a) Integrating and summarizing current knowledge
- b) Making predictions
- c) Explaining phenomena
- d) All of the above

20. A researcher studies achievement by children in poorly funded elementary schools. She develops a model that posits parent involvement as an important variable. She believes that parent involvement has an impact on children by increasing their motivation to do school work. Thus, in her model, greater parent involvement leads to higher student motivation, which in turn creates higher student achievement. Student motivation is what kind of variable in this study?

- a) Manipulated variable
- b) Extraneous variable
- c) Confounding variable
- d) Mediating or intervening variable

**SECTION B:** choose **four items** from the list below and write short explanatory notes on the **main ideas** and **or arguments** that define them.

- (a) Empiricism
- (b) Positivism and Interpretivist
- (c) Ontology
- (d) 'Objectivism' and 'Constructivism'.
- (e) Research Design
- (f) Primary and secondary data
- (g) Difference between ordinal, interval and ratio variables

**SECTION C:** Attempt **two** questions only

1. In what ways does the interpretivists approach particularly suit the study of human beings in their social settings?
2. With examples, critically analyse the role of research in education
3. What are the distinctions between qualitative and quantitative research. How do these relate to epistemological and ontological considerations?

**END OF EXAMINATIONS**



**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS-JULY 2018**  
**EPS 9011: PROFESSIONALISM IN TEACHING**

**TIME: 3 HOURS**

**INSTRUCTIONS**

- There are **five** questions in this paper.
  - Answer any **THREE** questions. Each question carries **20** marks.
  - **Each question must** be answered in a **separate Answer Booklet**.
1. With examples, explain the major causes of examination malpractices in the Zambian education system.
  2. Discuss the major considerations that make professionals believe that they should practice their trade independently without interference from lay persons.
  3. Professionalism refers to attitudinal attributes and ideology of those who are considered to be, or aspire to be considered as professionals. Discuss.
  4. One of the possible causes of teacher misconduct is teacher burnout. What is teacher burnout? What are some of its effects? What suggestions can you make to reduce teacher burnout?
  5. 'The mission of the Ministry of Education is to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristic.'

As a student teacher show how this mission statement relates to professionalism in teaching.

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



**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY DEFERRED EXAMINATIONS-DECEMBER 2018**  
**EPS 9011: PROFESSIONALISM IN TEACHING**

**TIME: 3 HOURS**

**INSTRUCTIONS**

- There are **four** questions in this paper.
  - Answer any **THREE** questions. Each question carries **20** marks.
1. The Higher Education Act of 2013 has established the Higher Education Authority. Explain at least 8 functions of this Authority.
  2. While the status of teachers can arguably be raised through the process of professionalisation, it is professionalism that teachers should strive for. Discuss.
  3. Discuss the major considerations that make professionals believe that they should practice their trade independently without interference from lay persons.
  4. One of the manifestations of teacher misconduct is their involvement in examination malpractices. Critically analyse five major causes of examination malpractices in the Zambian secondary school system.

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

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY DEFERRED END OF YEAR EXAMINATIONS**  
**NOVEMBER / DECEMBER 2018**

**LSE 2100: THE TEACHING OF LANGUAGE IN SCHOOLS**  
**MARKS: 100**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:**

1. There are two sections in this paper, A and B
  2. Section A has **ONE Question** which is compulsory and Section B has **SEVEN Questions**
  3. Answer **the** Question in Section A and any **FOUR** from Section B
  4. Section A carries **28 marks** and Section B **72 marks**
  5. Each question in Section B carries **18 Marks**
- 

**SECTION A**

**QUESTION 1**

- a. What is grammar? Outline the significance of grammar in Language teaching. 10 Marks
- b. Identify any three types of grammar and explain how they can be applied in a classroom situation. 18 Marks

**TOTAL: 28 MARKS**

## SECTION B

### QUESTION 2

Write brief notes on the following:

- a. Form vs Function
- b. Error vs Mistake
- c. Received Pronunciation vs Standard Pronunciation
- d. Accuracy vs Appropriacy
- e. Sentence vs Utterance
- f. Paragraph vs Topic Sentence

### QUESTION 3

What is reading comprehension? Outline the procedure for a reading comprehension lesson.

### QUESTION 4

With clear examples outline the relationship between *prepositions* and *conjunctions* and show how sufficient knowledge of both leads to competence in language learning.

### QUESTION 5

Identify four different categories of words and explain in detail how they can be used to teach vocabulary.

### QUESTION 6

With clear examples and illustrations outline the relationship between Morphology and Syntax.

### QUESTION 7

What is *tense*? Identify two types of tense. With clear examples give four uses of each tense that you have identified.

### QUESTION 8

Explain the importance of lesson planning in Language teaching. Prepare a lesson plan on how to teach comparison to a Grade 8 class.

**TOTAL: 72 Marks**

**THE END**



**THE UNIVERSITY OF ZAMBIA**  
**Department of Language and Social Sciences Education**  
2017/2018 ACADEMIC YEAR

FINAL EXAMINATIONS – NOVEMBER/ DECEMBER 2018

LSE 3010: CIVIC EDUCATION TEACHING METHODS

**INSTRUCTIONS:**

There are **Five (5)** questions in this paper. Answer question **ONE (1)** and any other **TWO (2)** questions.

**DURATION:** 3 Hours

**MARKS:** 100

1. "Stewardship is an art of caring of public property by all citizens. However, there is a lot of vandalism of public property in Zambia." Prepare an ideal lesson plan using the format taught in LSE 3010 on the topic:  
VANDALISM IN ZAMBIA, CAUSES AND POSSIBLE SOLUTIONS TO END OR MINIMIZE IT. (40 MARKS)
2. The lecture or teacher – centered method is widely used in Zambia in spite of numerous criticisms against it. Discuss. (30 MARKS)
3. What is a syllabus? Explain its importance to the teacher and the learner in the teaching and learning process. (30 MARKS)
4. Why is Debate Method important for preparing pupils opting for persuasive careers? (30 MARKS)
5. Define teaching and explain how it is different from indoctrination. Give good examples to support your points. (30 MARKS)

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEFERRED EXAMINATIONS**  
**DECEMBER 2018**

**LSE 3040 : Teaching and Learning Techniques in Environmental Education**

**Time : Three (3) Hours**

**Instructions : Answer a total of three questions. Questions 1 is compulsory, and then answer any two others. Credit will be given for answers which show deepened awareness of the topics rather than mere memorization of lecture notes. Credit will also be given for use of illustrations and relevant examples**

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1. You have been asked by Lusaka City Council to educate a group vendors on waste management. Create a three weeks scheme of work showing the type of content you would cover. **( 20 Marks)**
2. You have been contracted by Ministry of Fisheries to educate fishermen of Munkanta Village on the dangers of overfishing. Design a 40 minutes lesson plan, showing the content you could cover. **(15 Marks)**
3. Discuss factors that may make an educator fail to implement a lesson successfully( **15 Marks)**
4. Discuss how an educator can use action competence to educate people on global warming. **(15 Marks)**
5. Write short explanatory notes on each of the following:
  - a. Constructivist Theory **( 5 Marks)**
  - b. Errors in constructing behavioural objectives **( 5 Marks)**
  - c. Authentic learning **( 5 Marks)**

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

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**END OF THE YEAR EXAMINATIONS**  
**ACADEMIC YEAR 2017/ 2018**

**LSE 3040 : Teaching and Learning Techniques in Environmental Education**

**Time : Three (3) Hours**

**Instructions : Answer a total of three questions. Questions 1 is compulsory, and then answer any two others. Credit will be given for answers which show deepened awareness of the topics rather than mere memorization of lecture notes. Credit will also be given for use of illustrations and relevant examples**

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1. You are a supervisor for health promoters under the Ministry of Health. Health promoters are complaining to you that community members of Mamawe village have refused to be using shower heads put for them by World Vision. Write an essay explaining why you think community members are refusing to use shower heads and what can be done about it. **(20 Marks)**
2. You have been asked by the Department of Fisheries to educate Kasope fishing camp on sustainable fishing. Create a three weeks scheme of work showing the type of content you would cover. **(15 Marks)**
3. Describe errors in constructing behavioural objectives **(15 Marks)**
4. Discuss various ways of introducing a lesson. **( 15 Marks)**
5. Write short explanatory notes on each of the following:
  - a. Interpretive Trail **( 5 Marks)**
  - b. Approaches to Community Development **( 5 Marks)**
  - c. Authentic Assessment **( 5 Marks)**

**END OF EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY END OF YEAR EXAMINATIONS**  
**NOVEMBER/ DECEMBER 2018**

**LSE 3070:                HISTORY TEACHING METHODS**

**DURATION:            THREE (3) HOURS**

**DATE:                    10<sup>TH</sup> DECEMBER, 2018**

**MARK:                    100%**

**INSTRUCTIONS: QUESTION ONE (1) IS COMPULSORY**

**ANSWER ANY TWO (2) OF THE QUESTIONS LISTED BELOW. ALL QUESTIONS  
CARRY EQUAL MARKS.**

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1. Formulate a lesson plan for a grade eleven (11) class for World History and explain why it is important for teachers to have a lesson plan every time they go to teach.
2. Analyze the pedagogical approaches a teacher of History can use in the teaching and learning of History.
3. Discuss why a teacher of History should preoccupy herself/himself with definitions of History.
4. Without a learner there can be no teaching and learning. Discuss why it is important for a teacher of history to know his or her learners.
5. Blooms taxonomy plays an important role in the teaching and learning of History. Using Blooms Taxonomy, illustrate the various forms of assessment and marking approaches a teacher of History can use in the teaching and learning of History.

**END OF EXAMINATION**

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

**2017/18 Academic Examination**

**LSE 4020: Advanced Teaching Methods in Civic Education**

**Instructions:**

- **There are five questions in this paper.**
- **Answer Question One (1) and any other Two (2) questions.**
- **Write in a legible handwriting**

**Duration: Three Hours**

1. Civic Education is now one of the compulsory subjects in the Zambian Schools.  
Discuss the benefits of this move to the Zambian society **[40 Marks]**
  
2. Describe the four levels of reflection and show how they could enhance the teaching of Civic Education in Zambian Schools **[30 Marks]**
  
3. Critique Paulo Freire's approaches to teaching and learning in schools. **[30 Marks]**
  
4. Discuss the significance of using ICTs in the teaching and learning of Civic Education. **[30 Marks]**
  
5. Discuss the backward design model with reference to teaching Civic Education in schools. **[30 Marks]**

**End of Examination**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2017 / 2018 END OF ACADEMIC YEAR EXAMINATION**

**LSE 4040 : Advanced Teaching and Learning Techniques in Environmental Education**

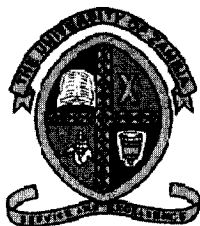
**Time : Three (3) Hours**

**Instructions : Answer a total of three questions. Answer Question 1 and any two other questions. Credit will be given for answers which show deepened awareness of the topics rather than mere memorization of lecture notes. Credit will also be given for use of illustrations and relevant examples**

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1. You are the head of section for Environmental Education at Forestry department, design a 1 month work plan for your department. **(20 Marks)**
2. Discuss the strategies that can be used by an environmental educator to teach global warming. **(15 Marks)**
3. As a curriculum developer in environmental education, you have been asked to integrate EE in the curriculum. Explain the factors you would need to consider when coming up with a model for curriculum development. **( 15 Marks)**
4. Explain the competencies that a 21<sup>st</sup> century environmental educator should have **(15 Marks)**
5. Write brief notes each of the following:
  - a. Concept of Security **(5 Marks)**
  - b. Planetary boundaries. **( 5 Marks)**
  - c. Teaching inquiry. **(5 Marks)**

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



**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**  
**END OF YEAR EXAMINATIONS 2018**

**LSE 4080: ADVANCED AFRICAN LANGUAGES TEACHING METHODS**

**TIME: THREE HOURS**

**MARKS: 100**

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**INSTRUCTIONS: This paper has two sections: Sections A and B. Section A is compulsory. In section B you must answer only two questions. ALL QUESTIONS IN SECTION B CARRY EQUAL MARKS.**

**SECTION A.**

1. With the aid of examples, explain what the following terms mean:
  - a. linguistically heterogeneous country
  - b. instrumental theory of ethnicity
  - c. status language planning
  - d. cognates

**SECTION B.**

2. Explain the two types of reading strategies: cognitive and meta-cognitive and the sub-categories under each.
3. What is the importance of literature in Zambian languages? Discuss this by referring to the different types of literature found in Zambian languages. What challenges do teachers face in teaching literature?
4. Choose one of the genres writing discussed on the course e.g. writing to inform, to instruct or persuade, etc. Explain how you would help learners to understand the text and linguistic features of the chosen genre.
5. 'The language in education policy should be aligned to the developmental needs of a country.' How can a language in education policy help to promote social and economic development?
6. Were missionaries and colonialists in Zambia *friends* or *enemies* of Zambian indigenous languages? Discuss this in relation to the roles played by missionaries and colonialists in the teaching of Zambian languages.

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**

**LITERACY AND LANGUAGE IN EDUCATION**

**2017/18 ACADEMIC YEAR FINAL EXAMINATIONS**

**Nov/Dec 2018**

**DEFERRED EXAMINATION**

**COURSE: LTC 2000: LITERACY AND LEARNING EDUCATION**

**MARKS: 100%**

**INSTRUCTIONS**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

1. There are **TWO(2)** sections in this paper, **A** and **B**
2. Answer only **three** questions in all
3. **Question One (1)** in **section A** is **compulsory**,
4. Answer any **two** questions from **section B**
5. All questions carry equal marks

**SECTION A:**

**Question 1: (compulsory)**

Write briefly on the **five** aspects in literacy and Education given below. Write not more than a half page on each of the five with illustrations and examples, where necessary:

1. Content words and grammatical words
2. Lexical items and dictionary words
3. Code switching and code mixing
4. **Learning to read** and **reading to learn**
5. Initial literacy and emergent literacy

## **SECTION B**

**Write on any two from the following questions:**

1. Use of teaching aids make teaching and learning meaningful and easy. Describe a simple teaching aid you would use to teach a tense of your choice (e.g. simple present, simple past future etc.) Explain all the stages you would go through as you use this teaching aid of your choice.
2. "The language policy in Zambia has since Independence favoured the use of English more than the local languages". Discuss
3. With examples, critically analyze any five principles of the curriculum development process you have studied on this course

**END**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**2017/2018 END OF YEAR FINAL EXAMINATION**  
**LTC 3000: TEACHING LANGUAGE AND LITERACY IN DIVERSE CONTEXTS**

**DURATION: 3 HOURS**

**MARKS: 50**

**INSTRUCTIONS**

- a. Question 1 is compulsory
- b. Answer any other two questions in addition to question 1
- c. You will answer three questions in total
- d. Question 1 carries 20 marks while the rest of the questions carry 15 marks each

**QUESTIONS**

1. Explain why literacy levels are low in Zambia. For each reason, suggest a corresponding possible solution (20 marks)
2. Discuss the meanings of the Expectancy and Abraham Maslow's Hierarchy of Needs theories and further explain the relevance of the two respective theories to teaching and learning. (15 marks)
3. Multilingualism/Bilingualism can either be a problem or a resource. Justify this statement by taking only one side of the argument. (15 marks)
4. What is identity? How is identity important to a language/literacy teacher in Zambia? (15 marks)
5. Translanguaging is a solution to literacy teaching in Zambian primary schools. Discuss (15 marks)

**The End**

*"Being truly educated is not about how much you know but how much you can do based on what you know".*

DSM



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2017/2018 END OF ACADEMIC YEAR FINAL EXAMINATION  
LTC 9000 LITERACY PRACTICES AND SOCIAL LIFE SKILLS

DURATION: 3 HOURS

MARKS: 50

**INSTRUCTIONS**

- (i) There are five essay questions in this paper. *Question one (1) is compulsory* and you are all expected to answer it. Answer two more essay questions from the remaining four.
- (ii) All responses must be written in one answer booklet provided to you in the examination room. Request for an additional answer booklet when you have exhausted the first one.

**QUESTIONS**

1. With clear examples, explain how you would apply functional literacy in your community. **(20 Marks)**
2. Write brief notes on each of the following and state how you can apply them in your communities:
  - (a) False generosity **(5 Marks)**
  - (b) Leadership **(5 Marks)**
  - (c) Conscientisation **(5 Marks)**
3. Discuss the concept of entrepreneurship and state how you can apply its principles in your community. **(15 Marks)**
4. In the pedagogy of the oppressed and other publications, Paulo Freire discusses various issues that affect the society. Outline the contribution of Paulo Freire to Education and development. **(15 Marks)**
5. Discuss the strategies used by the older generation to survive taking into consideration what you have learnt in this course. **(15 Marks)**

**THE END**



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2017 END OF ACADEMIC YEAR FINAL EXAMINATION  
LTC 9000 LITERACY PRACTICES AND SOCIAL LIFE SKILLS

DURATION: 3 HOURS

MARKS: 50

**INSTRUCTIONS**

- (i) There are two sections in this paper, **A** and **B**. Section A is **compulsory**. Therefore, you are expected to **answer all the questions** in it. Answer two more essay questions from Section B.
- (ii) All responses must be written in one answer booklet provided to you in the examination room. Request for an additional answer booklet when you have exhausted the first one.

**SECTION A: COMPULSORY (20 Marks)**

Answer all questions in section A. (In your answer booklet, write numbers 1 to 10 and provide correct responses for each of the following:

1. In Kasempa District, there was hunger breakout and residents were suffering with inadequate food, clothing and illnesses. Some politicians felt genuine compassion towards the suffering of those people and so, they moved in to help the community by giving them food and medicine without addressing the root cause or factors that caused the problem. What term did Paulo Freire use to describe this action by politicians? ..... (1 Mark)
2. When managing one's home, resources and organisation, issues of planning, organising, directing, coordinating and controlling are examples of ..... (1 Mark)
3. ----- is a leadership theory that identifies a leader by their act and general conduct (1 Mark)
4. A type of leadership where bosses want their employees to have freedom at work and let them make decisions to do the work by themselves is known as ..... (1 Mark)
5. What term is used to describe the assertion that "action that does not come from theory is weak and untrustworthy and that theory which does not lead to action is mere game play..... (1 Mark)

6. .... is a type of education where a learner is considered a critical thinker and an active participant in knowledge creation and in determining the forms of actions they would prefer to take part in on a daily basis in a society (1 Mark)
7. With evidence from literature, which view supports the belief that the world is run and controlled by the creator? (2 Mark)
8. In the forensic rhetoric of money business, what distinguishes lending from borrowing? (2 Marks).
9. What is business literacy? (2 Mark)
10. Provide two examples for each of the following:
  - (a) External forms of Oppression in a society (4 Marks)
  - (b) Internal forms of oppression in a society (4 Marks)

**SECTION B: OPTIONAL (30 Marks)**

Answer two essay questions from this section.

**Question two (15 Marks)**

Nadia Khunga graduated from a University but she could not find employment in society for a year. She has been waiting for feedback from institutions where she applied for employment. You happen to know Nadia and she asks you for advice. What would you advise Nadia to help her survive in society, taking into consideration what you have learnt on this course?

**Question Three (15 Marks)**

What signs or features would you see in a Zambian Citizen to show that they are conscientised?

**Question four (15 Marks)**

Design a sample business idea that you have read about on the course and outline the stages you would follow up to the implementation phase.

**Question five (15 Marks)**

Danny and James are good friends. Danny does not know how to read and write words in any language but James does. What do you think are the disadvantages that Danny may have in comparison to James in a modern world?

**THE END**

**THE UNIVERSITY OF ZAMBIA**  
**2018 ACADEMIC YEAR FINAL EXAMINATIONS**

**MSE 1030: FOUNDATION MATHEMATICS FOR TEACHERS**

**TIME:** Three (3) hours      **Marks possible:** 100

**INFORMATION:**

1. There are **seven (7)** questions in this paper.
2. Each question carries 20 marks.
3. Marks for parts of questions are shown in square brackets [ ].

**INSTRUCTION:** Attempt any **five (5)** questions.

---

**Question 1**

- (a) In a circle of radius 16 cm, find :
- (i) the length of the arc which subtends an angle of  $\frac{3\pi}{4}$  radians at the centre. [04]
  - (ii) the angle subtended by an arc of length 10cm [04]
- (b) A circle of radius 2.5 cm has a sector with area 6.25 cm<sup>2</sup>. Calculate the perimeter of this sector [04]
- (c) Write down the first four terms of the expansion of  $(1 - x)^6$  in ascending powers of x. Using these terms, find an approximate value of  $(0.99)^6$ . [08]

**Question 2**

- (a) The points A and B have coordinates (3, 3) and (11, 9) respectively. Find the equation of the perpendicular bisector of AB [04]
- (b) The sides AB, BC and CA lie on the lines  $2y = x - 4$ ,  $x + y = 5$ , and  $y = mx$  respectively. If the origin O is the midpoint of AC, find the value of m. [06]
- (c) Solve the equations  $x + 2y = 7$  and  $x^2 - 4x + y^2 = 1$ . What is the geometrical meaning of the answer? [05]
- (d) The perimeter of a rectangle is 22cm and its area is 28cm<sup>2</sup>. Find its length and breadth. [05]

### Question 3

- (a) Some functions have ‘inverses’, explain what an inverse is and under what conditions does it occur? [04]
- (b) Functions  $f$  and  $g$  are defined by  $f(x) = 3x - 2$  and  $g(x) = \frac{12}{x-4}$ , ( $x \neq 0$ ). Find an expression for the function (i)  $ff$  (ii)  $fg$  (iii)  $g^{-1}$  [06]
- (c) The function  $h(x) = x^3 + ax + b$  is such that the equation  $h(x) = x$  has solutions of  $x = 2$  and  $x = 3$ . Find the value of  $a$  and of  $b$ . [05]
- (d) Given  $f(x) = 2x - 5$ , find a function  $g$  such that  $fg(x) = 6x - 1$  [05]

### Question 4

- (a) (i) For what values of  $k$  will the  $x$ -axis be a tangent to the curve  $y = kx^2 + (1 + k)x + k^2$ . [06]
- (ii) with the values obtained in (i) above, find the equations of the curves [06]
- (b) What is the range of values of  $x$  for which  $3x^2 < 10x - 3$  [04]
- (c) The equation  $(p + 3)x^2 + 2px + p = 1$  has real roots. Find the range of values of  $p$ . [04]

### Question 5

- (a) It is recommended to introduce trigonometry to pupils using an experimental inductive method; for example the use of a trigonometry board or other experiment rather than in terms of ratios of sides of a right-angled triangle. Explain why [04]
- (b) Find all angles between  $0^\circ$  and  $360^\circ$  which satisfy the equation  $4\cos \theta + 2\sin \theta = 1$  [06]
- (c) Prove the identity  $\sec \theta - \cos \theta = \sin \theta \tan \theta$  [05]
- (d) A curve passes through the point  $(2, 0)$  and its gradient function is  $3x^2 - \frac{1}{x^2}$ . Find its equation [05]

**Question 6**

- (a) Find, from first principles, the derivative of the function  $y = 3t^2 - t$  [05]
- (b) The function  $y = ax^3 - 12x + 2$  has a turning point where  $x = 2$ . Find:
- (i) the value of  $a$ , [03]
  - (ii) the nature of this turning point. [03]
- (c) On the same diagram, sketch the graphs of  $y = \sin 2x$  and  $y = \sin \frac{x}{2}$ . For  $\theta \leq x \leq 2\pi$ , hence state the number of solutions of the equation  $\sin 2x = \sin \frac{x}{2}$  in the interval. [09]

**Question 7**

- (a) The position vectors of the points A, B, and C relative to an origin O are  $\mathbf{i} - 2\mathbf{j}$ ,  $3\mathbf{i} + 2\mathbf{j}$  and  $3\mathbf{i} - 8\mathbf{j}$  respectively
- (i) Evaluate  $\vec{AB} \cdot \vec{AC}$ , and hence find angle BAC [06]
  - (ii) Calculate the area of triangle ABC [04]
- (b) Given that  $\vec{OA} = \mathbf{a}$ ,  $\vec{OB} = \mathbf{b}$ ,  $\vec{OP} = \frac{4}{5}\vec{OA}$  and that Q is the mid-point of AB, express  $\vec{AB}$  and  $\vec{PQ}$  in terms of  $\mathbf{a}$  and  $\mathbf{b}$ . PQ is produced to meet OB produced at R, so that  $\vec{QR} = n\vec{PQ}$  and  $\vec{BR} = k\mathbf{b}$ . Express QR (i) in terms of  $n$ ,  $\mathbf{a}$  and  $\mathbf{b}$ ; (ii) in terms of  $k$ ,  $\mathbf{a}$  and  $\mathbf{b}$ . Hence find the values of  $n$  and of  $k$ . [10]

.....END OF EXAMINATION.....

THE UNIVERSITY OF ZAMBIA

2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS

MSE 3030: MATHEMATICS EDUCATION

TIME: Three (3) hours Marks possible: 100

INFORMATION: 1. There are **six** (6) questions in this paper.  
2. Each question carries 25 marks.  
3. Marks for parts of questions are shown in square brackets [ ].

INSTRUCTION: Attempt any **four** (4) questions.

---

**Question 1**

The teaching and learning of mathematics includes four elements (1) Facts; (2) Skills; (3) Concepts; and (4) Problem Solving Strategies.

- (a) Provide **two** examples of **each** of the four elements. [08]
- (b) Outline a specific strategy for enhancing the learning of **each** of the four elements in (a) above. [08]
- (c) State **two** aims of teaching mathematics and explain how the teaching of the four elements above contribute to the fulfillment of the *aims* you have stated. [09]

**Question 2**

- (a) Among the components of Mathematical Knowledge for Teaching are (1) *Knowledge of Teaching and Students*; (ii) *Knowledge of Teaching and Content*, and (iii) *Knowledge of Curriculum*. Explain what each of the three components means. [13]
- (b) Attached is an evaluation instrument for a mathematics lesson. Reproduce directly a statement from the instrument and explain why, if a teacher scored A/A+ on that category, this teacher was most probably
- i. mindful that the ability to 'say what you mean and mean what you say' should be one of the outcomes of good mathematics teaching, [04]
  - ii. aware that the ability to solve problems is at the heart of mathematics, [04]
  - iii. aware that the value of a mathematical investigation can be lost unless the outcome of the investigation is discussed. [04]

### Question 3

- (a) Mathematics and Science related subjects and the lifestyles and careers they lead to are not for women, and any attempt by a woman to enter the domain would be denial of one's own gender. Explain in detail how this position might be misleading and false. [08]
- (b) Discuss whether or not the teaching and learning of mathematics is different for boys and for girls. [08]
- (c) Outline *two* opportunities and *two* challenges of 'peer pressure' in a girls' learning of at the secondary school level. [09]

Mathematics  
↑  
[09]

### Question 4

It has been claimed that most of the teaching of mathematics in schools in Zambia is passive, taking the following routine:

Topic	→	Explanation/ definition by teacher	→	Formula by the teacher	→	Example by the teacher	→	Exercise by learners
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Active learning could take the following routine:

Topic	→	Activity by learners	→	Explanation by learners	→	Several solutions by learners	→	Practice exercise by the teacher
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- (a) Show how one lesson presented during the Peer Teaching exercise illustrates the 'passive approach' and another lesson, also presented during the Peer Teaching exercise, illustrates active learning. [08]
- (b) Explain a possible theory of learning that underpins *each* of the two approaches described above. [08]
- (c) Explain the opportunities and challenges of active learning in schools in Zambia. [09]

### Question 5

- (a) Distinguish between a game and a project in the teaching and learning of mathematics. [06]
- (b) Explain why the use of games and projects is encouraged in the teaching and learning of secondary school mathematics. [12]
- (c) Describe *either* a game *or* a project and briefly explain how it could be used to enhance the understanding of a mathematical concept at secondary school level. [07]

### Question 6

Below is a school mathematics problem on Linear Programming.

*Makeke makes two types of cakes for sale namely: Xlent and Yammy. She wants to make not more than 30 cakes in total. She decides that the number of Xlent cakes should not exceed 15 while Yammy cakes should be less than or equal to Xlent cakes. She has at least K300.00 to spend on this project. Each Xlent cake costs K60.00 to make and each Yammy cake costs K30.00 to make.*

- (i) *Given that  $x$  represents Xlent cakes and  $y$  represents Yammy cakes, write four inequalities that satisfy these conditions.*
- (ii) *Using a scale of 2cm to represent 5 units on both axes, present this information in graphical form by shading the unwanted regions.*
- (iii) *Given that Makeke makes K20.00 profit on each Xlent cake and K12.00 profit on each Yammy cake, how many of each type should she make to get maximum profit?*
- (iv) *Estimate the maximum profit.*
- (a) Provide a fully worked solution for the problem (Graph paper is provided). [12]
- (b) What skills, concepts and processes would you expect learners to have to successfully solve the problem? [06]
- (c) Identify *two* difficulties you anticipate learners to have in solving the problem, and suggest *two* strategies you would use to minimize the difficulties (*Note* that general strategies like “more practice” will *not* score). [07]

---

END OF EXAMINATION

**ATTACHMENT: MATHEMATICS LESSON EVALUATION INSTRUMENT**

<b>CATEGORY</b>	<b>D/D+</b>	<b>C/C+</b>	<b>B/B+</b>	<b>A/A+</b>
<b>1. Lesson plan and implementation.</b>	<b>The teacher:</b> Uses a lesson plan that is connected to specific learning outcomes in the approved syllabus.	<b>The teacher:</b> Uses lesson plans that reflect instructional objectives appropriate for learners at that grade level.	<b>The teacher:</b> Implements lesson plans based on learner needs and stated learning outcomes.	<b>Students:</b> Perform at a level consistent with or above expectations.
<b>2. Teaching and learning reflects a balance of skills, conceptual understanding and problem solving.</b>	Learners are engaged in tasks that do not represent grade-level expectations.	Learners learn an isolated skill and then apply that skill to solve mathematical problems as well as word problems	The teacher models simple tasks, establishes expectations, and identifies important vocabulary before students engage in a task.	Learners are engaged in tasks that develop mathematical concepts and skills, and encourage mathematical reasoning.
<b>3. Students will solve a variety of real-world problems</b>	The teacher only assigns skill-based problems.	The teacher limits the method by which students may solve problems.	The teacher models a variety of strategies to solve problems.	Learners apply and adapt a variety of appropriate strategies to solve problems.
<b>4. Students will communicate mathematically</b>	Learners provide answers only and do not explain their mathematical thinking.	Learners can explain their thinking and learning, but do not use mathematical vocabulary and/or the language of the standards.	Learners use mathematical language to clearly communicate their mathematical thinking to others when prompted.	Learners use mathematical vocabulary to communicate their mathematical thinking and ideas coherently and precisely.
<b>5. Students will justify their reasoning and evaluate mathematical arguments of others</b>	Learners have limited or no knowledge of how to evaluate mathematical arguments.	Learners are able to explain the process used to arrive at an answer, but are unable to explain why.	Learners are able to arrive at an answer, explain why, tell how, and detail their ideas to justify their reasoning.	The teacher provides opportunities for students, who solve the problem differently, from others, and to share their procedure
<b>6. Students understand and use learning aids appropriately.</b>	The teacher does not model use of learning aids and students do not use learning aid where there was need for their use.	Learning aids are visible in the classroom, but not readily accessible to learners.	The teacher actively engages students in using learning aids to construct and give meaning to new concepts.	Learners have internalized use of learning aids and can describe how learning aids were used to develop an understanding of mathematical concepts.

**THE UNIVERSITY OF ZAMBIA**

**2017/2018 ACADEMIC YEAR FINAL EXAMINATIONS**

**MSE 3060: CHEMISTRY TEACHING METHODS**

**Duration:** Three (3) Hours

**Marks:** 100

**INFORMATION:**

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

**INSTRUCTIONS:**

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

1. a) Logically arrange the following passages according to *Concept-Related Sequencing*.

The collision of gas particles with the surface of a container causes gas pressure, on bouncing off a surface they exert a force in doing so.

The particles are widely spaced and scattered at random throughout the container so there is no order in the system.

A gas has no fixed shape or volume, but always spreads out to fill any container. With increase in temperature, the particles move faster as they gain kinetic energy, this increases gas pressure and/or the volume of the container.

The particles move linearly and rapidly in all directions, and frequently collide with each other and the side of the container. There are almost no forces of attraction between the particles so they are completely free of each other.

[12]

- b) There are several ways in which you can sequence your topics. These may include, among other things, known to the unknown, easiest or simple to the difficult topic or complex. Explain **eight** other criteria that can be used to sequence topics. [08]
-

2. The chemistry word search below is a word search puzzle using glossary terms associated with high school chemistry.

N S C L I P C T A N M N H N B I N I N O  
C A E R L O D I A O Y S L R O O E T D O  
N I P N Y I E O N E T O P M N X A O O N  
O O M O C S N H P Y I L U M D O R D M N  
X T P R E I T A Y E R U E C I C A C E S  
H R U A E B N A X M E T A L R O P P O E  
E E M P S H O O L E A I S R R V E C C A  
N E O E U U T I I L L O D I C A T E L B  
A P L H O H T O L T O N E L M L P T U T  
Y D L P E R I O D I C T A B L E C M E E  
L A T R N O I N A N N A R E L N H A S N  
M E M T E D P I L G E G E O P T O C C N  
C I N C G R T T L P O I P R P I R O H T  
C H O M O G E N E O U S O O U E E L I M  
L A I D R E C A T I O N L I I T I L M S  
N I U A E S N H C N T Y P G T N X O E I  
H C C A T A L Y S T M H A A L O T I U T  
T D A D E B T S U E A E N N I A L D M L  
C E A L H L L I R S S N N R T E E H Y N  
M A N A N S L L E D E M T O T L C R M L

- a) Find **eight** chemistry-related words in this Word Search. [08]
- b) Using the **six** words you have written in 2 a), design five SMART objectives with increasing complexity under the following revised Bloom's taxonomy categories: understanding, applying, analysing, evaluating and creating. [06]
- c) For any **two** of the objectives in 2 b), indicate the qualifying term, condition statement and performance term. [06]
-

3. During chemistry lessons at senior secondary school level, pupils are expected to conduct 'experiments' as part of the learning process.
- a) What is an experiment? [02]
  - b) Distinguish between an illustrative experiment and investigative experiment, giving an example of each. [04]
  - c) Justify why the use of investigative experiments is encouraged during chemistry lessons. [02]
  - d) Discuss the benefits of engaging pupils in experiment activities during chemistry lessons. [06]
  - e) Give an account of how you would teach a topic of your choice in chemistry using an investigative experimental approach. [06]
- 
- 4.
- a) Distinguish between a scheme of work and a record of work. [02]
  - b) When should a teacher of science prepare a record of work? Justify your answer. [02]
  - c) Explain three demerits of lesson planning. [06]
  - d) Some experienced teachers of science advice new teachers not to plan their lessons on some of the topics. Explain why following that advice may be dangerous to any teacher of science. [08]
- 
5. A teacher of chemistry is expected to plan lessons in all the three domains of learning. Discuss with examples to demonstrate how you can plan a chemistry lesson of your choice in each of the following domains:
- a) Cognitive. [08]
  - b) Psychomotor. [06]
  - c) Affective. [06]
- 
6. Effective teachers display certain characteristics, while ineffective ones make the same mistakes repeatedly. Evaluate some of the things more effective teachers tend to do right and less effective teachers tend to do wrong. [20]

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**2017/2018 ACADEMIC YEAR FINAL EXAMINATIONS**  
**MSE 3060: CHEMISTRY TEACHING METHODS**

**Time: Three (3) Hours**

**Marks: 100**

**INFORMATION**

1. The question paper has **six** questions
2. Each question carries a maximum of **twenty** marks
3. Mark allocation is shown in brackets[ ]

**INSTRUCTIONS**

- Answer question **one**
- And any other **four** questions

- 
1. In effective chemistry teaching, it is important to have a balance between high and low order behavioural objectives and above all to sequence the instructions appropriately.
    - a. The Anagram in Table 1 shows some terms used in Chemistry. Choose a particular category, either (w) or (x), and spell the terms correctly. [06]
    - b. Write **two** behavioural objectives that would be appropriate to be classified under the knowledge domain as *conceptual* and under the cognitive process dimension as *analyzing* (use any of the words you have just rewritten, from the column of your choice, for this classification). [04]

*Table 1: Anagram with scrambled words*

(w)	(x)
rhptmaoeic	reeccollytti
sociiitonads	hdctaeo
kilala	locoeeeirmttv

- c. Sequence the passage in the most logical teachable order. [05]
    - i. *It ionizes a little to give  $H^+H^+$  ions and  $OH^-OH^-$  ions:  $H_2O(l) \rightleftharpoons H^+(aq) + OH^-(aq)$   $H_2O(l) \rightleftharpoons H^+(aq) + OH^-(aq)$*
    - ii. *When there is more than one type of anions and cation present, preferential discharge will be carried out.*
    - iii. *The selection of ions for preferential discharge will be dependent on the position of the ions in the reactivity/electrochemical series, the concentration of ions and the types of electrodes.*
    - iv. *Aqueous compounds are mixtures of two electrolytes – the compound and water.*
    - v. *Water is a weak electrolyte.*
  - d. What sequencing scheme is appropriate for aiding you in sequencing the instructions in 1 (c) above? [02]
  - e. Justify your answer in 1(d). [03]
-

2. A chemistry syllabus is a vital document in the facilitation of effective chemistry teaching. [02]
- a. What do you understand by the term syllabus? [02]
- b. Outline any four essential components that should be in a comprehensive chemistry syllabus. [04]
- c. The following is an excerpt from the revised Zambian chemistry syllabus.
- (i) Assign the missing headings as appropriate by filling in the gaps shown by dots in columns c(i)u, c(i)v, c(i)w, c(i)x, c(i)y, and c(i)z.

c(i)u .....	c(i)v .....	c(i)w .....	CONTENT		
			c(i)x .....	c(i)y .....	c(i)z .....
11.5 ACIDS, BASES AND SALTS	11.5.1 Characteristic properties of acids and bases	11.5.1.1 Describe acids, bases or alkalis in terms of ions they contain or produce in aqueous solution.	<ul style="list-style-type: none"> <li>Acid as compound that produces hydrogen ions as the only positively charged ions in aqueous solutions, Base generally as an oxide or hydroxide of a metal including ammonium hydroxide.</li> </ul>	<ul style="list-style-type: none"> <li><b>Identifying</b> acids and bases.</li> <li><b>Investigating</b> the acidity and alkalinity of substances in everyday life</li> </ul>	<ul style="list-style-type: none"> <li><b>Applying</b> the uses of acids and bases</li> </ul> <p style="text-align: right;">[06]</p>

- (ii) Write **two** higher order objectives for this topic and two sources of low cost teaching materials that can be readily obtained from the local environment for teaching the same topic. [04]
- (iii) What rationale can you give for including this topic in the chemistry syllabus? [04]

3. Assessment is the process of objectively understanding the state or condition of a thing, by observation and measurement. Assessment of teaching means taking a measure of its effectiveness.
- a. In each of the following, explain the type of assessment being done.
- (i) Giving an end of year chemistry theory examination to learners in your secondary school. [02]
- (ii) Administering a chemistry test to grade 11 pupils on gas laws and electrochemistry in week 2 of the first term; assume the teacher has already taught the mentioned topics. [02]
- (iii) Asking learners four questions about polymers as a way of summarizing the work done on a particular day. [02]
- b. (i) Construct a multiple choice question on graphite. [02]
- (ii) Explain **four** guidelines you considered when constructing the question above. [08]
- (iii) Explain **four** ways in which lesson planning by a teacher of chemistry can indirectly help pupils to master the concepts being taught before any assessment is done. [04]

4. Generate rules that can be displayed in a chemistry laboratory. In the rules, clearly explain the following:
- a. How to store chemicals; [03]
  - b. How to dilute acids; [02]
  - c. How to carry out experiments involving obnoxious gases; [02]
  - d. Dress code; [02]
  - e. General conduct and guidelines for pupils whilst they are in the laboratory. [10]
- 
5. a. Describe any **three** software that are already being, or have the potential to be, used in learning and teaching of chemistry. [12]
- b. Describe the pros and cons of technology in the science classroom. [08]
- 
6. Teachers of chemistry are expected to use various types of teaching aids during lessons.
- a. What is teaching aid? [02]
  - b. Discuss the value of using teaching aids during chemistry lessons. [10]
  - c. Identify **three** challenges of using teaching aids during chemistry lessons and explain how you can minimize each one of them. [06]
  - d. Describe **two** ways you can use teaching aids in the teaching of organic chemistry. [02]
- 

**End of Examination**

# THE UNIVERSITY OF ZAMBIA

## 2017/18 ACADEMIC YEAR UNIVERSITY EXAMINATIONS

### MSE9040: Advanced Biology Teaching Methods

**Time: Three hours**

**Marks: 100**

**Information:**

1. There are **seven** questions in this paper.
2. Each question has a maximum possible mark of 20.
3. The intended marks for part of the question are shown in brackets [ ].

**Instructions:**

1. Attempt question **one** and
2. Any other **four** questions.

.....

① Practical activities such as experiments and the practical examination are vital in the teaching and learning of Biology at senior secondary school level.

- a) Discuss three roles played by practical work during biology lessons. [06]
  - b) The biology practical examination requires candidates to make drawings of specimens provided during the examination.
    - i. Describe four qualities of a drawing they are expected to make. [04]
    - ii. Explain how the drawing is expected to be labeled. [03]
  - c) Indication of magnification in any biological drawing is important.
    - i. Describe clearly how you would go about to determine the magnification of a drawing including how to indicate it. [05]
    - ii. What unit is used for magnification? Why? [05]
- .....

2. You have been appointed a head of science department at St. Christopher Secondary in one of the districts in Zambia.

- a) Give three duties you are expected to perform as a head of the science department. [03]
  - b) Discuss six good practices that will enable you to run your science department effectively. [12]
  - c) Describe three issues that you need to take into consideration when assigning responsibilities to other teachers in your department. [03]
  - d) Explain one benefit and one weakness of decentralized system of managing a science department. [02]
- 

3. Biology teachers need support within and outside the school to enable them teach effectively.

- a) Give an account of how the Examination Council of Zambia provides support to teachers of biology in secondary schools. [06]
  - b) Teachers of biology are encouraged to be members of the Zambia Association of Science Education. Justify the value of this. [06]
  - c) Engaging in continuing professional development (CPD) by teachers of biology is important.
    - i. Why should a graduate biology teacher engage in CPD? [02]
    - ii. Identify three avenues for CPD available to a teacher of biology within a school. [03]
  - d) Explain three ways pupils can provide support to a biology teacher. [03]
-

④ It is claimed that “the success of biology can be achieved by maximum participation of the learners” (CDC, 2013: ix).

- a) Explain what is meant by *active learning*? [02]
- b) Why should pupils be involved during biology lessons? [03]
- c) Discuss six strategies you can employ to ensure that pupils participate actively during your biology lessons. [12]
- d) Describe three challenges you may encounter in encouraging pupil participation during biology lessons. [03]

.....

5. The biology examination at the end of senior secondary school have been described as “*a necessary-evil*”.

- a) Justify why it is said to be necessary. [05]
- b) Justify why it is considered to be evil. [05]
- c) The performance of pupils in biology examinations at the end of grade 12 has **not been** good in some schools. Discuss five issues which may have contributed to the situation described above. [05]
- d) Discuss five steps you can take to reverse the situation described in (c ) above. [05]

.....

⑥ Pupils in a particular biology class vary in the way they learn. Discuss strategies you can use to ensure that your biology lessons appeal or capture the wide range of individual learning styles . [20]

.....

7. Both boys and girls should be given an opportunity to learn biology at senior secondary school level.
- a) Give three justifications as to why girls should be encouraged to learn biology. [03]
  - b) It has been claimed that some teachers of biology contribute to none or low participation of girls during their lessons. Discuss ways they contribute to this situation. [10]
  - c) Given a chance to teach biology to mixed sex class grade 11 class, discuss steps you will take to ensure that girls participate as boys do during your biology lessons. [07]

**END OF THE EXAMINATION**

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

2017/8 ACADEMIC YEAR EXAMINATIONS

PEM 2061: INNOVATION IN TEACHER EDUCATION

TIME: THREE HOURS

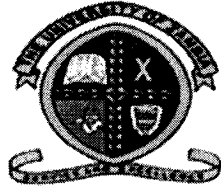
TOTAL MARKS: 100

INSTRUCTIONS:

1. Read the instructions carefully before you start answering questions.
  2. There are six questions in this examination paper. Answer **four** questions only. Each question is worth 25 marks.
  3. Credit will be given for orderly presentation of work.
- 

QUESTIONS

1. Discuss five roles of a teacher which you deem to be important giving reasons for your choice.
2. According to the psychologist Lev Vygotsky (1978), the way children learn is by internalising the activities, habits, vocabulary and ideas of the members of the community in which they grow up. Discuss!
3. Discuss 'being strategic' in the context of the 'Nature of children's learning'.
4. Describe five ways in which cognitive factors interact with environmental factors.
5. Hargreaves and Fullan developed 12 guidelines for action consistent with this new conception of "interactive professionalism": state and discuss five of them.
6. Describe social participation in the context of how children learn.



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

**PEM 3122: INTRODUCTION TO MONITORING AND EVALUATION IN EDUCATION  
2017/2018 ACADEMIC YEAR FINAL EXAMINATIONS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

- a) Attempt any **three** (3) from the given nine questions.
  - b) Each question carries 20 marks.
  - c) You are required to read through all the questions carefully before selecting which ones to attempt.
  - d) Do not cut words at the end of the line.
  - e) There are TWO (2) printed pages in this examination.
- 
1. What is Monitoring and Evaluation? Using relevant illustrations, discuss how Monitoring and Evaluation is practised by a Teacher in the classroom.
  2. Identify and explain five key reasons for funders or sponsors to allocate resources to monitoring and evaluation in education.
  3. Monitoring and Evaluation is indispensable in all organisations including institutions of learning. Describe the various Monitoring and Evaluation roles that the Head and Deputy Head in a school play in trying to ensure quality delivery of education.
  4. Monitoring and Evaluation in education uses both qualitative and quantitative methods to measure the success and impact of the projects. However,

economists and statisticians adapt a one sided method (quantitative) to analyse the results.

- a) Critically discuss the advantages of employing both qualitative and quantitative methods to measure the success and impact of projects.
  - b) Identify and discuss the potential dangers of a one sided Monitoring and Evaluation system.
5. Discuss the major challenges in Monitoring and Evaluation in the education sector in Zambia.
  6. Explain why the Zambia Read to Succeed (RTS) Project under the USAID-funded project has failed in some schools, whereas others it has recorded a success story. What advice would you give to the schools that failed to sustain the project so as to revive and sustain it?
  7. Highlight the Internal and External Evaluators of Monitoring and Evaluation in Zambian schools and discuss the challenges that they face in executing their duties.
  8. Discuss with the aid of examples, why objectives in education need to be SMART.
  9. Using relevant illustrations from the education sector, distinguish between formative and summative evaluation methods.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION - INSTITUTE OF DISTANCE EDUCATION**  
**2018 ACADEMIC YEAR FINAL EXAMINATIONS**  
**COURSE PES 2040 – KINESIOLOGY of PHYSICAL EDUCATION AND SPORT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

1. Carefully read the instructions before attempting any of the questions.
2. Answer **all** questions in section **A** and **B**
3. Answer any **three (3)** out of the four (4) in section **C**

**SECTION A**

**ANSWER ALL QUESTIONS**

1. Along with the nervous system, which other system controls the internal environment. (homeostasis)  
a) Muscular                      b) respiratory                      c) endocrine                      d) digestive
2. The peripheral nervous system consists of the brain and spinal cord.  
a) TRUE                      b) FALSE
3. Afferent fibers are fibers that transmit impulses from receptors to the CNS  
a) True                      b) False
4. Skeletal muscles are innervated by neurons in the motor division.  
a) True                      b) False
5. Glands are innervated by the somatic motor system  
a) True                      b) False
6. The dendrites are the receptive regions of the neuron  
a) True                      b) false
7. The human body contains over \_\_\_ voluntary skeletal muscles.  
a) 500                      b) 300                      c) 400                      d) 600
8. What percent of all skeletal muscles constitute the total weight of the human body  
a) 30 to 40                      b) 20 to 30                      c) 40 to 50                      d) 50 to 60
9. Why is warming up before exercise important?  
a) It improves flexibility    b) It improves heart rate    c) It decreases the removal of lactic acid  
d) It slows adrenaline release
10. Why is a cool down important after exercise?  
a) To raise resting Heart Rate    b) To improve speed    c) To make muscular contractions stronger  
d) To speed up the removal of lactic acid

**SECTION B**

**ANSWER ALL QUESTIONS**

1. Give four functions of the skeletal system. 4 marks
2. Give any four responses of the muscular system to exercise. 4 marks
3. Outline four functions of blood. 4 marks
4. List 4 common sports injuries and the respective sports in which they are most likely to occur. 4 marks

5. List the four dimensions of wellness or health. 4 marks

### **SECTION C**

#### **ANSWER ANY THREE (3) OUT OF THE FOUR (4)**

1. Discuss the relationship between distribution of muscle fibre type and performance of an athlete. 10 marks
2. Briefly discuss the functionality of the digestive system. 10 marks
3. Argue the relevance of the endocrine system. 10 marks
4. Explain the importance of good nutrition for an athlete detailing the composition of a balanced diet, the nutritional value and the ailments that lack of specific components would entail. 10 marks

Total 60 marks

- **END OF EXAMINATION** -



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF RELIGIOUS STUDIES**

**2018 FINAL EXAMINATIONS**

**RES 1010 : INTRODUCTION TO WORLD RELIGIONS**

**Duration : Three hours**

**Instructions:**

- There are six questions in this paper.
  - You should only attempt (3) three.
  - All questions carry equal marks.
  - Write clearly and precisely.
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1. Discuss the three theories of the origins of religion indicated below.
  - a) Mana theory
  - b) Animistic theory
  - c) Wish-fulfillment theory
  
2. Is it reasonable to study Religious Studies despite having Religious institutions in Zambia?  
Discuss.
  
3. Compare and contrast the eschatological beliefs of Zoroastrianism and Christianity.

4. a) Hindu philosophers argue that their religion is monotheistic even though it has 333 Million gods. How valid is this argument as far as Hindus are concerned?  
  
b) With reference to Karma, Reincarnation and Moksha, explain why Shiva is more important than Vishnu.
5. Using any ethnic group of your choice, explain the common five (5) elements that can be used to describe African Indigenous Religions.
6. a) Discuss the teachings of the Quran on women.  
b) Do you think women are fairly treated in Islam? Debate with relevant examples.

***END OF EXAMINAION***

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF RELIGIOUS STUDIES**  
**2017/18 ACADEMIC YEAR DEFERRED EXAMINATIONS**

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**RES 2010: INDIGENOUS RELIGIONS IN SOUTHERN AFRICA**

**TIME: THREE (3) HOURS**

**MARKS: 100**

**INSTRUCTIONS:** Answer three questions only. Carefully read through the questions and digest before attempting to answer. Concise and coherent synthesis is encouraged in your essays.

**Question 1**

Using Mbiti's ideas on what constitutes a religion, describe what could be deemed as African Indigenous Religion with specific reference to any Zambian ethnic group of your choice.

**Question 2**

Identify and explain the main challenges one is expected to encounter in the study of African Indigenous religion in Contemporary Zambian society.

**Question 3**

Show how African Indigenous Religion can be a resource for Zambia's developmental agenda.

**Question 4**

Imagine your head teacher is contemplating on removing Zambian Traditional Religion from the Religious Education syllabus at your school and asked for your advice before the action is taken. Develop an essay explaining the value of teaching and learning African Indigenous Religions in our schools today.

**Question 5**

Describe any traditional ceremony of your choice and show its religious significance from an African Indigenous Religion's perspective.

**Question 6**

Debate the claim that the Bantu speaking people only developed their religion because of the migration.

**Question 7**

You have been invited to give a public lecture on 'Myths: An explanatory tool in African Indigenous worldview.' Develop an essay highlighting the significance of myths in African Indigenous Religion.

**Question 8**

Discuss the argument that 'there is no difference between hunting spirits and territorial spirits'.

**Question 9**

Explain how the notion of God developed in African Spirituality.

*Best Wishes*

**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2017/18 ACADEMIC YEAR  
FINAL EXAMINATIONS**

**RES 3010: RELIGIOUS CONVERSION AND ITS IMPACT IN AFRICA**

**TIME: THREE HOURS**

**Instructions:**

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

1. a) According to Horton, what is the main factor in African conversion and why?  
b) What evidence does Richard Gray bring out in his objection that Christianity and Islam were not merely catalysts in African religious conversion?
2. Explain clearly the new theoretical framework within which to interpret religious change as provided by Wim Van Binsbergen.
3. Egypt was invaded by Arabs under Amr ibn al In 640 AD. Explain clearly how the Muslims converted the Christians and Jews under the “Covenant of Omar”.
4. Give an analysis of the commonalities among the scholars who criticized the Intellectualist Theory of African Conversion.
5. With examples, relate the current situation in Zambia to that of the early Christian and Muslim strategies used to convert the Africans to their religions.

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

*DEPARTMENT OF RELIGIOUS STUDIES*

2015/2016 ACADEMIC YEAR FINAL EXAMINATIONS

RES 3020: SCRIPTURES OF WORLD RELIGIONS

TIME: THREE (3) HOURS

MARKS: 100

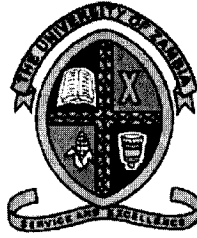
INSTRUCTIONS:

- All questions carry equal marks.
  - Answer **question one (1)** and **any other two (2)** questions.
  - Marks will be awarded to your work on the basis of coherence, depth, clarity, synthesis and legibility of handwriting.
- 

1. a) What is scripture?  
b) Discuss the value/importance of scriptures to religious practice.
2. a) Trace the origin and development of the concept of scripture.  
b) Why is scripture said to be a complex religious phenomenon?
3. a) Differentiate between the confessional approach and the scientific approach to the study and interpretation of sacred scriptures.  
b) Explain how the following scientific techniques can be utilised to enable accurate interpretation of scripture under the scientific approach:
  - i) the Four Rules of interpretation
  - ii) the Human Sciences
  - iii) the complex context of composition of sacred texts
  - iv) Phenomenology
4. a) Distinguish African scriptures from scriptures of other world religions.  
b) Why should scriptures of African Traditional Religion (s) ATRs be perceived as scriptures in their own right?

5. a) Why is each stage of Israel's salvation history significant to the study and interpretation of Jewish scriptures?  
b) Give an account of how the *Yahwist* and the *Elohists Traditions* have influenced the books of the Torah.
6. a) Compare and contrast the canonisation processes of the Christian New Testament and the Islamic Koran.  
b) Between the two scriptural canonisation processes highlighted above, which one is more *credible* and *why*?
7. Give a detailed account of the main *Hindu scriptures*.
8. Give an overview of Buddhist scriptures paying particular attention to their perplexing variety.

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



UNIVERSITY OF ZAMBIA  
INSTITUTE OF DISTANCE EDUCATION  
2017/2018 ACADEMIC YEAR EXAMINATION

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**COURSE:** RES 4010 – RESEARCH METHODS IN RELIGIOUS STUDIES **TIME:** THREE (3) HOURS **MARKS:**100

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**INSTRUCTIONS:** ANSWER THREE (3) QUESTIONS ONLY

- a) Note that question one (1) is compulsory
- b) Read the questions carefully before attempting to answer.

**QUESTION 1**

1. In this course (RES 4010), you were expected to present your research undertakings in a document here in referred to as a *research report*. Using the ideas from your research report, write the *title* of your research and an *abstract* of the work you did, outlining clearly the different sections constituted in the latter.

**QUESTION 2**

2. Imagine you have been tasked to prepare a presentation on *Literature Review* for a group of students enrolled in the course on research, what content would you include in your lecture, what would be your justification for the selected content, what other subject matter would you warn them about *Literature Review*?

**QUESTION 3**

3. What are *ethical considerations* in research? In what sections of your research report do you present them? *Identify* and *explain* at least six (6) specific 'ethical considerations' that you included in your final report?

**QUESTION 4**

4. What is Ethnography? How would you conduct an ethnographic study in Religion?

**QUESTION 5**

5. With the aid of examples from the research you did, *clearly describe* and *account* in more details how you conducted your *qualitative data analysis*?

**QUESTION 6**

6. What is *probability* and *non-probability sampling* in research? Discuss their relevance to qualitative research studies.

**QUESTION 7**

7. What is a *theory*, why does it matter in research, and how can you apply it in a research project on the 'burial rite in Hinduism'?

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
2017/18 ACADEMIC YEAR  
FINAL EXAMINATIONS**

**RES 9075: RELIGION AND ENVIRONMENT**

**TIME: THREE HOURS**

**Instructions:**

- ✓ All questions carry equal marks.
  - ✓ Answer only **three (3)** questions
  - ✓ Marks will be awarded on the basis of coherence, depth, clarity, synthesis and legibility of handwriting.
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1. a) Critique the concept of ecological religion.  
b) Discuss the importance of the study of religion and environment.
2. Write an essay entitled, 'Islamic perspective on environmental protection'.
3. With reference to any ethnic group of your choice, discuss the roles of African Traditional Religion/s (ATR) in natural resources management in Zambia.
4. Compare and contrast Christian and Jewish teachings on nature.
5. Discuss the Jewish teachings on environmental justice.
6. Discuss the main Hindu environmental teachings.

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

**THE UNIVERSITY OF ZAMBIA**

**DEPARTMENT OF RELIGIOUS STUDIES**

**2017/2018 ACADEMIC YEAR EXAMINATION**

**ZCC 2110-DEVELOPMENT THROUGH ZAMBIAN CULTURES AND CEREMONIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- a) Answer only three (3) questions from the given Nine (9) questions.**
- b) Each question carries 20 marks.**
- c) You are required to read through all questions carefully before selecting which ones to attempt.**
- d) Write legibly and do not cut words at the end of each line.**
- e) There is only one (1) page in this examination.**

- .....
1. Identify and discuss the four (4) universal societal needs that all cultures must satisfy analyse the universal patterns that emerge to satisfy these needs.
  2. With practical examples explain why the Private Sector should embrace the Zambian cultures if they are to contribute meaningfully to the country's development agenda.
  3. Analyse the roles that Radio Phoenix and Mukuni Community Radio Stations play in promoting culture in Zambia. In your discussion highlight the target age groups of the radio stations and what they teach.
  4. Using practical examples and from your experiences as an educator, discuss how education and culture affect each other in the learning process.
  5. With the aid of clear examples, discuss the influence of mass media on cultural diffusion and development in Zambia.
  6. Outline the drivers of cultural innovation and explain the influence of culture on the innovativeness of local and international business organisations in Zambia.
  7. Identify at least three (3) Government institutions for culture and critically evaluate their roles in promoting tourism and cultural development in Zambia.
  8. Traditional Leadership and Authority may no longer be relevant in today's modern Zambia as it used to be 50 years ago. Discuss.
  9. On the basis of your experiences and observations from the cultural traditional ceremony you attended, analyse how culture can contribute to the unification and development of Zambia.

**END OF EXAMINATION**