

THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

2012/13 SECOND SEMESTER

1. CVE111- INTRODUCTION TO CIVIC EDUCATION
2. CVE112- INTRODUCTION TO GOVERNANCE
3. CVE211- INTRODUCTION TO CONSTITUTION AND HUMAN RIGHTS STUDIES
4. CVE212- INTRODUCTION TO PEACE AND CONFLICT STUDIES
5. CVE221- INTRODUCTION TO POPULATION AND ENVIRONMENTAL ISSUES
6. CVE222- CITIZENSHIP EDUCATION
7. CVE322- ADVANCED CONSTITUTION AND HUMAN RIGHTS
8. CVE422- CORE VALUES AND PRINCIPLES OF DEMOCRACY
9. CVE432- THEMES IN DEVELOPMENT STUDIES
- 10.DSS211- SPORTS FOR CHILDREN AND THE PHYSICALLY CHALLENGED
- 11.DSS221- SPORTS DEVELOPMENT AND ORGANISATION
- 12.DSS262- BASKETBALL
- 13.EAP111- THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA
- 14.EAP112- THE ROLE OF EDUCATION IN DEVELOPMENT
- 15.EAP132- ISSUES IN EARLY CHILDHOOD AND PRIMARY EDUCATION
- 16.EAP912- EDUCATIONAL ADMINISTRATION AND MANAGEMENT
- 17.EAP965- INTRODUCTION TO GENDER ISSUES IN EDUCATION
- 18.EED111- INTRODUCTION TO ENVIRONMENTAL EDUCATION
- 19.EED112- INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL EDUACTION
- 20.EED222- GENDER AND CLIMATE CHANGE
- 21.EED242- ENVIRONMENTAL JOURNALISM
- 22.EED362- TEACHING AND LEARNING TECHNIQUES IN ENVIRONMENTAL
EDUCATION
- 23.EED472- ENVIRONMENTAL LAW
- 24.EED482- CONTEMPORARY ISSUES IN ENVIRONMENTAL EDUCATION WITH
REFERENCE TO ZAMBIA

THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

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REFERENCE TO ZAMBIA

- 25.EPS112/212- EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION
- 26.EPS131- SOCIOLOGY OF EDUCATION
- 27.EPS152- SPECIAL EDUCATION NEEDS
- 28.EPS212/112- EDUCATIONAL SPYCHOLOGY
- 29.EPS231- SOCIOLOGY OF EDUCATION
- 30.EPS251- TEACHING CHILDREN WITH DEVELOPMENTAL DISABILITIES
- 31.EPS252- TEACHING CHILDREN WITH SPECIFIC LEARNING DISABILITIES
- 32.EPS261- CHILD NEUROPSYCHOLOGY
- 33.EPS332- LEARNING PROCESSES; A SOCIOLOGICAL PERSPECTIVE
- 34.EPS342- WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES
- 35.EPS352- CLASSROOM ORGANISATION AND MANAGEMENT IN SPECIAL EDUCATION
- 36.EPS371- TEACHING CHILDREN WITH PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS
- 37.EPS372- TEACHING CHILDREN WITH HEARING IMPAIRMENT
- 38.EPS462- TEACHING CHILDREN WITH INTERLECTUAL DISABILITIES
- 39.EPS471- COUNSELLING IN CHILD DISABILITY
- 40.ISE132- BASICS OF ART
- 41.ISE192- UNIVERSALS IN MUSIC
- 42.ISE202- MUSIC EDUCATION
- 43.ISE221- HOME ECONOMICS TEACHING METHODS
- 44.ISE242- ART TEACHING METHODS
- 45.IES271- CLOTHING AND TEXTILE SCIENCE
- 46.ISE319- PRIMARY SCHOOL CURRICULUM DEVELOPMENT
- 47.ISE381- SPECIAL TOPICS IN SOCIAL STUDIES
- 48.ISE392- MUSIC(S) OF THE EAST
- 49.LSE231- THEORIES AND APPROACHES OF SECOND LANGUAGE TEACHING AND LEARNING
- 50.LSE232- ENGLISH TAECHING METHODS
- 51.LSE292- ADVANCED PRIMARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS
- 52.LSE302- CIVIC EDUCATION TEACHING METHODS

- 53.LSE312- GEOGRAPHY TEACHING METHODS
- 54.LSE332- ENGLISH TEACHING METHODS
- 55.LSE352- HISTORY TEACHING METHODS
- 56.LSE905- CURRICULUM FOUNDATIONS AND PRINCIPLES
- 57.LSE/RSE292- PRIMARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS
- 58.LSE/RSE392- INTRODUCTION TO RELIGIOUS EDUCATION TEACHING
- 59.MSE342/352/362- BIOLOGY, CHEMISTRY AND PHYSICS TEACHING METHODS
- 60.MSE932- MATHEMATICS EDUCATION
- 61.PEM1011- STUDY AND COMMUNICATION SKILLS
- 62.PEM2061- INNOVATION IN TEACHER EDUCATION
- 63.PEM3101- CROSS CUTTING ISSUES
- 64.PEM3111- POLICY ISSUES AND EDUCATION STUDIES
- 65.3122- MONITORING AND EVALUATION
- 66.PEM3139- APPLIED RESEARCH
- 67.RS202- BELIEFS AND PRACTICES OF AFRICAN TRADITIONAL RELIGIONS IN SOUTHERN AFRICA
- 68.RS311- THEORIES OF RELIGIOUS CHANGE
- 69.RS312- THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA
- 70.RS335- SCRIPTURES OF WORLD RELIGIONS

The University of Zambia

School of Education

Department of Language and Social Sciences Education

CVE 111- Introduction to Civic Education

Distance Students - Final Examinations 2012/2013 Academic Year

Instructions: Answer **Question One (1)** and any other **two (2)** questions in this paper.

Duration: 3 Hours

1. The definition of Civic Education is always a contestable matter. Comment.
[40 Marks]
2. Discuss the major components of Civic Education. [30 Marks]
3. Civic Education and Citizenship Education are synonymous. Discuss. [30 Marks]
4. Examine the importance of Civic Education in the development of a democratic culture in Zambia. [30 Marks]
5. Civic Education is a catalyst for social development. Comment. [30 Marks]

End of Examination(s)

Good Luck!

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

2012/13 ACADEMIC YEAR FINAL EXAMINATIONS

CVE112: INTRODUCTION TO GOVERNANCE

(FULL TIME AND DISTANCE)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION NO.1 AND ANY OTHER TWO QUESTIONS

-
- 1: Is governance a measurable attribute? Using the **CPIA** and **Governance Matters** frameworks, explain how you would determine the goodness of governance of a country.
 - 2: Compare and contrast governance in the pre-colonial and colonial Zambian societies.
 - 3: Explore Civic Education and show how it influences governance in Zambia.
 - 4: Critically examine governance in Zambia from 24th October 1964 to the year 2013.
 - 5: Explore civil society and explain the three roles civil society plays in governance
 - 6: What are NGOs? What do you think are the strengths and weaknesses of NGOs?

END OF EXAMINATIONS

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

2012/13 ACADEMIC YEAR DISTANCE EXAMINATIONS

CVE211: INTRODUCTION TO CONSTITUTION AND HUMAN RIGHTS STUDIES.

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION NO.1 AND ANY OTHER TWO QUESTIONS

- Question 1: Highlight the problems that have been encountered in the constitution making processes in Zambia from 1964 to 2013.
- Question 2: Describe and critically examine the role of Zambia Human Rights Commission.
- Question 3: Explore constitutionalism and highlight the various stages of the Constitution making process.
- Question 4: From 1964 to date amendments to the constitution in Zambia have always resulted in the Violation of human rights. Discuss.
- Question 5: The Constitution and Human Rights Commission are irrelevant in Zambia. Discuss.
- Question 6: critically examine the role played by Political parties and other civil society organizations in the constitution making process in Zambia.
- Question 7: Is it true that the Constituent Assembly could have been a better method of adopting the constitution than the National constitution conference(NCC) ?

END OF EXAMINATIONS

The University of Zambia

School of Education

Department of Language and Social Sciences Education

CVE 212- Introduction to Peace and Conflict Studies

Full time and Distance Students - Final Examinations 2012/2013 Academic Year

Instructions: Answer **Question One (1)** and any other **two (2)** questions in this paper.

Duration: 3 Hours

1. Peace has been conceptualised in a way that add to and transcend existing definitions. In the light of this statement discuss the various forms of peace. [40 Marks]
2. Discuss key issues that have remained controversial in the legal and practical distinctions among the various missions of peace. [30 Marks]
3. Conflict by one of the many definitions is an intrinsic and inevitable part of human existence. Comment. [30 Marks]
4. Critically examine any two (2) sources of social conflict. [30 Marks]
5. Discuss the major challenges to peace and conflict studies. [30 Marks]
6. Examine the relevance of peace and conflict studies in the Zambian Education System. [30 Marks]

End of Examination(s)

Good Luck!

The University of Zambia

School of Education

Department of Language and Social Sciences Education

Deferred Examinations 2012/2013 Academic Year

CVE 212- Introduction to Peace and Conflict Studies

Instructions: Answer Question One (1) and any other two (2) questions in this paper

Duration: 3 Hours

1. Discuss the relationship between peace and conflict. [40 Marks]
2. Examine different interpretations of peace.[30 Marks]
3. With clear examples explain why conflict is a contested matter.[30 Marks]
4. Examine the relevance of peace and conflict studies.[30 Marks]

End of Examination(s)

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

2012/13 ACADEMIC YEAR EXAMINATION

CVE 221: INTRODUCTION TO POPULATION AND ENVIRONMENTAL ISSUES

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer **Question one** and any **other two** from the given questions. All the answers must be written in the answer booklet(s) provided. Credit will be given for the use of relevant examples and clarity.

1. Write short explanatory notes on each of the following:
 - (a) Challenges of conducting a census in Zambia
 - (b) Water pollution
 - (c) Keep Zambia Clean and Health campaign
 - (d) Population dynamics **(20 marks)**
2. Explain the effects of the major environmental problems that are manifested in major cities of Zambia? **(15 marks)**
3. A nation's population is both an *agent* for, and beneficiary of, development. Discuss **(15 marks)**
4. For any **two** of the following, explain the causes, effects and sustainable measures that can be taken to reduce their impacts on the environment
 - (a) Air pollution
 - (b) E-waste
 - (c) Flash floods **(15 marks)**
5. Population growth rates are high where poverty is most severe. Discuss **(15 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

SECOND SEMESTER EXAMINATIONS

AUGUST/SEPTEMBER, 2013 FULLTIME, DISTANCE AND PARALLEL
EXAMINATIONS

CVE 222: CITIZENSHIP EDUCATION

INSTRUCTIONS TO CANDIDATES

- ANSWER THREE QUESTIONS ONLY
- ALL QUESTIONS CARRY EQUAL MARKS.
- TIME ALLOWED IS THREE (3) HOURS.

1. (a) Define Citizenship and Citizenship Education. (b) Explain in detail the four domains of Citizenship.
2. Identify and explain the four periods of Civic Education in Canada
3. What are the four elements of Citizenship Education? Which one of the four do you think is the most important and why?
4. How did the concept of Supranational Citizenship come into being? Explain the two types of Supranational Citizenship and their benefits.
5. What is dual Citizenship? Do you support this or not? Give reasons for your answer.

END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
CIVIC EDUCATION SECTION

SECOND SEMESTER EXAMINATIONS

DISTANCE EDUCATION/ FULL TIME

AUGUST /SEPTEMBER 2013

CVE 322: ADVANCED CONSTITUTION AND HUMAN RIGHTS

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS

ANSWER QUESTION ONE (1) FOR (40 MARKS) AND ANY OTHER TWO (2) QUESTIONS FROM THE QUESTIONS BELOW

1. Explore Constitutionalism highlighting different types of constitutions.
2. Describe the Zambian Constitution and briefly comment on its importance to democratization process in Zambia.
3. Discuss the merits and demerits of a Unitary System of Government.
4. Define Human Rights. Briefly discuss Human Rights violations in Zambia from 1964 to 2013.
5. Discuss the characteristics of Human Rights.
6. Briefly discuss The First and Second Generation Rights.

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

2012/13 ACADEMIC YEAR FINAL EXAMINATIONS

CVE422: CORE VALUES AND PRINCIPLES OF DEMOCRACY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION NO.1 AND ANY OTHER TWO QUESTIONS

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1. Using the human rights approach explain democracy, democratization and development.
 2. Considering past and recent situations, in your view, is democratic government/governance attainable in developing countries like Zambia?
 3. Elections, in most cases, are indicators of existence of democracy. Discuss.
 4. A constitutional government is the foundation of democratic governance, Discuss.
 5. The multi-party democratic system in Zambia has been as undemocratic as the one party system. Discuss
 6. Explore globalization and show how it impacts on democracy and democratization
 7. Explain democratic consolidation and show why it is essential for democracy and Democratization
 8. Explore regime change in the light of democracy and democratization

END OF EXAMINATIONS



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
CIVIC EDUCATION SECTION

SECOND SEMESTER EXAMINATIONS

AUGUST/SEPTEMBER 2013

CVE 432: THEMES IN DEVELOPMENT STUDIES

TIME: 3 Hours

Marks: 100

INSTRUCTIONS:

ANSWER QUESTION **ONE (1)** FOR 40 MARKS AND ANY OTHER **TWO (2)** QUESTIONS FROM THE QUESTIONS BELOW.

1. Explore development and discuss elements in relation to poverty reduction and human rights.
2. With special reference to Zambia critically analyze the United Nations Millenium Development Goals (MDGs) with special reference to Zambia.
3. Explain the role of Non Governmental Organizations in development.
4. Discuss some of the arguments for and against Foreign Aid.
5. Discuss the link between Economic Development and Economic Growth.
6. Discuss briefly the objectives of development given by Todaro and Smith.

THE END

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
AUGUST/SEPTEMBER 2012 FINAL EXAMINATIONS
DSS 211 – SPORT FOR CHILDREN AND THE PHYSICALLY CHALLENGED
DURATION: 3 HOURS

INSTRUCTIONS:

- A. ANSWER THREE QUESTIONS IN THIS PAPER
- B. QUESTION ONE (1) IS COMPULSORY
- C. SELECT ANY OTHER TWO (2)

1. Participation in sport has a positive impact on children's physical, mental and social development. Discuss how you would help children that are differently abled appreciate sport and attain the three types of development mentioned above.
2. Explain in detail the aspects that are involved in the social development of children in sport.
3. Discuss in detail the aspects that are involved in the psychological development of children in sport.
4. Discuss the reasons why children participate in sport in relation to their physiological development.

GOOD LUCK!

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
AUGUST/SEPTEMBER 2012 FINAL EXAMINATIONS
DSS 221 – SPORTS DEVELOPMENT AND ORGANISATION
DURATION: 3 HOURS

INSTRUCTIONS:

- A. ANSWER **THREE** QUESTIONS IN THIS PAPER
- B. QUESTION **ONE (1)** IS **COMPULSORY**
- C. SELECT ANY OTHER **TWO (2)**

1. You are the District Sports Officer and you have been asked to draw up a programme for a basketball tournament for 20 clubs. All the clubs have both male and female teams. Show how the play-offs will be done if every team has to play all the others over two days. You have four courts for the whole tournament.
2. Explain in detail why pre-game meetings are important before each and every tournament.
3. Discuss in detail the aspects that are involved in sports development for children under 12 years of age.
4. Discuss the reasons why Zambia has challenges when it comes to sports development and organistaion for youths.

GOOD LUCK!

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
INSTITUTE OF DISTANCE EDUCATION
AUGUST/SEPTEMBER 2012 FINAL EXAMINATIONS
DSS 262 – BASKETBALL
DURATION: 3 HOURS

INSTRUCTIONS:

- A. ANSWER THREE QUESTIONS IN THIS PAPER
- B. QUESTION ONE (1) IS COMPULSORY
- C. SELECT ANY OTHER TWO (2)

1. Basketball is a team sport that is very popular among the youth. Discuss the history of Zambian basketball to date paying attention to the challenges and successes the sport has encountered.
2. Explain in detail the skills you would teach to a group of children aged between 8 to 12 years. Also give reasons why you would start with those skills.
3. Explain in detail how you would proceed to teach the three man weave in basketball to a team of beginners regardless of age.
4. Discuss the reasons why poor skills and technique training in basketball is difficult to correct at a later stage even when players are exposed to an excellent coach.

GOOD LUCK!



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

EAP111: THE ORIGINS AND DEVELOPMENT OF EDUCATION IN ZAMBIA

FIRST SEMESTER EXAMINATION AUGUST 2013.

(DISTANCE)

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer any three (3) questions 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. There are two (2) printed pages in this examination.

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- 1) Identify and discuss the main elements of traditional education, the extent to which any of these were conserved in the education system developed during the colonial period, and the nature of the loss incurred when traditional forms of education are replaced by the school system.
 - 2) Justify the view that traditional education can be a means to address the current unemployment levels being experienced in Zambia.
 - 3) It has been alleged that the formal education system in Zambia tends to show resistance to change and reform and to manifest a degree of isolation from national development objectives. Discuss this allegation in the light of the Zambian education reforms exercise from 1974 to 1977.
 - 4) Examine the extent to which the form in which formal education has been handed down to us arose from, and was maintained by the needs of the colonial society (and later of modern society)

- 5) Analyse the Phelps-stokes commission in terms of its report and recommendations.
- 6) Critically discuss the educational development in northern Rhodesia during the period 1890 to 1924. what corrective measures were put in place during the period 1924 to 1953 in order to improve the education provision?
- 7) There were huge differences between the Jomtien and Dakar conferences, not only because of the ten years of dramatic and turbulent changes in the world that lay between them but also because of the spirit surrounding each of them. Discuss.
- 8) Critically discuss the provision of education during the federal period between 1953 and 1963.
- 9) Discuss the factors that militate against achieving universal access and participation of primary education in Zambia by 2015. What strategies have been put in place to address them?

THE END OF THE EXAMINATION!!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2012/2013 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

EAP 112: THE ROLE OF EDUCATION IN DEVELOPMENT

(REGULAR AND PARALLEL)

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer any three (3) from the given nine (9) 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. There are two (2) printed pages in this examination

1. Discuss both the Benefits and Objections that have been levelled against Diversification of the Curriculum as a measure for Zambia's saturated labour market.
2. Define population dynamics. What are the implications of rapid population growth on the provision of education amid financial constraints? Propose the policy measures which have been put in place by the Zambian government to counter these implications.
3. Discuss the central role education plays in the achievement of the Millennium Development Goals. In your discussion, highlight the challenges the education system is facing in the attainment of Universal Primary education.
4. Discuss the roles that the Government and the Ministry of Education, Science, Vocational Training and Early Education are playing in the financing of education in Zambia. Giving practical examples, state how the financing of education affects the provision of quality education.
5. Analyse the concept of democracy through its various meanings and show how its efficiency has been criticised since Milton Friedman's time.
6. Analyse the historical developments that are alleged to have hampered equality in education provision in Zambia. To what extent has the government of the day tried to minimize these inequalities?

7. What constitutes modernization in the psychological realm? How can the school lead to the cultivation of modern values?
8. Critically discuss how quality assurance confers error prevention in education. Describe in detail, the elements that are understood to play a critical role in determining the quality of those that emerge from institutions of higher learning.
9. Analyse with examples the concept of Education with Production. What are the benefits and challenges of achieving education with production?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

SECOND SEMESTER EXAMINATIONS AUGUST, 2013.

(FULLTIME AND PARALLEL)

EAP 132: ISSUES IN EARLY CHILDHOOD AND PRIMARY EDUCATION

DURATION: THREE (3) HOURS

INSTRUCTIONS:

- a. Answer any **THREE** (3) from the given nine (9) 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. This examination has one printed page.

-
1. Give an outline of design features which are cardinal when preparing an effective Early Childhood Development Programme and discuss the importance of each feature.
 2. Critically discuss the main factors that act as hindrances to achievement of Education for All Goals. What policy measures can be put in place to counter these challenges?
 3. Discuss in detail how the educational ideas of Maria Montessori and Friedrich Froebel influenced the development of Early Childhood and Primary Education.
 4. Discuss the Principle of Ruralisation of the Curriculum. Suggest how this curriculum reform maybe applied in dealing with the challenge of unemployment.
 5. Discuss in detail the generic framework for the process of policy formulation. Develop a workplace policy for your school that can provide solutions to the challenges that HIV and AIDS have brought in the management of primary schools.
 6. Education is a human right and a fulfilling experience that helps girls and boys reach their full potential in society, and yet millions of children in Africa are still out of school. What would be the interventions and strategies to make these continue with school?
 7. Critically discuss why school community participation should be promoted in schools. How would this promote the sustenance of Early Childhood Education in various communities in Zambia?
 8. Provision of Early Childhood Education for children with disabilities is imperative. Justify this assertion and show how ECE can be made more responsive to these children in Zambia.
 9. Analyse the concept of 'context appropriate policy'. How would such policies facilitate development of Early Childhood and Primary Education?
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EAP 912: EDUCATIONAL ADMINISTRATION AND MANAGEMENT
2012/13 ACADEMIC YEAR
SECOND SEMESTER EXAMINATION
THURSDAY 29TH AUGUST, 2013.

DURATION: 3 HOURS

INSTRUCTIONS:

- a) Write your computer Number on all answer scripts.
- b) Answer any THREE (3) from the given nine (9) questions.
- c) All questions carry equal mark
- d) There is one (1) printed page in this examination.

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1. Why do schools exist? Define the concept of School Effectiveness and highlight some issues that may be faced by Teachers and Local Administrators in raising standards in schools.
 2. Discuss the complexity and dynamics of relationships in accordance with the process theory of motivation.
 3. Examine the arguments advanced for legitimate resistance to change and show the various adoption strategies that a proposed change might go through before it is finally adopted.
 4. Compare and contrast *The Educational Reforms: Proposals and Recommendations of 1977* and the *Ministry of Education Strategic Plan of 2003 to 2007*.
 5. What reasons have been advanced for the introduction of the Annual Performance Appraisal system? Show the significant differences between the operations of the Annual Confidential Forms and the Annual Performance Appraisal System.
 6. Critically discuss how the HIV and AIDS pandemic can affect the process of education and demonstrate how you would manage such effects at institutional level as a School Manager.
 7. Compare and contrast modern educational management and traditional management paradigm and highlight the new critical portfolio of leadership competences in Modern Educational Management.
 8. What scenarios that would influence you to employ the leadership styles that you have learned on this course. What leadership qualities would you look for in a candidate when you, as a leader, are requested to identify a person to head a newly opened school from among your staff?
 9. Critically discuss the purposes of policy in education and contextualise the policy situation in education in Zambia between 1890 and 1964

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

EAP 965: INTRODUCTION TO GENDER ISSUES IN EDUCATION

TIME: THREE [3] HOURS

2012/2013 ACADEMIC YEAR

AUGUST, 2013

INSTRUCTIONS:

- A. Answer any THREE [3] questions in this paper**
 - B. All questions must be answered on the sheets of paper PROVIDED**
 - C. This paper has ONE [1] printed page.**
 - D. All questions carry EQUAL marks.**
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1. Discuss the conservative approach as a feminist strategy to development. Show in practical terms how it is utilized in ensuring that gender equality is achieved.
2. Education is a fundamental human right which women, men, girls and boys alike must have access to. Discuss affirmative action policies to reduce trends of inequality and gender discrimination in Zambia.
3. Research can be seen as enquiry to contribute to discipline based knowledge. Outline the methodological approaches for conducting a gendered research.
4. Many people have described gender identification in different ways. Describe the process of gender identification according to the Freudian Theory.
5. Generally, there are many hindrances which limit the continuation of girls' education. Explain the major hindrances giving examples in the Zambian context.
6. In some areas women's rights are violated under customary/traditional law in Zambia. Itemise at least FIVE legal instruments that the Zambian government has put in place to curb these violations.
7. Budgeting is a very important aspect when it comes to the implementation of a policy. Discuss a gender responsive budget.
8. According to the Evolutionary Theories, genes are the cause for male-female differences. Discuss.
9. A gender policy guideline helps to address gender equality issues in all sectors. Examine the Ministry of Education's strategies for the implementation of gender policy in Zambia.

THE END

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2012 FIRST SEMESTER FINAL EXAMINATIONS

EED 111: INTRODUCTION TO ENVIRONMENTAL EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer Question 1 and two others. Use of examples and illustrations wherever necessary is encouraged.

1. Explain the social, economic and political challenges of implementing an environmental education programme relating to curbing street vending in Lusaka.
 2. For any environmental problem of concern in Zambia
 - (a) describe the nature of the problem
 - (b) state the causes
 - (c) explain the solutions
 3. Discuss the following key concepts that underlie environmental education:
 - (a) interdependence
 - (b) sustainability
 - (c) biodiversity
 - (d) personal and social responsibility for action
 4. What are the aims of environmental Education?
 5. 'Kerr's view is to look at curriculum design as a rigid series of steps leading to a product called curriculum.' Explain the steps that an environmental educator can follow to design an Environmental Education curriculum, according to Kerr.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2012-2013 ACADEMIC YEAR FINAL EXAMINATIONS

EED 112: INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL EDUCATION

TIME : THREE (3) HOURS

INSTRUCTIONS:

- ANSWER THREE (3) QUESTIONS, ONE OF WHICH MUST BE QUESTION ONE.
 - CREDIT WILL BE GIVEN FOR RELEVANT KNOWLEDGE AND NOT JUST DUPLICATION OF LECTURE NOTES.
 - CREDIT WILL ALSO BE GIVEN FOR USE OF RELEVANT EXAMPLES AND ILLUSTRATIONS.
-

1. Write short explanatory notes on the following:
 - A. Causes of natural resource decline **(5marks)**
 - B. Carrying capacity of an ecosystem **(5marks)**
 - C. Ecological niche **(5marks)**
 - D. Inverted biomass pyramid **(5marks)**
 2. Give a detailed explanation of how energy flows from one trophic level to another in a food web. **(15marks)**
 3. It is necessary for Environmental Education students to study Ecology. In your own view explain why this is important giving specific examples. **(15marks)**
 4. What are biogeochemical cycles? Discuss the roles they play in the ecosystem. **(15marks)**
 5. A grassland area on the verge of an active volcano is covered by molten lava and totally destroyed after a severe volcanic eruption.
 - (a) Give a brief description of the main types of ecological succession. **(3 marks)**
 - (b) Give a detailed account of the ecological succession process the area mentioned above will undergo. **(10marks)**
 - (c) Briefly explain the concept of ecological indicators with specific examples. **(2marks)**
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2012 ACADEMIC YEAR FINAL EXAMINATIONS

EED 222 : GENDER AND CLIMATE CHANGE

TIME : THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions in this examination. Question one is compulsory. Credit will be given for use of relevant examples, illustrations and clarity.

1. Suppose you are Minister of Lands, Natural Resources and Environmental Protection, describe an initiative programme you would put in place in the following adaptation related areas:
 - Energy
 - Water and sanitation
 - Biodiversity and ecosystems
 - Agriculture and food security. **(20 marks)**
2. Discuss the ways in which men and women are differently affected by climate change impacts. **15marks)**
3. Explain how technology development has enhanced mitigation and adaptation to climate change. **(15marks)**
4. With specific examples, discuss international human rights' role in promoting gender equity and climate change. **(15marks)**
5. Critically analyse the conditions that make poor women vulnerable to climate change and state sustainable measures one would put in place to improve the vulnerability. **(15 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2012 SECOND SEMESTER EXAMINATIONS
EED 242: ENVIRONMENTAL JOURNALISM

TIME: THREE (3) HOURS

Instructions: Answer **question one** and any other **two** questions.

Credit will be given for knowledgeable answers and not mere reproduction of lecture notes.

Use of clear legible handwriting is advised.

-
1. Write short explanatory notes on the following:
 - a. Inverted pyramid and contrast news writing models
 - b. Hard and soft news story types
 - c. Psychological and geographical proximity
 - d. Off the record and non attributable sources of news (20 Marks)
 2. Critically analyse the agenda setting and gate-keeping theories and the role they play in the mass media process. (15 Marks)
 3. Using relevant examples and illustrations describe the basic media laws and ethics. (15 Marks)
 4. Discuss six types of news sources used in journalism. (15 Marks)
 5. Outline and discuss major differences and similarities between print and broadcast media. (15 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
SECOND SEMESTER DEFERRED EXAMINATIONS
SEPTEMBER 2013

EED 362 : Teaching and Learning Techniques in Environmental Education

Time : Three (3) Hours

Instructions : Answer a total of three questions. Questions 1 are 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

1. You have been asked by the Department of Forestry to educate charcoal burners on deforestation. Create a 40 minutes lesson plan showing the type of content you would cover. **(20 marks)**

2. Discuss the *liberal ideology* and its implication for the teacher of environmental education. **(15 marks)**

3. Discuss the various ways of introducing a lesson. **(15 marks)**

4. Discuss two models that explain how an environmental educator could enhance behavioural change in learners. **(15marks)**

Write short explanatory notes on each of the following:

- a. Action Competence
- b. Problem Solving Approach
- c. Critical Thinking Approach **(15marks)**

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2012/2013 SECOND SEMESTER EXAMINATION

EED 472: ENVIRONMENTAL LAW

PARALLEL PROGRAMME

TIME: THREE (3) HOURS

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

1. With reference to Sections 3 and 4 of the Lands Act No. 29 of 1995 Cap 184 as well as articles 294-298 in the Mung'omba First Draft Constitution, critically analyse the legal validity of concerns raised by Chief Puta in the article below. As an Environmental Educator with knowledge in Environmental Law, how would you respond to the concerns raised by Chief Puta?

"Customary land should be vested in traditional leaders"-Chief Puta.

By Charles Chisala, Daily Mail, June 14, 2013.

Senior Chief Puta of the Bwile people of Chiengi in Luapula Province says many traditional leaders are apprehensive about article 294 in the draft Constitution, which vests land in the President. Chief Puta said in an interview in Lusaka yesterday the proposed article has the potential to create tension in future once the Constitution is passed into law because it will give the head of State absolute jurisdiction over land. He said this will render the country's 288 chiefs powerless because the respect they are currently enjoying among their subjects is derived from their status as custodians of customary land. "We have a problem with the draft Constitution on the issue of land. We are chiefs because of land. It is not safe for all the land to be vested in the President. A bad President could in future sell customary land in chiefdom and leave a chief with nothing," Chief Puta said. He said the fact that there is a President who respects chiefs and is involving them in developing the country now does not mean there could not be a bad one in future. Chief Puta said the article should have vested certain

categories of land in chiefs. He cited traditional heritage sites such as shrines and ancestral forests as some of the land that could be vested in chiefs. In its current form, the chief said, the draft Constitution gives the President absolute jurisdiction over all the land in Zambia. "The chiefs will have the power to allocate customary land, but they will not have the power to give it out on leasehold basis. This means the chiefs are secondary custodians who can only manage the land on behalf of the President," he said. Chief Puta said it is not too late for the technical committee on drafting the Constitution to find a way of correcting the "mistake" before the Constitution is passed. "We have no problem with tourist attractions and mineral blocks being under the President, but traditional heritage sites, including the shrines, must be vested in chiefs because we are the custodians of culture," he said. Article 294 says in clause (1), "Land in Zambia is vested in the President and is held by the President in trust for, and on behalf of, the people of Zambia."

2. Most Environmental Laws of Zambia are obsolete. Critically analyse this statement with concrete examples.

3. You have just read through section 6 of an Environmental Impact Assessment (EIA) Report prepared by the *Graduare Property Development*, which is now developing a new Business Park and related facilities at the University of Zambia (UNZA) off Great East Road and Thabo Mbeki Road. In section 6 of its EIA report, the *Graduare Property Development* (developer) claims that proper public consultation and other environmental laws were considered before implementing the on-going project at UNZA. At its (*Graduare Property Development*) public consultative meeting and as highlighted on pages 88 to 93 of its (*Graduare Property Development*) EIA report, Mr. Sitali (*EIA Project Manager and Team Leader*) and Mr. Kasonde (*Natural Resource/EIA Expert*) highlighted the objectives and the benefits of the project and EIA process. You are an Environmental Educator with knowledge on the provisions of the Statutory Instrument No. 28 of 1997 and EIA regulations in section 29 of Environmental Management Act (EMA) No. 12 of 2011, react to the Developer's claims that there was full public consultation before implementing the project at UNZA,

bearing in mind that the public consultative meeting whose main discussion is presented below was attended by 23 people only.

Mrs. Florence Mwanza, (stakeholders) wanted to know how long the project will take. In response, Mr. Sitali said that it will take 3 years starting as soon as Zambia Environmental Management Agency (ZEMA) approves the project.

Mr. Evans Bwalya (stakeholders) suggested that it would have been better if all the 3 structures are shown on the site plan showing exactly how they will appear. He also wanted to know how the relocation of the ZESCO substation will be done and how the 500 new permanent jobs were arrived at. He also wanted to know how the exit will look like. In response to Mr. Evans Bwalya's comments and questions, Mr. Sitali commended him and said that the issue of shifting the ZESCO substation is a big one and that ZESCO will be consulted. (The ZESCO Substation will not move). Mr. Gravis Masika from ZESCO commented on the ZESCO substation that the proposal to relocate is a bit hazy because the station is strategically located one line goes directly to parliament another to mass media and 2 lines feed the University. He added that there other plans to transform it into indoor so that it becomes compact thereby creating more space. In answer to the question about how the 500 permanent employees was arrived at. He said that before one builds a restaurant or a bank the number of workers is always estimated. That is what the developer did and in Mr. Sitali's opinion the number was actually an underestimate

In response to a concern on road networks, Mr. Sitali mentioned that the issue of road network and exit is a challenge and extremely critical. He was quick to mention that their consultants are working on the system in conjunction with RDA and that it is not something impossible. Pastor Reutter from Go Center wanted to know what will happen to the open sewer line which is near to the site. In response, Mr. Sitali diverted the question to Mr. Musonda from LWSC who claimed to have no knowledge about the sewer line, but said that, he has taken note of that and he will engage the LCC to go and have a look of the same sewer line after the meeting.

Mr. Kufanga from LCC wanted to know how affordable the services will be to the intended target. In answer, Mr. Sitali commended him for the question and said it has been a major focal point of discussion and that it has been taken into consideration. Moreover, Mr. Timothy Lumba-the former

UNZASU president added that at UNZA there are students with shallow pockets and those with deep pockets and they are fully aware of the development so there will be no any difficulties.

Mr. Evans Bwalya had a question and 2 comments, first he wanted to know if UNZA will benefit in any way, second he commented on the importance of exit during the actual construction since there will be a lot of movements in and out of the site. Lastly he was against the idea of renting some houses to people who are non UNZA staff. In response Mr. Sitali pointed out that there will be a very serious monetary inflow to UNZA from the project. He said the issue exit note has been taken and they will lock into it seriously especially that UNZA will still be running during the construction. On the issue of accommodation to non UNZA staff, he said that UNZA employees will be given a priority since the investors have to recoup their investment.

Mr. Elijah Musorda from LWSC commented on the importance of ground water but was quick to show his happiness since the presenter was able to highlight the impact of the project to the ground water quality. He added that the area has a lot of developments but the most challenging is that of sewerage so he wanted to find out if the developer is in contact with other developers in order to come up with common solution to this challenge. Mr. Kasonde pointed out that in terms of ground water contamination there are no major sources of hydrocarbons so it is not a big issue. Mr. Sitali added that there is corroboration with other developers such as ACSZ, RDA etc in order to come up with a common solution and the corroboration will be enhanced.

4. Study the article below and answer the questions that will follow.

Illegal fishing on the upswing (Lusaka Voice News Paper) Mongu, June 7, 2013, ZANIS.

A concerned fisherman in Mongu District has appealed to the government to implement a law against illegal fishing in the country. The fisherman, who declined to be named argues that this is in order to conserve the dwindling stocks of the fish species. The fisherman residing in Sola Village in Mongu told ZANIS in an interview today that government should take responsibility and stop the vice. He noted that the enforcement of the law will enable the fishermen to be responsible for their actions. And when contacted for a comment, Mongu District fisheries officer Numel Phiri said the law has been put in place but the challenge is lack of resources to implement it....

- a. As an Environmental Educator with knowledge of existing Environmental Laws on Fisheries and Water in Zambia, what informed advice would you give to the anonymous complainant and the government.
- b. The Ministry of Education in collaboration with the Fisheries Department, Ministry of Justice of Zambia and other stakeholders have responded to this issue raised by a concerned resident. They want a trained Environmental Educator to raise awareness on existing laws related to Fisheries and water among residents of Sola Village in Mongu. As a trained Environmental Educator, design a sustainable legal education programme for all fishers residing in Sola Village in Mongu District of Western Province.

5. Write brief notes on *any three* of the following:

- a. Sources of International Environmental Law
- b. Right to a clean, safe and healthy environment in Zambia
- c. Statutory Instrument No. 27, Vol. 24, Cap. 204 of 2000
- d. Pros and Cons of Customary land tenure in Zambia
- e. National Policy on Environment

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

EED-482 CONTEMPORARY ISSUES IN ENVIRONMENTAL EDUCATION WITH
REFERENCE TO ZAMBIA

2012/2013 SEMESTER II EXAMINATION

DURATION: THREE HOURS

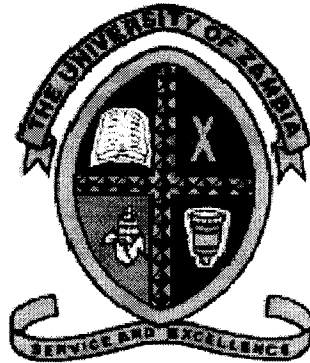
INSTRUCTIONS:

- ANSWER ALL QUESTIONS IN THE ANSWER BOOKLET PROVIDED.
 - ANSWER A TOTAL OF **THREE (3)** QUESTIONS. ANSWER **QUESTION ONE** AND ANY OTHER TWO QUESTIONS.
-

1. a) With valid examples, differentiate between an **environmental issue** and an **environmental problem**. Identify one environmental problem in Zambia and discuss how the government of Zambia is addressing such a problem.

b) Is the erosion of Zambian traditional culture an environmental issue or problem? Discuss. (20)
 2. Justify the need to teach Environmental Education in Zambian Schools today and briefly describe the problems that hinder the teaching of Environmental Education in Schools today. (15)
 3. You have been asked to make a presentation on natural resources and factors leading to their decline to the Permanent secretary for the Ministry of Lands, Natural Resources and Environmental Protection in Zambia. Write the content of the presentation you would make. (15)
 4. Under Environmental Education of the past, **Compare** and **Contrast** Traditional Environmental Education and Modern Environmental Education. (15)
 5. With valid examples, **discuss** Zambia's response to environmental awareness in relation to **Regional** and **International** declarations, protocols or treaties. (15)
-

END OF EXAMINATION



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

**UNIVERSITY SECOND SEMESTER EXAMINATION (AUGUST, 2013)
EPS 112/212- EDUCATIONAL PSYCHOLOGY (DISTANCE EDUCATION)**

INSTRUCTIONS:

This paper has three sections A, B, and C. You are required to answer all the questions in section A and B and, choose ANY three in section C. Ensure all answers are written in the separate booklet provided

Section A

1. The study of human beings that relates to events taking place in the brain and nervous system is called?
A) Cognitive Approach B Neurological Approach C)Psychoanalytic Approach
D)Phenomenological approach
2. The changes that take place due to physical development are called?
A) Maturation B) Development C) Growth D) Growing up
3. The tendency of organisms to react to situations that they are familiar in a particular fashion is likened to
A) Discrimination B) extinction C) Classical conditioning D) stimulus generalisation.
4. A researcher is interested in knowing whether Tsunami victims are still traumatised by their tsunami experience, what approach should they use in their study?
A) Experimental, B) Longitudinal C) Quasi experimental D) Correlational
5. In classrooms, teachers are expected to praise their pupils when they do well with the hope that they strengthen that behaviour. This is an example of

- A) Reinforcement B) Positive Reinforcement C) Negative Reinforcement D) Rewarding
6. is the use of one word to stand for an entire thought.
A) Pivot words B) Holophrase C) Overextension D) under extension
7. According to the moral development theory the good boy-nice girl attitudes are at which stage?
A) Stage one B) stage two C) stage three D) stage 4
8. The tendency of young children to see everything as stagnant and unchangeable is which major direction of development
A) Differentiation B) Structure precedes function C) Spiralling D) Absolutism to relativism
9. All the stages in Freuds psychosexual development are based on a Greek myth true/False
10. At thestage there is no release of libido.
A) Latent B) Phallic C) Anal D) Oral
11. The apex of Abraham Maslows hierarchy of needs are the esteem needs True? False
12. According to Eric Erickson's stages of psychosocial development the Stage involves conflict between a sense of industry and a sense of inferiority
A) First B) Third C)Fourth D) Second
13. A child learns that the every time she gets a correct answer a reward is given, however due to change in teachers the child notices that even after giving a correct answer she is no longer rewarded. This is an example of ?
A) Discrimination B) extinction C) Classical conditioning D) stimulus generalisation.
14. The three personality principles according to Sigmund Freud are?,,
15. According to Havinghurst's developmental tasks the following are early childhood tasks except.
A) learning to take solids B) learning to walk C) learning to get along with age-mate D) learning to control body waste
16. Wangu is a 9 months old baby. Her mother rolled a ball which she followed keenly. When the mother snatched the ball from wangu, she cries and throws tantrums. The developmental milestone the child above has accomplished is
A) Object permanence B) Goal- directed behaviour. C) Reversibility D) Hypothetical-deductive reasoning
17. Pavlov believed that we observe stimulus generalisation because of an underlying physiological process called?

A) Irradiation B) Discrimination C) Immunisation D) Blinking
18. 'The following are principles of direction except.

- A) Each child is an individual B) All growth is relate C) Development has direction
D)Development is close to maturation

Section B

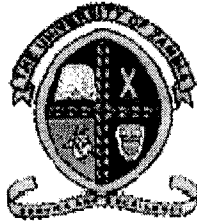
Write short notes on each of the following.

1. Shaping
2. Stimulus discrimination
3. Negative reinforcement
4. Stimulus generalisation
5. Assimilation
6. Chunking
7. Unconditioned stimulus
8. Primary reinforcer
9. Object permanence
10. Differentiation

Section C

Write any three of the following Essays.

1. Explain Kohlberg's theory of moral development and discuss whether morality should be taught in school.
2. Explain the information processing model and show how a teacher can enhance memory in students with retention problems.
3. Compare and contrast Freud's psychosexual stages to Erick H. Erickson's psychosocial stages of personality development.
4. Explain Lev Vygotsky's theory of cognitive development and its implication on education.



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATION SECOND SEMESTER (AUGUST/SEPTEMBER, 2013)

EPS 131: SOCIOLOGY OF EDUCATION (DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS

1. Answer any **three** questions.
 2. Each question carries **20** marks.
 3. Write your computer number clearly.
 4. Credit will be given for well thought out answers.
-

1. Critically analyse the factors that contributed to the high status which Zambian teachers enjoyed during the colonial period.
2. Write an essay on the major characteristics of an ideal bureaucracy as postulated by Max Weber.
3. Mr. Chimutengo is a Ward Councillor in Chipata. The Councillor does not know the influence of the community on education and the influence of education on the community. Explain to him the influence that his community has on schools.
4. The process of socialisation is from the cradle to the grave. Identify and discuss the different stages of socialisation that people experience.
5. (i) Define a theory and show why theories are important
(ii) Critically discuss the three major concerns of the 'New' Sociology of Education theory.
6. In not more than **10 lines**, write short notes on **four** of the following topics:
 - (i) Reference groups
 - (ii) Dysfunctions of education
 - (iii) Importance of status
 - (iv) Conservative function of education
 - (v) Stages of the self-fulfilling prophecy
 - (vi) Comte's law of three stages or law of human progress

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2012 ACADEMIC YEAR, SECOND SEMESTER
FINAL EXAMINATIONS
EPS 152 SPECIAL EDUCATION NEEDS

TIME - THREE (3) HOURS

INSTRUCTIONS:

Read the following instructions carefully

- i) This exam contributes 50% to the course grade.
- ii) There are two sections in this paper.
- iii) Answer all the questions in section A.
- iv) Answer three (3) questions in section B, answer question 12 which is compulsory and any other two in that section.
- v) All answers must be written in the official booklets provided.

SECTION A

Answer all the questions in this section (15 Marks)

1.could be described as lacking fluency in speaking and may be characterized by severe hesitations or the repetition of sounds and words. [1 Mark]
2. A child with a general pervasive mood of unhappiness or depression could be said to have.....disability. [1 Mark]
3. Describe "Specific learning disability" [3 Marks]
4. Scoliosis weakens and then destroys the affected individual's muscles, while muscular dystrophy manifests in a curvature of the spine that occurs in children during puberty. TRUE / FALSE [1 Mark]

5. occurs when there is damage to the inner ear or the auditory nerve [2 Marks]
6. may be manifested by fidgetiness or squirming in one's seat, by excessive running or climbing in situations where it is inappropriate [2 Marks]
7. List any five (5) characteristics of children with intellectual impairments. [5Marks]

Section B

There are five (5) questions in this section, question 12 is compulsory. Answer any other two questions in addition to the compulsory one [35 Marks]

8. Reger (1968) defined special Education as “an area within the framework of general education that provides appropriate facilities, specialized materials and methods, and teachers with specialized training for children considered handicapped.” With reference to the above definition,
 - (i) What is meant by ‘an area within the general framework of education?’
 - (ii) Why is the term ‘handicapped’ considered derogative? Discuss.
 - (iii) What facilities and methods are considered appropriate for children with special education? Discuss. [10 Marks]
9. University education is meant to generate quality human resource vital for the development of any given society. With reference to the University of Zambia:
 - (i) Discuss the possible challenges that full-time students with special education needs face in their quest for higher education.
 - (ii) What do you think are some of the features that make University of Zambia accessible to students with Special Education Needs? Discuss.
 - (iii) What measures would you recommend to enable them realise their potential in academic work? [10 Marks]
10. Imagine that you have been appointed to teach a class of gifted children.
 - (i) Why is it challenging to educate gifted and talented children? Discuss.
 - (ii) Discuss measures you would implement to enable them realise their potential in academic work. [10 Marks]
11. With reference to children with hearing impairment, discuss the following:

- (i) Indicators to hearing impairment
- (ii) possible causes of hearing impairment.
- (iii) measures you would recommend to enable them to effectively benefit from the education system.

[10 Marks]

12. Reflect on your traditional culture in Zambia.

- (i) In your traditional culture, (specify your culture), what are some of the labels given to children with intellectual impairment?
- (ii) How are children with intellectual impairment treated in your culture?
- (iii) What could be the effects of such treatment on children with intellectual impairments on academic performance?
- (iv) What could be the contributing factors that could explain the treatment given to children with intellectual impairment in your local setting?

[15 Marks]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION
END OF SECOND SEMESTER EXAMINATION, AUGUST, 2013.
EPS 212/112- EDUCATIONAL PSYCHOLOGY

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. Mr Jones is heterozygous dominant (Bb) for brown eyes. His wife is homozygous dominant (BB) for brown eyes. What chances are there that the two will have children who are homozygous dominant for brown eyes?
A. 25% B. 100% C. 50% D. 75%
2. A normal human sex cell contains _____ chromosomes.
A. 46 B. 21 C. 23 D. 92
3. According to Jean Piaget, the _____ stage is the second stage of cognitive development.
A. sensorimotor B. concrete operational C. formal operational D. pre-operational
4. _____ is the originator of the social constructivist theory of cognitive development.
A. Erikson B. Vygotsky C. Bruner D. Piaget
5. With regard to speech abilities, a one year old child can _____.
A. coo B. babble C. use telegraphic speech D. use single-word utterances

6. _____ is the major proponent of the nurture theory of language acquisition.
A. Vygotsky B. Chomsky C. Skinner B. Lenneberg
7. According to Bronfenbrenner, the _____ explains the interactions that take place between two or more systems.
A. macrosystem B. mesosystem C. chronosystem D. exosystem
8. Which one of the following scholars originated studies in moral development?
A. Chomsky B. Kohler C. Piaget D. Kohlberg
9. During operant conditioning, responses are _____.
A. emitted B. elicited C. reinforced D. punished
10. According to the strong version of the Whorf-Sapir hypothesis, language and thought are independent.
True or False
11. The _____ stage of psycho-social development involves an initiative versus guilt conflict.
A. fourth B. third C. fifth D. second
12. In classical conditioning, when a neutral stimulus is repeatedly paired with an unconditioned stimulus, it gives rise to a _____ response.
A. conditioned B. natural C. negative D. low
13. In vicarious conditioning, the subject is directly involved.
True or False
14. According to the _____ schedule of reinforcement, rewards are given after a predetermined amount of time.
A. variable ratio B. fixed interval C. fixed ratio D. variable interval
15. The _____ phase is the third in the four phases of observational learning.
A. reproduction B. retention C. motivation D. attention
16. _____ is regarded as the father of genetic engineering.
A. Kohler B. Piaget C. Mendel D. Erikson
17. Which one of the following is not used by a humanistic educator?
A. One-dimensional approach B. Unconditional positive regard C. Learner-centred evaluation D. Discovery method of teaching
18. _____ identified a number of crises in education.
A. Abraham Maslow B. Arthur Combs C. Carl Rogers D. Erik Erikson

19. According to Sigmund Freud, the sex instinct is the most dominant. What is the other name for the sex instinct?
A. Thanatos B. Eros C. Phallic D. Genital
20. _____ is a defense mechanism where a person transmutes an unacceptable urge into something acceptable in society.
A. Repression B. Sublimation C. Regression D. Compensation
21. Which one of the following is not a measure of central tendency?
A. Mean B. Range C. Mode D. Median
22. Which one of the following is not an attribute of an intrinsically motivated person?
A. Is anxious B. Is other-driven C. Is self-regulated D. Seeks approval
23. In a study, a researcher found that the more educated people were, the fewer children they tended to have. Which one of the following correlation values might best represent this scenario?
A. 0.90 B. 0.10 C. -0.90 D. -0.10
24. A high value of the standard deviation would indicate that individual scores are _____.
A. high B. close to the mean C. far from the mean D. low
25. A student who gets a high score on an intelligence test also has a high level of creativity.
True or False
26. Which one of the following is not an attribute of Steinberg's triadic theory of intelligence?
A. Being analytical B. Being creative C. Being alert D. Being practical
27. James has a good memory; he easily remembers names of people and places. James can be said to possess a high level of _____ intelligence.
A. fluid B. crystallized C. analytical D. creative
28. _____ in the 1900s originated the idea of a general intelligence factor.
A. Steinberg B. Anastasi C. Spearman D. Gardner
29. Jane is eight years old, however, her cognitive abilities are at the level of that of six year olds. What is her IQ score?
A. 133 B. 75 C. 90 D. 70
30. Adolescence is also referred to as the stage of "stress and storm".
True or False

SECTION B (20 Marks)

Answer **all** questions in this section

Write brief notes on each one of the following terminologies:

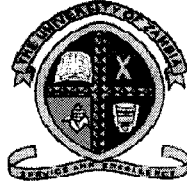
1. Elaborative rehearsal
2. Sensory Memory
3. Retroactive Inhibition
4. Rationalization
5. Scaffolding
6. Extinction
7. Latency stage
8. Test reliability
9. Norm-referenced assessment
10. Assimilation

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. Teachers can draw a number of lessons from Jean Piaget's theory of cognitive development. Discuss.
2. Demonstrate how teachers can use principles of operant conditioning to modify unwanted behaviour in learners.
3. With the help of examples from real life situations, explain how parents can benefit from studying Erik Erikson's first five stages of psychosocial development.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS (AUGUST/SEPTEMBER, 2013)

EPS 231: SOCIOLOGY OF EDUCATION (DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS:

1. Answer any **three** questions.
2. Each question carries 20 marks.
3. Write your computer number clearly.
4. Credit will be given for well thought out work.

-
- Q 1. Carton, R.A. (1974) in his article on "Popular Images of the School" gave ideas on seven (7) models of what the society regards schools to be. Using these seven models, with examples explain how the Zambian society considers schools to be.
- Q 2. Discuss whether or not teaching is a profession in Zambia.
- Q 3. Using relevant examples discuss the four factors that most significantly affect disparities in schooling among subgroups.
- Q 4. Commenting on the status of teachers in Zambia, Mwanakatwe (1968:121) states that "since independence there has been a gradual but conspicuous erosion of the teacher's status" In light of this statement, discuss factors that have led to the decline of teachers' status in Zambia since independence.
- Q 5. Using relevant examples discuss Manifest functions of the Zambian education system.
- Q 6. In not more than five lines, write brief notes on any **five** of the following items.
- a) Re-socialization
 - b) New Sociology of Education theory
 - c) Social stratification
 - d) Advantages of laissez-faire leadership style
 - e) Latent functions of education
 - f) Looking glass-self
 - g) Self-fulfilling prophecy

The end.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

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

INSTITUTE OF DISTANCE EDUCATION

**EPS251: TEACHING CHILDREN WITH DEVELOPMENTAL DISABILITIES
FIRST SEMESTER 2012 FINAL EXAMINATIONS**

TIME: THREE (3) HOURS

INSTRUCTIONS

This examination contributes 50% of your total course work.

There are three (3) sections in this paper. For each section, answer questions according to the instructions given.

All your answers should be written in the answer booklet provided to you.

Section (A). (5 Marks).

Answer all questions in this section. Write all your answers in the answer booklet provided.

1. Which of the following is an example of a developmental disability?
 - (A) Spastic cerebral disorder.
 - (B) Social pervasive disorder.
 - (C) Autistic spectrum disorder.
 - (D) Autistic pervasive prevalence.

2. Which of the following definitions of developmental disabilities best describes a developmental condition?
 - (A) It is a genetic condition that affects growth and stagnancy.
 - (B) It is a neural condition that affects mental abilities.
 - (C) It is a neural condition that affects growth and cognitive abilities.
 - (D) It is a condition that affects infants' growth and mortality rate

3. MENTION ANY THREE ASSOCIATED CHALLENGES of DEVELOPMENTAL DISABILITIES.
 - (i) _____
 - (ii) _____
 - (iii) _____

4. William Little was one of the earliest scholars to explicitly discuss.....
- (A) Cerebral palsy.
 - (B) Spina bifida.
 - (C) Down syndrome.
 - (D) Autism.
5. State any four types of physical disabilities caused by cerebral palsy.
- (i) _____
 - (ii) _____
 - (iii) _____

Section (B). (25Marks).

Instructions: There are seven (7) questions in this section. You are expected to briefly answer any five (5). Your brief explanations should not exceed half a page for each question answered in this section.

- 6. Briefly discuss Social impairment among individuals with autism. **(5 marks).**
- 7. Briefly outline the different types of spina bifida. **(5 marks)**
- 8. Discuss the different types of Down syndrome. **(5 marks)**
- 9. Draw and label the human brain. **(5 marks)**
- 10. Briefly describe the different epileptic seizures. **(5 marks).**
- 11. Discuss the four types of cerebral palsy. **(2 marks).**
- 12. Discuss challenges experienced by most of the Zambian learning institutions in the implementation of the multi-disciplinary approach to assessment and diagnosis. **(5 marks).**

Section (C). (20 Marks).

Instruction: There are three (3) essay questions in this section. You are expected to answer only any two of them.

- 13. According to the World Health Organization [WHO] (2010), more than 80% of people with developmental disabilities were found in third world countries. Discuss; **(10 marks).**
- 14. Musalema was a hard working teacher. He was given an inclusive class at Chinyanta primary school. In the class, he found two learners who were autistic. Describe the challenges Musalema is likely to face in teaching the said inclusive class. **(10 marks).**
- 15. The teaching of a class with learners that have developmental disabilities may not necessarily follow the planning and implementation of an ordinary class lesson. As a special education teacher prepare a lesson plan and demonstrate on how you would implement it in a class of children with cerebral palsy. **(10 marks).**

******* END OF THE EXAM *******

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

2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

EPS 252- TEACHING CHILDREN WITH SPECIFIC LEARNING DISABILITIES

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

INSTRUCTIONS:

- THIS EXAMINATION CONTRIBUTES **50%** TO THE TOTAL COURSE GRADE
- THERE ARE **THREE** SECTIONS IN THIS PAPER. ANSWER **ALL** QUESTIONS IN SECTIONS A AND B.
- ANSWER **TWO** QUESTIONS IN SECTION C. ANSWER QUESTION **TWENTY-ONE (21)** WHICH IS **COMPLUSORY** AND ANY OTHER QUESTION.
- WRITE **ALL** YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED
- THERE ARE **FOUR (4)** PRINTED PAGES OF THIS EXAMINATION PAPER

SECTION A

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

1. The lack of a widely accepted definition for Specific Learning Disabilities (SpLD) may be due to the uniformity of the disabilities and the beliefs about children with SpLD.
2. The Foundation Phase in the historical development of Specific/Learning Disabilities (SpLD) saw SpLD become an established discipline.
3. A teratogen is any disease, drug, or other environmental agent that has no potential to harm a developing foetus in the womb.
4. Attention Deficit Hyperactivity Disorders are a clear example of Verbal Learning Disabilities.
5. During the early phase of reading development, children move from 'learning to read' to 'reading to learn.'

6. The Zambian education system has a rough estimate of the prevalence levels of Specific Learning Disabilities in all the schools.
7. According to Border (1973), there are 3 types of reading disabilities.
8. One of the differences between Traditional Teaching (TT) and Differentiated Instructions (DI) is that in TT the teacher provides a whole class standard of grading while in DI, the teacher works with the students to establish both class and individual goals which form the basis for grading.
9. In curriculum evaluation and adaptation, the 'why' question is asked to establish the reasons the child is not learning
10. Kinesthetic is a part of the multisensory teaching strategy that focuses on the feelings of the child about learning.

SECTION B

Answer **all** questions in this section. Write your answers in **NOT** more than **10 lines**. Each question carries **two** marks, **(20 Marks)**.

11. Briefly explain the meaning of 'traits of a quality teacher' as regards Differentiated Instructions.
12. Illustrate the Dopamine Hypothesis as regards children with Attention Deficits Hyperactivity Disorders (ADHD).
13. Describe any four common characteristics of children with Specific Learning Disabilities.
14. Explain notion of Subitizing in children with Dyscalculia.
15. Describe the main characteristics of the Intermediate Phase for the acquisition of reading skills development according to Chall (1983).
16. Explain the Genetic and Heredity causes of Specific Learning Disabilities.
17. Identify the four deficit areas that children with reading disabilities have that affect their learning to read.
18. Describe the four elements of Multi-sensory teaching strategies.
19. Write a brief discussion on the two types of assessment.
20. Briefly discuss the medical approach of managing Attention Deficit Hyperactivity Disorder.

SECTION C

Answer **Two** Questions in this section. Answer Question 21 which is compulsory and **any** other question (**30 Marks**).

21. When teaching children with Specific Learning Disabilities, it is important to identify the appropriate teaching strategies or techniques that will suit the child's needs. Differentiated Instructions have been found to be effective across all learners' needs as it '... allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to the students' needs' (Dillard, 2009). This implies that the teaching strategy can be used on both students with disabilities and those without disabilities. However, Differentiated Instructions differ from an Individualised Education Programme (IEP) despite taking into account the individual needs of children in the whole class.

a). In view of the above statement, discuss differentiated instructions as a teaching strategy focusing mainly on (i) the three principles (ii) the four elements to be differentiated, (iii) the seven cornerstones and (iv) six differences between differentiated and traditional classroom teaching (**10 Marks**).

b). Masauso Mwale is a boy aged 8 years born on 29th August, 2005. He has been identified as having moderate Attention Deficits Hyperactivity Disorders and he also has difficulties with spellings in his Grade 2 class. Masauso can only sit in one place for 5 minutes, does not wait for his turn in any activity, and blurts out answers even before the teacher finishes asking the question. His spelling difficulties are such that he misplaces letters when writing long words; He misplaces words when writing long passages and also he has problems differentiating similar letters such **b** and **d**, **p** and **q**. However, he is able to spell 4 letter words correctly, can identify and name letters of the alphabet and rhymes short rhymes properly. As a specialist teacher, develop an IEP for Masauso Mwale that will cater for his ADHD and spelling difficulties. Remember to include **ALL** the necessary information and steps for effective implementation of the IEP (**10 Marks**).

22. a) Huba and Freed (2000) define Assessment as "...the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as

a result of their educational experiences...” With reference to classroom teaching experiences justify, by giving five reasons and examples, the importance of assessing children suspected of having Specific Learning Disabilities in schools **(6 Marks)**.

b) Describe the BASAT and the BANUCA assessment tools and the areas they assess **(4 Marks)**.

23. There are two types of assessments namely Traditional and Alternative assessment. Both modes of assessing children use various tests and they have advantages and disadvantages.

a) Discuss Traditional assessment tests and their weaknesses **(5 Marks)**.

b) Current research findings on reading and writing skills show that most school going children in Zambia have challenges in reading and writing. Explain the factors that may cause delay in learning to read and write in most these school going children. Give practical examples in your explanations **(5 marks)**.

24. One of the ways of meeting the needs of children with Specific Learning Disabilities is by evaluating and adapting the curriculum to meet the needs of such children. The Curriculum Development Centre (CDC) is reviewing the curricular of children in Grade Four in order to accommodate the needs of children with various learning disabilities. The conveners of the curriculum review seminar have just learnt that you are an expert in curriculum evaluation and adaptation. They have asked you to write a position paper on the same.

a). Write a position paper on curriculum evaluation and adaptation and its importance in Zambia. Your paper should elucidate the following;

- 1). The 3 common types of curricular;
- 2). The 2 models of the Curriculum **(5 Marks)**.

b). Analyse the multisensory teaching strategy giving specific and relevant examples where necessary **(5 Marks)**.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

SECOND SEMESTER 2012 FINAL EXAMINATIONS, AUGUST/SEPTEMBER 2013

EPS 252- TEACHING CHILDREN WITH SPECIFIC LEARNING DISABILITIES

DURATION: **THREE (3) HOURS**

INSTRUCTIONS:

- THIS EXAMINATION CONTRIBUTES **50%** TO THE TOTAL COURSE GRADE.
- THERE ARE **TWO** SECTIONS IN THIS PAPER. ANSWER ALL QUESTIONS IN SECTIONS A AND **TWO** QUESTIONS IN SECTION B.
- WRITE ALL YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED

SECTION A

Answer **all** questions in this section. Write your answers in **NOT** more than **10 lines**. Each question carries **two** marks, (20 Marks).

1. Briefly **explain** the four factors to be considered for a diagnosis of Attention Deficits Hyperactivity Disorders and their significance.
2. Describe the characteristics of the Integration Phase (1960-1980) in the historical development of Specific Learning Disabilities.
3. Illustrate four of the factors that affect the prevalence rates of children with specific learning disabilities.
4. Quantitative learning is one of the aspects affected when a child has Mathematics Disabilities. Explain two areas that are affected and have an effect on quantitative learning.
5. Describe four teratogens and their effects on a developing foetus.
6. Show your understanding of the first four (4) stages of the assessment process.
7. Give a brief discussion of the Basic Skills Assessment Tool highlighting the seven (7) areas of reading and writing it assesses.

8. Besides the Modification phase, describe the other four (4) phases of the clinical teaching cycle.
9. Discuss two possible causes of Specific Learning Disabilities
10. Describe the four (4) aspects of the Reading Recovery programme framework designed for at-risk first graders.

SECTION B

Answer Question **Eleven (11)** and **Any** other question in this section (30 Marks).

11. The home environment or the genetic or biological make-up of the child may be key elements contributing to the learning problem, but usually such variables cannot be modified by the teacher. Other factors such as difficulty level, space, time, language and interpersonal relationship between the pupil and the teacher can be adjusted. Unless these are considered, the child's learning becomes unmanageable. In view of the above;
 - A). Discuss the variables of Difficulty level, Space, Time, Language and Interpersonal Relationship which a teacher can have control over in the teaching/learning process. (10 Marks).
 - B). Analyse any five (5) of the six (6) principles of offering therapeutic teaching which help in effective teaching and learning (10Mark).
12. With specific and relevant examples, explain the principles of instruction for students with Mathematics Disabilities (10 Marks).
13. There are various pre-requisites to effective teaching and learning. Give a critical analysis of the Ecological Considerations and the Cultural and Linguistic Environment (10 Marks).
14. Describe the four (4) phases of the historical perspectives of Learning Disabilities highlighting the major issues in each phase (10 Marks).

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

EPS:261 child neuropsychology Examination

40 Marks

3 hours

Instructions

There are five (5) questions in this paper. You are requested to answer two (2) questions plus the compulsory question.

Question one is compulsory

1. Neuropsychology is defined as "the study of the relationship between brain function and behavior; Discuss why special Education students should study neuropsychology giving examples in each case. (20 Marks)

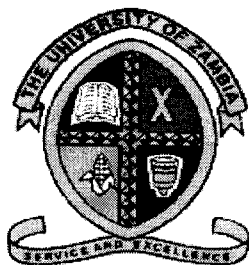
2. Name and explain the functions of the four (4) lobes of the brain (4 marks).

3. Relate the early formulation of 10 neurological models of language (10 marks)

4. What are the characteristics of transient global amnesia? (10 marks)

5. How is hyperactive child syndrome distinguished from other types of learning disabilities? (10 marks)

END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATION, AUGUST/ SEPTEMBER 2013

EPS 332-LEARNING PROCESSES: A SOCIOLOGICAL PERSPECTIVE

TIME: 3 HOURS

MARKS: 50

COMPUTER NUMBER: _____

NAME: _____

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. All answers should appear in the question paper.
3. Answer any **two** questions in section B.

SECTION A (20%)

Answer **all** questions in this section in the question paper

Circle the most appropriate answer

1. Upward and downward social mobility constitute _____.
 - A. geographical mobility or horizontal mobility
 - B. intra-generational or career mobility
 - C. inter-generational mobility
 - D. none of the above

2. A teacher who treats his pupils according to their characteristics lacks the norm of _____.
 - A. achievement
 - B. universalism
 - C. particularism
 - D. independence

3. According to George H. Mead, the _____ is the un-socialised part of the personality whereas the _____ is the socialised component.
 - A. Superego, Ego
 - B. Me, Id
 - C. I, Me
 - D. Superego, I

4. Which stage of the self-filling prophecy does the following statement represent? '*The teacher's treatment will tell the student what kind of achievement and behaviour the teacher expects from him/her*'.
 - A. stage 4
 - B. stage 1
 - C. stage 2
 - D. stage 3

5. The argument that those who are in power reward jobs which are of importance to them is associated with _____.
 - A. the Human Capital theory
 - B. the Labelling theory
 - C. the New Sociology of Education theory
 - D. none of the above

6. In the study of social class a sociologist is **least** likely to focus on _____.
 - A. power
 - B. motivation
 - C. social mobility
 - D. style of life

7. Tamara is a female, she is Tumbuka by tribe and she is sixteen years old. You have just been told about Tamara's _____.
- A. role set
 - B. achieved status
 - C. mobility aspirations
 - D. ascribed status
8. '*Society has a history of class struggles between the rich and the poor, the powerless and the powerful*'. This statement is closely associated with _____.
- A. Max Weber
 - B. Auguste Comte
 - C. Karl Marx
 - D. Herbert Spencer
9. One major concerns of the Labelling theory is the _____.
- A. act
 - B. actor
 - C. process
 - D. crime
10. Which of the following scholars are **not** associated with the conflict theory in education?
- A. Max Weber
 - B. Talcott Parsons
 - C. Herbert Gintis
 - D. Samuel Bowles

Complete the blank spaces with the most appropriate words or phrases

11. _____ theorists regard educational institutions as repressive that induce conformity.
12. _____ is known as a potential instrument of social change.
13. It was _____ who popularised the Human capital theory in the 1960s.
14. A set of norms, values, ways of speaking and behaving that distinguishes a particular group of people from other members of the larger society are called _____.

15. Max Weber identified _____, _____ and _____ as the three dimensions of social stratification.

16. _____ are places in which people are separated from the rest of society and controlled by officials in charge.

17. Durkheim believed that _____ was more related to sociology than any other discipline.

18. What were the **three** major factors that paved the way for the emergence of sociology as a discipline?

- I) _____
- II) _____
- III) _____

19. List Durkheim's **four** themes of Sociology of Education.

- I) _____

- II) _____

- III) _____

- IV) _____

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

- 20. True False Members of the upper and middle classes have more cultural capital than do families of lower class status.
- 21. True False Social construction refers to the construction of societies.
- 22. True False Permissive leadership style has a clear division of authority between the teacher and pupils.
- 23. True False Formal testing and competitions help students to develop the norm of Independence.

24. True False The deviant sub-culture are anti-mainstream
25. True False Labels that teachers give to pupils always have negative effects on the academic performance of pupils.
26. True False Economic model is an example of Auxiliary Voluntary Association.
27. True False One similarity between the Functionalists and the Conflict theory is that both theories do not have the black box of education.
28. True False According to Durkheim, an educator is a social reformer while a sociologist is an analyst of social behaviour.
29. True False Norms are shared rules of conduct that tell people how to act in specified situations.

Answer the following

30. It is said one of the major sources of conflicts a Zambian secondary school teacher faces is that of the role commitment versus career-orientation. Explain

31. List two community characteristics and briefly explain them.

I)

II)

32. What is the purpose of including the 'I do not know' column when analysing data in a prestige rating study?

I)

II)

33. Explain how education contributes to the political socialisation of children.

34. What is the difference between a teacher's role and a teacher's status?

I) Teacher's role

II) Teacher's status

Match the words, names or phrases in Section A with those in Section B

Example

Section A

- i. Fruit
- ii. Car

Section B

- A. Toyota
- B. Apple

Answer

- i. B
- ii. A

Section A

- 35. Micro theory
- 36. Max Weber
- 37. Robert Merton
- 38. Barnard
- 39. George H. Mead
- 40. Robert Drebeen
- 41. Herbert Spencer
- 42. Ivan Illich
- 43. Brophy and Jacobson
- 44. Carton R. A.

Section B

- A. social Darwinism
- B. looking glass-self
- C. collegial model
- D. latent functions
- E. norms
- F. functional status
- G. New Sociology of Education
- H. role taking
- I. Human Capital
- I. self-filling prophecy
- J. deschooling
- K. status groups

Answer

- 35. _____
- 36. _____
- 37. _____
- 38. _____
- 39. _____
- 40. _____
- 41. _____
- 42. _____
- 43. _____
- 44. _____

SECTION B (30%)

Answer any **two** questions from this section. All answers should appear in the answer booklet provided.

1. You have just been newly appointed as a teacher; the first class you are given is the most disruptive class in the school. This class also happens to be behind in terms of lessons. With relevant examples, explain the leadership style you would use to control the class to instil order. Justify your choice of this leadership style as opposed to others.
2. Use the self-fulfilling prophecy to explain how teachers can affect the academic performance of their students.
3. Discuss Auguste Comte and Herbert Spencer's contributions to the development of Sociology as a field of study.
4. Socialisation can sometimes be a dangerous process. Discuss some of the dangers associated with socialisation.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER 2012 FINAL EXAMINATIONS
AUGUST/SEPTEMBER 2013

EPS 342: WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES
(DISTANCE EDUCATION)

TIME: 3 HOURS.

INSTRUCTIONS:

- This examination contributes 40% to your course grade.
 - Write all your responses in the answer booklet provided.
 - There are **five (5)** questions in this paper. You are expected to answer only **three (3)** questions. Question **one (1)** is compulsory. Therefore, answer question **one (1)** and any other two.
 -
-

1. Zambia is a developing nation. The majority (68%) of the people in the country are living in abject poverty, (CSO 2011). However, according to the Southern Africa Federation of the Disabled [SAFOD] (2006), 93% of people with disabilities in Zambia live in EXTREME poverty. The SAFOD Research revealed that poverty levels among persons with disabilities in Zambia were very high because of the poor education and poor access to the job market. Brofenbrenner (1979) would explain these issues in terms of what is obtaining in the society: macro system and exosystem.

(I). With examples, discuss the macrosystem and how the system consequently affects individuals with disabilities. **(10 marks).**

(II). As a specialist in disability related matters, provide advice to government on how the exosystem can be structured in order to foster development among people with disabilities. **(10 Marks).**

2. Mr. Mfune, a 35 year old man was married to Bridget Soko a 30 year old mother of four. The second born child to the Mfunes was diagnosed with mild autism. Mr. Mfune and his wife both ended in grade nine. The term autism was so strange. Due to lack of clear knowledge about the condition, the Mfune family was filled with anxiety and fear. As a professional in disability issues, describe the different experiences that you think the Mfune family would be having. **(10 marks).**

3. The family systems theory and its conceptual framework is intended to help professionals understand that families of children with disabilities, as unique entities, they experience disability in peculiar ways. Discuss the four main factors under the family functioning of the theory. **(10 Marks)**

4. Researchers have argued that in order for professionals in disability issues to be effective, they need to possess diverse knowledge about disability. Describe and discuss the most important areas of knowledge that professionals need to possess.

(10 marks).

5. Examine and discuss the importance of parents in the welfare and development of a child with disabilities.

(10 marks).

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

The University of Zambia
School of Education
2012/2 Academic Year Second Semester Final Examination
EPS 352: Classroom Organisation and Management in Special Education

Time: Three (3) hours

Instructions

- (i) There are seven (7) questions in this examination paper,
- (ii) Attempt any three (3) questions. All questions carry equal marks,
- (iii) This examination contributes, 40% to the total course marks.

1. Discuss the factors that can hinder full integration of learners with Physical and Health impairments into a classroom learning environment and suggest possible solutions (13 Marks).
2. Providing clear examples, discuss Jacob Kounin's Ripple effect theory in relation to the management of pupils' behaviour or conduct and show its relevance to special education classroom practice (13 marks).
3. Evaluate instructional roles of a teacher in a class of learners with intellectual disabilities and show limitations a teacher is likely to encounter in his or her attempt to perform such roles (13 Marks).
4. Using a clear illustration, describe one of the records a teacher is required to maintain in a class of learners with communication disorders and justify the Ministry of Education's instance for teachers to prudently maintain such a record (13 marks).
5. With clear examples, discuss the implications of Haim Ginott's theories on cooperation through communication on special education classroom practice and provide a critique of his work on the same (13 marks).
6. Discuss use of a cluster arrangement of furniture in a class of learners with Physical and Health impairments and suggest challenges as a teacher you are likely to encounter in your attempt to use such an arrangement during a lesson (13 marks)
7. Propose reasons for and against setting up rules and procedures for a class of learners with hearing impairments and show how they can contribute to the creation of a successful and disciplined class (13 Marks).

End of Examination

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE LEARNING**

2012/2013 ACADEMIC YEAR, SECOND SEMESTER FINAL EXAMINATIONS

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

TIME: 3 HOURS

INSTRUCTIONS

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

1. Children with Physical disabilities and Health impairments experience a lot of challenges in the academic and social domains.
 - a) Critically analyse the challenges children with Physical Disabilities and Health Impairments encounter in school **(8 Marks)**.
 - b) What are the curriculum implications in meeting the diverse needs of children with Physical disabilities and Health Impairments **(8 Marks)**.

2. Imagine you are a special education teacher in a Grade Five class working with a pupil who has Epilepsy involving generalised tonic clonic seizures.
 - a) Outline the step you would follow if the pupil had a seizure attack in class **(5 Marks)**.
 - b) What teaching strategies would you implement to enhance the child's participation in classroom activities **(7 Marks)**

3. You are a special education teacher in a Grade Three class, you have been notified that a new pupil will be joining your class. The pupil has severe Asthma that requires medication several times per day.
 - a) Explain how the condition would challenge the pupil's participation in classroom activities **(6 Marks)**
 - b) Identify the management strategies you would put in place to promote the child's learning opportunities in school **(6 Marks)**.

4. Physical disabilities and Health impairments are caused by a number of factors. Critically analyse the factors that might put the child at potential risk of developing a Physical disability or Health impairment **(12 Marks)**.
5. Write short notes on **SIX (6)** of the following **(12 Marks)**
- (i) Spastic Cerebral Palsy
 - (ii) Idiopathic Seizures
 - (iii) Tonic Clonic Seizures
 - (iv) Orthopaedic Impairment
 - (v) Poliomyelitis
 - (vi) Scoliosis
 - (vii) Osteogenesis Imperfecta
 - (viii) Hemiplegic

END OF EXAMINATION

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

FULLTIME, DISTANCE AND PARALLEL SECOND SEMESTER EXAMINATION
2012/2013 ACADEMIC YEAR

EPS 372: TEACHING CHILDREN WITH HEARING IMPAIRMENT

INSTRUCTIONS

- There are five (5) questions in this paper. Answer two (2) questions plus the compulsory question which carries 20 marks.
 - Question one (1) is the compulsory question.
 - All questions carry equal marks except the compulsory question which carries 20 marks
 - Duration : 3 hours
-

1. You have been sent to Broadway Deaf Unit to teach, after obtaining your B.Ed degree in Special Education. The Head teacher requests you to hold a workshop to sensitize the teachers on why hearing impaired children should learn signed English and not Zambian sign language. Give reasons and examples supporting your bias in using the medium of instruction at the unit. (20 MARKS)
2. Discuss clearly the characteristics of Sign Language. (10 MARKS)
3. Explain the process of hearing. (10 MARKS)
4. Discuss the causes of conductive hearing loss and sensory hearing loss. Give examples in each case. (10 MARKS)
5. Write down conditions necessary for Sign Language to take place. (10 MARKS)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2012/2013 SECOND SEMESTER FINAL EXAMINATION

EPS 462- TEACHING CHILDREN WITH INTELLECTUAL DISABILITIES.

TIME: THREE HOURS.

THIS EXAMINATION CONTRIBUTES 40% TO THE COURSE GRADE.

INSTRUCTIONS:

THERE ARE FIVE QUESTIONS IN THIS PAPER, ANSWER QUESTION ONE AND ANY TWO OTHER QUESTIONS.

1. Mulunga is a ten year old boy in his Fifth Grade at Kapatamoyo Basic School in Chadiza District. He has been experiencing significant difficulties in his academic work since he started Grade One. Upon undergoing thorough assessment at a named assessment centre in Lusaka, Mulunga has been declared as having mild intellectual disabilities. The parents are in a state of shock and do not know what to do next. They have approached you for help.
 - a) Explain to the parents the classification of children with Intellectual Disabilities and the placement options for Mulunga based on the degree of impairment as outlined in the classification system (8 Marks).
 - b) Critically analyse the core deficits areas in children with Intellectual Disabilities (8 Marks)

2. Individuals with intellectual disabilities have been described using many terms over the centuries and decades. Intellectual Disability is the currently approved term for the description of persons who were previously referred to as mentally deficient, mental defectiveness, mental subnormal, mental handicap, mental retardation and perhaps feeble minded.
 - a) Explain why there has been change in terminologies from mental retardation to intellectual disability (4 Marks).
 - b) Provisions for the education and care of people with intellectual disability were not apparent until the beginning of the 19th Century. Early influential professionals such as Jean Marc Gaspard Itard, Seguin, and Samuel Howe

were positive about the promises of education and training. **Discuss** the systems of support available for students with Intellectual Disabilities and the applicability in the Zambian context (**8 Marks**).

3. One of the most challenging aspects of intellectual disabilities is the multiplicity of perspectives with regard to the definition of the phenomenon. Critically analyse the professional paradigms in the definition of Intellectual Disabilities (12 Marks).
4. Gearbox Banda is a 19 year old boy at St. Mulumba Special School and he is about to make a transition from school to vocational training.
 - a) Prepare an Individualised Transition Plan (ITP) for Gearbox Banda highlighting the challenges in transitions for children with Intellectual Disabilities (6 Marks).
 - b) Discuss the importance of Supported Employment Approach in Vocational placement for children with Intellectual Disabilities (6 Marks).
5. Write short notes on each of the following.
 - a) Interactive play (4 Marks)
 - b) Cooperative learning (4 Marks)
 - c) Task analysis (4 Marks)
 - d) Parental involvement (4 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
SEMESTER EXAMINATION
EPS 471: COUNSELLING IN CHILD DISABILITY – THEORY
Time: Three (3) hours

Instructions:

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

1. The Gestalt counsellors use several techniques when counselling clients. Identify eight (8) types of the techniques that are used in counselling clients especially those with disabilities. Explain one strength of each technique identified **(16 marks)**

2. Prepare a paper to present to grade 12 pupils. The paper should be titled 'Guidance for Fostering Academic Performance of Learners.' The paper should clearly define guidance and good academic performance. Using examples, explain how guidance can foster academic performance of learners. **(12 marks)**

3. Many people claim to practice counselling when in actual fact what they do does not portray the expected characteristics of counselling. On the basis of this statement, identify five characteristics of counselling and explain how each of them influences counselling. **(12 marks)**

4. Examine the sub skills of attending in counselling and explain how each of them can help a client. **(12 marks)**

5. Children have unique problems as they pass through each of the developmental stages. Examine the causes of problems in children at oral stage of development that may necessitate counselling services and explain the measures to address each of the problems outlined. **(12 marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

FINAL SEMESTER EXAMINATION> (AUGUST—SEPTEMBER,2013)

ISE 132: Basics of art 11

Instructions

Time: Three hours

1. Read instructions carefully before you start writing
2. Answer only one question.
3. Write your computer number

QUESTIONS

Use your pencil and draw one of the following topics:

- i. The cause of HIV
- ii. Celebrations after winning Africa cup=
- iii. My favourite politician
- iv. Traditional ceremony



UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION - DEPARTMENT OF PRIMARY EDUCATION

2012/2013 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 192: UNIVERSALS IN MUSIC

TIME: 3 HOURS

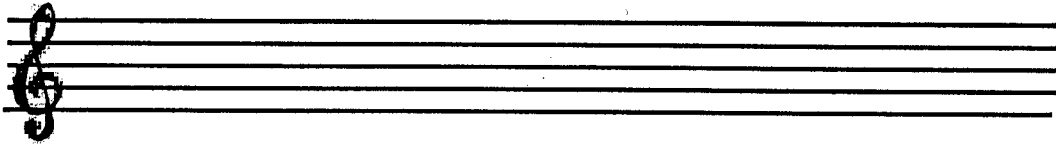
TOTAL MARKS: 100

INSTRUCTIONS

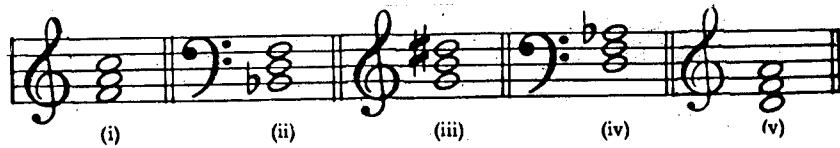
- The Examination paper consists of Fourteen (**14**) questions
- Answer all the questions
- An extra manuscript paper will be provided for answering questions

1. Construct the primary triads of the following keys with key signatures. Use G clef: (8 marks)

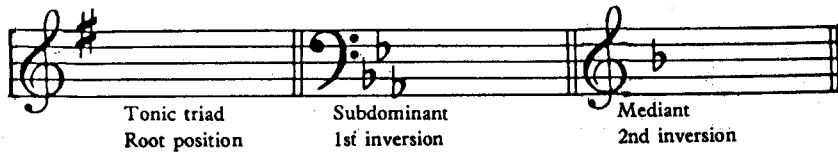
- a) B major
- b) F minor
- c) D major
- d) E flat minor



2. Name the following triads : (5 marks)



3. Write the required triads in major keys on the staves (6 marks):



4. Write the scale of D minor (harmonic) without key signature in the bass clef.(5 marks)

5. Write with Key signature the scale of A melodic minor ascending and descending using minims. Use F clef. (5 marks)

6. Describe the following triads mentioning the following (6 marks)

a) The key in which the triad is written

b) The scale degree of the triad (i.e tonic, mediant etc)

c) The position of the triad (1st or 2nd inversion)

The first one has been done for you.

(i) (ii) (iii)

Subdominant
triad of A major
1st inversion

7. Transpose the following melody up a major 3rd using treble clef (10 marks)

8. Transpose the following melody into F major (10 marks).



9. Re- write the following melody into F clef maintaining the same pitch (10 marks)



10. Translate the following phrase from solfa to staff notation. Insert the key signature. Doh is E. (10 marks)

$\frac{3}{2}$ m.r | d: - . r : m. f | s:- ||

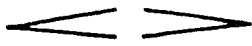


11. Translate the following into solfa notation (5 marks)



Moderato **MUSIC ANALYSIS**

12. a. Mark where you find a tie and a slur in the excerpt above (2 marks)
 b. Describe the implications of a tie and a slur to the notes where they are applied (1 mark).

13. Explain the terms and signs marked with a star in the melody below (7 marks)

- a. f
 b. andante
 c. 
 d. poco-cresc
 e. rall
 f. 
 g. 

14. a. Give the Italian names for: (5 marks)

- Simply
 In a singing style

All together
Detached
Much/Very

b. What is the English meaning of the following terms? (5 marks)

Grazioso
Dolce
Legato
Forte
Ad libitum (ad lib)

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2012/13 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 202: MUSIC EDUCATION II

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.
-

QUESTIONS

1. Every primary school teacher should be enabled to teach music. Discuss!
2. What is Philosophy of Music Education?
3. Why would you advocate for a musical ensemble at your primary school?
4. Why is it important that a music teacher understands music cognition?
5. Discuss aesthetic music education in the context of Zambian society.
6. What is Psychology of Music education?

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

COURSE: ISE 221: HOME ECONOMICS TEACHING METHODS I

TIME: 3 HOURS

INSTRUCTIONS

This paper has six questions and each carries 25 marks.

Answer **only four** questions while **question 6** is compulsory.

Choose any other **three (3)** questions.

Question 1

a) Explain the significance of the following.

i) Lesson Plan

ii) Schemes of Work

iii) Records of Work

b) What is assessed in Home Economics?

c) Who is an evaluator?

Question 2

- i) State at least five (5) aims of teaching Home Economics in primary schools.
- ii) Explain briefly on each of the above stated aims in (i) with reference to the CDC Home Economics syllabus.

Question 3

- i) Explain the seven (7) characteristics of good lesson objectives.
- ii) State the three (3) learning domains of Blooms taxonomy.
- iii) Explain in a hierarchical order how the branches of each of the domains is useful in the teaching and learning of Home Economics.

Question 4

a) Define the following terms.

- | | |
|---------------------|---------------------------------|
| i) eclectic method | vi) peer teaching |
| ii) syllabus | vii) formative assessment |
| iii) record of work | viii) lesson objective |
| iv) scheme of work | ix) summative assessment |
| v) lesson plan | x) field trip in Home Economics |

b) Explain the significance of Class Control Management.

Question 5

- a) What is the significance of Question and Answer method in the teaching of Home Economics?
- b) In the process of teaching, explain the twelve points that can enable the question and answer method to be effective.

Question 6

- i) Prepare a fortnights' Grade five term one schemes of work on the introduction of temporal and permanent stitches.
- ii) Using the Schemes of Work you have prepared in (i), write a Lesson Plan showing diagrams on how you can work on or sew one stitch.
- iii) In reference to your planned lesson plan, write a Record of Work

Good Luck!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

FINAL SEMESTER EXAMINATION. (AUGUST---SEPTEMBER,2013)

ISE 242: Art teaching Methods 11

Instructions:

Time: Three hours

1. Read instructions carefully before you start writing
2. Answer only three questions
3. Write your computer number

QUESTIONS

1. The teacher is the most important resource in any art classroom. Consider the following areas of his involvement briefly, and discuss only two.
 - i. The observation of children
 - ii. The selection of art learning materials.
 - iii. The organization of the learning materials
2. Discuss how you would apply class control and discipline in an art lesson.
3. What are the characteristics of an effective art teacher?
4. Discuss reasons why student teachers start with micro and peer teaching before they go out teaching.
5. Discuss recent approaches to the teaching of art.

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2012/2013 ACADEMIC YEAR FINAL EXAMINATIONS

ISE 271: CLOTHING AND TEXTILE SCIENCE

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. ANSWER **FOUR** QUESTIONS ONLY. **QUESTION ONE (1)** IS **COMPULSORY**. EACH QUESTION CARRIES **25 MARKS**.

 2. CREDIT WILL BE AWARDED TO LEGIBLE, GOOD AND ORDERLY PRESENTATION OF WORK.
-

QUESTION 1

As a student studying clothing and textile science, you have been given a task to talk to fashion designers about cotton fibres. Write down brief notes that you would use to present this talk under the following sub headings

- i) Sources of the fibre
- ii) Physical and chemical properties
- iii) Production processes of the fibre
- iv) Care of the fibre
- v) Uses of the fibre

QUESTION 2

The fibres are the basic units in fabrics. In order to understand the behaviour and performance of fabrics, it is important to understand the type of fibres used in the construction. Describe the four methods you can use to identify fibres.

QUESTION 3

Manufactured fibres are fibres that are made from either chemicals or natural sources. There are two types of manufactured fibres. Identify the two types of manufactured fibres, with examples compare and contrast the identified fibres.

QUESTION 4

Fibres are used to produce yarns. The yarns are used to construct/manufacture fabrics. Explain the two (2) most common methods of fabric construction and give examples of fabrics.

QUESTION 5

Colour refers to the dyes used on fabric and design refers to the prints on fabrics. In line with the above statement, define dyes, and describe five (5) methods by which dyeing is accomplished in textiles.

QUESTION 6

Choosing clothing for the family involves making a decision. Explain why we wear clothes. Discuss the factors to consider when choosing family clothing.

THE END!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2012 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATION
ISE 319: PRIMARY SCHOOL CURRICULUM DEVELOPMENT

Duration: 3 Hours

Instructions

1. Answer four questions.
 2. Clearly indicate your computer number on the front cover of your answer booklet.
 3. Also, clearly write the number of the question you are answering in the left margin of the sheets contained in the answer booklet.
-

Question One

D. K Wheeler in his book *Curriculum Process* asserts that one of the major difficulties of the curriculum process is the transition from general aims to the particular objectives of the classroom.

- a) Identify **three (3)** essential parts for formulating specific objectives at the classroom level, exemplifying with objectives from a subject area.
- b) Discuss the stages of the curriculum process according to Wheeler, ultimately including improvements to the process as enunciated by other proponents of curriculum development models such as Hilda Taba, Denis Lawton and Tanner.

Question Two

Andrew Urebu in his book *Curriculum Studies* points out that in its general form the subject- centred design organises the curriculum in to a variable number of subjects, each of which purported represents a specified homogenous body of content.

- a) Discuss the merits and limitations of a subject-centred curriculum.
- b) Although the subject-centred curriculum is the dominant curriculum design in Zambian Primary Schools, in the recent years there has been a shift towards the integrated curriculum. Highlight the curricula changes that have taken place in Zambia.

Question Three

Ralph Tyler in his book *Basic Principles of Curriculum and Instruction* asserts that evaluation is a process for investing how far the learning experiences has developed and organised are actually

producing the desired outcomes and the process of evaluation entails identifying the strengths and weakness of the school curriculum.

- a) Distinguish the terms, “formative evaluation” “summative evaluation” “assessment” and “measurement”.
- b) Discuss continuous assessment and it’s backwash effect on the Zambian primary school curriculum.

Question Four

Hugh Hawes in His book *Curriculum and Reality in African Primary Schools* states that the implementation of curriculum change is a complicated enterprise.

- a) Explain the related task for implementing a new primary school curriculum.
- b) Discuss the phases and reasons for evaluating printed instructional materials before they are disseminated in primary schools.

Question Five

The school curriculum is not neutral knowledge. Rather, what counts as legitimate knowledge is the results of complex power relations, struggle and compromises among identifiable class, race, gender and religious groups (Michael Apple 1992).

- a) Critically discuss Phenix and Hirst’s argument about content for curriculum. In the final analysis, discuss the criteria for the selection of curriculum content.
- b) Describe the subject areas in the current Zambian primary school curriculum.

Question Six

Curriculum planning and design are essential preliminary ingredients in the curriculum development process (Murray Print 1993).

- a) Compare and contrast the subject - centred design with the learner-centred design.
- b) Discuss the curriculum development process, according to Hilda Taba. To What extent does the Zambian curriculum design centre follow this process?

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

The University of Zambia
School of Education
Second Semester Examinations
August / September 2013
ISE 381: Special Topics in Social Studies

Time : **Three (3) Hours**

Instructions : **Answer three (3) questions in this examination, one of which should be question 1. Credit will be given for use of relevant examples and illustrations.**

1. You and your pupils have decided to investigate the problem of littering at your school,
 - a. formulate a title
 - b. formulate three objectives
 - c. formulate the statement of the problem
 - d. Construct a semi structured interview guide for collecting such data. (20 marks)
2. In detail, describe any four data collecting instruments. (10 marks)
3. Explain the teacher's preparation before taking the learners out for field work. (10 marks)
4. Discuss the key components in field report writing. (10 marks)
5. Explain the significance of learning social studies through fieldwork. (10 marks)

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



UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION - DEPARTMENT OF PRIMARY EDUCATION

2012/2013 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 392: MUSIC(S) OF THE EAST

TIME: 3 HOURS

TOTAL MARKS: 100

INSTRUCTIONS

- **The Examination paper consists of two sections**
- **Section A: short answer questions. Answer all the questions (20 marks)**
- **Section B: Six (6) Essay questions each carries 20 marks. Answer any four questions (80 marks)**

SECTION A: SHORT ANSWER QUESTIONS (20 marks)

1. Comment on selective cultural borrowing and how it has helped preserve Japanese traditional music (3 marks)
2. Discuss the Indonesian Gendhing under the following headings
 - a) What is Gendhing (2 marks)
 - b) What instruments play the main leading instrument in a Gendhing (2 marks)
3. Cite the main differences between Balinese and Javanese music (3 marks)
4. Name any five common Indonesian instruments (5 marks)
5. Describe the Minyo Japanese folk music (5 marks)

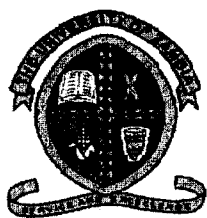
SECTION B: ESSAY QUESTIONS (80 marks)

Answer any 4 from the following six questions

1. Discuss the following major Japanese instruments and instrumental forms with details on tuning, performance and construction
 - Shamisen
 - Shakuhachi
 - Taiko
2. Indian music has a distinct and unique sound, explain how the raga and tala contribute to this uniqueness.
3. Discuss how Japanese music has evolved into popular music today
4. Describe the Javanese shadow puppetry in terms of its social context and performance.
5. Music acculturation is inevitable in a global world; discuss this statement in the light of Western music influences on Indian music.
6. Discuss the following components of a music culture proving examples from your own culture (Zambian)
 - a) Ideas about music
 - b) Activities involving music

c) Repertoires of music

d) Material culture of music



The University of Zambia
INSTITUTE OF DISTANCE EDUCATION
SEMESTER EXAMINATIONS

**LSE 231: THEORIES AND APPROACHES OF SECOND LANGUAGE TEACHING
AND LEARNING**

TIME : 3 HOURS

MARKS: 100

INSTRUCTIONS: This paper has two sections: Section A and Section B. You must answer all parts of question 1 in Section A and any two questions from Section B. All the questions carry equal marks.

Section A:

1. Write briefly on the following pairs of terms you have met on the course. For each pair, explain the differences or similarities between them.
 - a) approach and method
 - b) instrumental and integrative motivation
 - c) first language and foreign language
 - d) language acquisition and language learning

Section B:

2. Compare and contrast the Cognitive Code Approach with the Audio-lingual Language Teaching Approach in terms of:
 - a) the underlying theory of language
 - b) the underlying theory of learning
 - c) the role of the teacher
 - d) the role of the pupil
 - e) the materials used
3. Based on what you have learnt about first and second language acquisition on this course do you agree with the assertion that *the best time for a Zambian child to acquire a second language such as English is when he/she is in pre-school?* Discuss this issue in relation to the research reported in the module. You may also include other relevant considerations.

4. Compare the language policies before and after independence and discuss which, in your opinion, were better?
5. "The Grammar Translation Method is one of the oldest and most popular methods of teaching a second or foreign language in spite of the criticisms leveled against it". Discuss the features of this method, the criticisms leveled against it and explain whether it is still popular.

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
2013 SECOND SEMESTER FINAL EXAMINATIONS

LSE232: ENGLISH TEACHING METHODS

MARKS: 100

TIME:

THREE HOURS

INSTRUCTIONS

1. There are **TWO SECTIONS** in this Paper, Sections **A** and **B**.
2. Answer **THREE** Questions in all, Question **ONE** (1) from **SECTION A** (**COMPULSORY**) and **TWO** (2) from **SECTION B**.
3. All questions carry equal marks.
4. Good command of English language will be rewarded.

SECTION A

1. Write briefly (not more than one page on each) on any **five** of the following concepts or terms in English Language Teaching.
 - a. Visual exercise and linguistic exercise
 - b. Lexical items and dictionary words
 - c. Covert and overt grammar
 - d. Co text and context
 - e. ROC and Path Way programmes
 - f. Productive skills and receptive skills in language teaching
 - g. Differences between extensive reading and intensive reading
 - h. Closed Pair and Open Pair work

SECTION B

Answer any two (2) questions from this Section.

2. Construct a complete lesson plan showing teacher/learner activities and materials to teach a Listening and Speaking lesson to a Grade 6 class based on the following topic:
By the end of the lesson, PSBAT to use 'because' and 'since', to express reason
3. A ^{composition} ~~Comprehension~~ lesson should be a teaching lesson and not a testing one. Explain the procedure (not a lesson plan) you would use to teach a grade 8 ^{composition} ~~comprehension~~ lesson. (continuous writing) lesson to a Grade 8 class **based on the following objective:**
By the end of the lesson PSBAT to rearrange given jumbled notes into a logical order and write a paragraph using the notes.

The procedure should outline the steps, teacher/pupil activities and materials to be used.

4. Before the teacher can start teaching reading in Grade 1, there are reading readiness skills children should exhibit. These skills are in particular stages of child development

Give three of such stages and state what skills a learner who is ready to start reading lessons is expected to have in each of the three stages of development.

5. The Listening and Speaking lesson has three major steps, namely, Discussion, Practice, and Production. Explain what goes on in each one of the three lesson steps. Give examples of various activities that a teacher can conduct in the three stages:
 - a. Discussion
 - b. Practice
 - c. Production
6. Based on the following Language Function, design a pair (for each) of :
 - a. **Substitution drill**
 - b. **Ripple drill**

Language: Comparison

Your cards should be complete with identities and instructions to the Pupils as if they were being used in a Language as Communication lesson.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

RELIGIOUS STUDIES DEPARTMENT

LSE 292: ADVANCED PRIMARY SCHOOL RELIGIOUS EDUCATION TEACHING METHODS

DURATION: THREE HOURS

INSTRUCTIONS: 1. Attempt **four** out of **seven** examination Items

2. Write clearly and neatly

3. Indicate your student number on space(s) provided in answer book(s)

1. (a) Define indoctrination in Religious Education. (5 marks)

(b) State and discuss five consequences of using indoctrination approach when teaching primary pupils in Religious Education. (20 marks)

2. Discuss the importance of formal and informal records for evaluating and assessing pupils in Religious Education. (25 marks)

3. Discuss the relevance of Ronald Goldman's development stages of religious thought in children to the teaching of primary pupils in Religious Education. (25 marks)

4. (a) Identify and explain the three criteria for choosing a numen (6 marks)

(b) Compare stages in the "Gift to the Child" and steps in the "three-step" method.

(19 marks)

5. With relevant examples, discuss the following approaches:

(a) System approach

(b) Thematic/Topical approach

(c) Experiential approach.

6. State and discuss five points to consider when integrating Religious Education with other subject(s). (25 marks)

7. (a) Explain the relationship between an objective and aim in Religious Education

(10 marks)

(b) What is the role of a teacher of Religious Education in achieving aims of education in Zambia.

(15 marks)

END OF EXAMINATION ITEMS

THE UNIVERSITY OF ZAMBIA,
SCHOOL OF EDUCATION

SECOND SEMESTER EXAMINATIONS

AUGUST /SEPTEMBER, 2013 FULLTIME, DISTANCE AND PARALLEL
EXAMINATIONS

LSE 302: CIVIC EDUCATION TEACHING METHODS

INSTRUCTIONS TO CANDIDATES.

- THERE ARE FIVE QUESTIONS IN THIS EXAMINATION PAPER, ANSWER ONLY THREE (3) QUESTIONS. QUESTION ONE IS COMPULSORY. ALL QUESTIONS CARRY EQUAL MARKS
- TIME ALLOWED: THREE (3) HOURS

1. Prepare an ideal lesson plan for grade 10, 11, or 12, on a topic of your choice from the syllabus.
2. What is a syllabus? Why is it an important document for teachers? Explain why the state or government is the first actor in the formulation of the syllabus.
3. Explain the types of controversial issues that can be taught and the steps to be taken.
4. What is teaching? Explain the components in teaching.
5. Why should we teach pupils in secondary schools the skills of note-taking?

END OF THE EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2012 SECOND SEMESTER EXAMINATIONS

LSE 312: GEOGRAPHY TEACHING METHODS

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer any three (3) questions of which one must be question one. If you chose question five (5), attach the marked essay to the answer booklet. Credit will be given for deep understanding of the question, use of practical and relevant examples and not mere memorization of lecture notes.

1. (a) With the aid of examples, discuss the components of a behavioural objective (12 marks)
(b) Evaluate the use of a record of work in Geography (8 marks)
2. Discuss three teaching strategies of your choice and explain the topics that you can best teach using the selected strategies. (15 marks)
3. Discuss the benefits of using teaching and learning resources in Geography (15 marks)
4. With relevant examples in Geography, discuss Kochhar's (2010) assertion that 'the selection of a technique or techniques of evaluation depends on the nature of the objectives to be appraised'.

5. Read the following essay carefully. The essay was written by a Grade 11 pupil at Sefula Secondary School as Geography Homework.

Physical factors influencing Settlement patterns in Zambia

The following essay will explain the physical factors influencing Settlement patterns in Zambia.

Water: People want to live near water. This is because they want to use water for drinking, cooking, bathing, washing clothes and plates and watering vegetables. Fishermen also want to stay near rivers for catching fish to eat.

Transport: People want to stay in area with transport. People in Zambia want to stay in areas with roads and railway. eg near railway line and roads, people are many because they want to transport maize and food to markets in Lusaka.

Temperature: People stay in Zambia in areas that are not hot. Places that are hot have few people like Luangwa valley. This is because they are hot and no rainfall. If there is no rain, no crops can grow and people are sick and die.

Soil: People they want to stay in fertile soils because they want farming crops. They want to grow maize to eat and sell. Soils that are not fertile do not have a lot of people staying there.

Rainfall: where rainfall is many, people stay there and grow crops. Places in Zambia that have low rainfall have few people because of no agriculture.

Security: Some live near mountains for defend. They want to see enemies first and fight better.

Relief: Mountains have few people. Flat places have people.

Tradition: People stay in same clans and tribes. They stay together in a clustered settlement.

5. a. (i) Read through the essay and mark it out of 10 marks. Attach the marked essay to the answer booklet (5 marks)
- (ii) Write comments on the essay to correct the pupil. (5 marks)
- b. Construct five multiple choice questions on the topic 'Energy Resources in Zambia'. (5 Marks)

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

LSE 332: ENGLISH TEACHING METHODS

2012 SECOND SEMESTER EXAMINATIONS

THREE HOURS

100 MARKS

INSTRUCTIONS

1. There are two sections in this paper, Section A and Section B.
2. Answer a total of three questions, one question from Section A and two questions from Section B.
3. All questions carry equal marks.

SECTION A

Answer only one question from this Section.

QUESTION 1

Write briefly on **any five** of the following concepts in English Language Teaching bringing out key points on what it means and how it applies to language teaching. Each of the five answers should not exceed a full page of the answer booklet.

- a. Communicative Competence
- b. Skills-getting versus skills-using in Oral Communicative Competence teaching
- c. Language Acquisition versus language learning
- d. Note-taking versus Note-making
- e. Classroom interaction types
- f. Information gap
- g. Rule explanation
- h. Theme and Plot in Literature

QUESTION 2

It is argued that the Situational Method and Cognitive Code Approach brought in meaning in English language teaching. With illustrations, discuss this assertion.

QUESTION 3

With examples from Literature texts that you have read, discuss the two approaches of teaching Literature in English used in Zambian secondary schools, namely;

- a. Single Text Approach, and
- b. Thematic Approach

SECTION B

Answer any two questions from this Section.

QUESTION 4 (COMPOSITION)

Prepare a lesson plan to teach Composition to a Grade 11 class based on the following objective:

Pupils should be able to write a composition describing a Zambian Cultural Ceremony of their choice.

The following picture may help you to introduce your lesson topic.



The lesson plan should have all the necessary teacher and learner activities and materials.

QUESTION 5 (ORAL COMMUNICATIVE COMPETENCE)

Construct the following Oral Communicative Competence materials you would use to teach an oral lesson based on the following objective:

Pupils should be able to:

Express apology

- a. Scripted dialogue, and
- b. Cued Dialogue

QUESTION 6 (READING COMPREHENSION)

Describe the lesson procedure (not a lesson plan) to teach Reading Comprehension to a Grade 11 class based on the following passage. Design your own questions for the passage.

THE NATURE OF CORRUPTION

Public and Private

Corruption, like other vices is as old as society itself. Its character keeps on evolving from time to time. The nature of corruption should not only be perceived in terms of the public as it has always been. But it can also take cause in private temperament. It cannot be confined in the public sector, because private sector corruption is often the root cause of public sector corruption. The essence of perceiving corruption in this nature is based on its character as a process that involves two parties, the favour seeker and the giver; it is the same people (either individuals or groups) that are partly public and also private who are engaged in these corrupt practices.

Public corruption being born out of private corruption is based on the premise that, it is the private sector that is economically stronger, and in a position to penetrate even the most determined and upright resistance against corruption in the public sector. For example, before a public servant becomes corrupt and invites a bribe, he or she must have been initially corrupted by someone who will normally not be working as a public servant, but rather in the private sector, and more often than not, for a

foreign or multinational corporation investment. In other words, it will start with someone with money or has something which can entice the public worker.

Traditionally, **private sector corruption** has been addressed as a matter of good business practice, awarding of contracts and unfair competition. Corruption is nurtured by the private sector and its nature is always seen in terms of the public. Mostly public concern of the nature of corruption involves such issues as land administration. Cases of multiple allocations in land administration have become very common in many district councils. Many plots have been allocated to more than one individual and one individual has more than one plot as a result of flouting procedures and members of the public have had to suffer the consequences of this practice. Corrupt practices do exist on a worrying scale in some land administration authorities such as City, Municipal or District Councils and Ministry of Lands.

QUESTION 7 (LITERATURE TEACHING)

Prepare a complete lesson plan to teach Literature to a Grade 12 class based on the following objective:

By the end of the lesson pupils should be able to discuss the theme of 'conflict between the old and the new culture' in Things Fall Apart.

Base your lesson plan on the attached excerpt from the novel, Things Fall Apart by Chinua Achebe (pp 120 – 121).

morning' And they dispersed.

The next morning the crazy men actually began to clear a part of the forest and to build their house. The inhabitants of Mbanta expected them all to be dead within four days. The first day passed and the second and third and fourth, and none of them died. Everyone was puzzled. And then it became known that the white man's fetish had unbelievable power. It was said that he wore glasses on his eyes so that he could see and talk to evil spirits. Not long after, he won his first three converts.

Although Nwoye had been attracted to the new faith from the very first day, he kept it secret. He dared not go too near the missionaries for fear of his father. But whenever they came to preach in the open market-place or the village playground, Nwoye was there. And he was already beginning to know some of the simple stories they told.

'We have now built a church,' said Mr Kiaga, the interpreter, who was now in charge of the infant congregation. The white-man had gone back to Umuofia, where he built his headquarters and from where he paid regular visits to Mr Kiaga's congregation at Mbanta.

'We have now built a church,' said Mr Kiaga, 'and we want you all to come in every seventh day to worship the true God.'

On the following Sunday, Nwoye passed and re-passed the little red-earth and thatch building without summoning enough courage to enter. He heard the voice of singing and although it came from a handful of men it was loud and confident. Their church stood on a circular clearing that looked like the open mouth of the Evil Forest. Was it waiting to snap its teeth together? After passing and re-passing by the church, Nwoye returned home.

It was well known among the people of Mbanta that their gods and ancestors were sometimes long-suffering and would deliberately allow a man to go on defying them. But even in such

cases they set their limit at seven market weeks or twenty-eight days. Beyond that limit no man was suffered to go. And so excitement mounted in the village as the seventh week approached since the impudent missionaries built their church in the Evil Forest. The villagers were so certain about the doom that awaited these men that one or two converts thought it wise to suspend their allegiance to the new faith.

At last the day came by which all the missionaries should have died. But they were still alive, building a new red-earth and thatch house for their teacher, Mr Kiaga. That week they won a handful more converts. And for the first time they had a woman. Her name was Nneka, the wife of Amadi, who was a prosperous farmer. She was very heavy with child.

Nneka had had four previous pregnancies and childbirth. But each time she had borne twins, and they had been immediately thrown away. Her husband and his family were already becoming highly critical of such a woman and were not unduly perturbed when they found she had fled to join the Christians. It was a good riddance.

One morning Okonkwo's cousin, Amikwu, was passing by the church on his way from the neighbouring village, when he saw Nwoye among the Christians. He was greatly surprised, and when he got home he went straight to Okonkwo's hut and told him what he had seen. The women began to talk excitedly, but Okonkwo sat unmoved.

It was late afternoon before Nwoye returned. He went into the *obi* and saluted his father, but he did not answer. Nwoye turned round to walk into the inner compound when his father, suddenly overcome with fury, sprang to his feet and gripped him by the neck.

'Where have you been?' he stammered.
Nwoye struggled to free himself from the choking grip.

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

SECOND SEMESTER EXAMINATIONS, AUGUST, 2013

LSE 352: HISTORY TEACHING METHODS I

DURATION: THREE (3) HOURS

INSTRUCTIONS: Answer any **three** questions. All questions carry **equal** marks.

1. History is said to be a subject which is highly illusive in terms of its definition. Discuss
2. Proper lesson planning is one of the basic requirements of effective teaching. Give an account of how this exercise contributes to the effectiveness of a teacher's lesson delivery.
3. Give a clear distinction between a scheme of work and a syllabus and then explain the key roles played by the former in the teaching - learning process.
4. The Ministry of Education Standards Officers emphasise the need of having talking walls in schools. Explain what these are and discuss their importance in the teaching and learning of history.
5. It is not a fallacy to assert that history is a subject of great value to society. Authenticate this statement by giving specific examples of the elements of history that are appreciated by the society.
6. Account for the pivotal role played by teaching aids in the teaching and learning of history.
7. Kochar (2005:171) states that, it is necessary that a history teacher is well conversant with the different teaching methods so that he/she can be able to pick the right one for a particular unit or lesson. Comment on this statement.
8. Choose one method that you would use to teach a history class effectively, and explain the advantages and disadvantages of that method.

THE END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2012/13 ACADEMIC YEAR SECOND SEMESTER

FINAL EXAMINATION
LSE 905: 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 cover page of your answer booklet.
 3. Credit will be given for the use of relevant examples and illustrations.
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Question One (Compulsory)

Carl (2012:64) explained that Curriculum development is the umbrella concept for the process which is characterised by the presence of phases.

- i. Clearly describe and justify the stages that you would employ in developing a curriculum in the area of your specialization. **(14 marks)**
- ii. Assess **three (3)** criteria that can guide you in ensuring that the content selected in the curriculum that you have developed in 1 (i) is appropriately sequenced. **(6 marks)**

Question Two

Graves (1979) defines a curriculum model as a simplified representation of complex reality which enables scholars to understand the process of curriculum development better.

- i. Explain why the dynamic models proponents claim that the cyclical and objectives models do not reflect the reality of the curriculum development process? **(2 marks)**
- ii. Briefly describe the dynamic models as propounded by Decker Walker (1971). **(4 marks)**
- iii. Compare and contrast the classical and cyclical models of curriculum process. **(9 marks)**

Question Three

Schubert (1986:42) warns that curriculum implementation should not be a mere carrying out of instructions but should recognise that development take place within instructional-learning situations.

- i. Critically explain how effective use of time, provisions of appropriate teaching and learning resources and school facilities can help the curriculum implementer to bridge the gap between the intended and achieved curriculum. **(6 marks)**
- ii. With the aid of relevant examples discuss **three (3)** criteria that can be employed in the selection of appropriate curriculum content. **(9 marks)**

Question Four

If curriculum planning is a matter of planning means to specified ends, and an educational curriculum therefore serves educational ends, the clearer we are about those ends and their nature the more adequate the planning can be (Hirst, 1975).

- i. What is curriculum intent? **(1 mark)**
- ii. Analyse **three (3)** sources of curriculum intent. **(6 marks)**
- iii. With the aid of **four (4)** examples assess how the psychological foundations influence the curriculum development process? **(8 marks)**

Question Five

The understanding of education is key to the study of curriculum issues.

- i. How does a proper understanding of education help the teacher to implement a curriculum effectively? **(3 marks)**
- ii. What is the relationship among the following aspects of a curriculum; monitoring, assessment and evaluation? **(6 marks)**
- iii. Analyze **three (3)** backwash effects of national examinations on effective curriculum implementation. **(6 marks)**

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

UNIVERSITY SECOND SEMESTER EXAMINATIONS, AUGUST/SEPTEMBER, 2013

**RSE/LSE 292: PRIMARY SCHOOL RELIGIOUS EDUCATION TEACHING
METHODS**

TIME: Three (3) hours

MARKS: 100

INSTRUCTIONS

Answer in detail *one* question from each section. All questions carry equal marks.

Section A

1. With reference to Social and Development Studies (SDS) in the current primary/middle basic school curriculum, discuss the differences between an integrated syllabus and a compartmentalised syllabus.
2. Explain the rationale behind curriculum integration in primary education in Zambia and other English-Speaking countries. In what ways has primary school Religious Education been affected by this approach to curriculum design in Zambia?

Section B

3. What is Social and Development Studies (SDS)? State and explain its *five* running themes or general learning outcomes.
4. What is Social, Spiritual and Moral Education (SSME)? Discuss the background and nature of the subject area.

Section C

5. Describe the religious characteristics of the primary school child and explain how these characteristics affect the teaching of Religious Education at this level of school education.

Religious Education is said to be one the worst culprits of indoctrination. Explain why indoctrination is unacceptable in modern education and Religious Education at all levels. .

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

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY SECOND SEMESTER EXAMINATIONS, AUGUST/SEPTEMBER, 2013

**LSE/RSE 392: INTRODUCTION TO RELIGIOUS EDUCATION TEACHING
METHODS**

TIME: Three (3) hours

MARKS: 100

INSTRUCTIONS

Answer fully question *one*, which is compulsory, and any other two from the rest. All questions carry equal marks.

1. Explain the value of work scheming, lesson planning and record keeping in the teaching of Religious Education in schools.
2. Teaching and Learning can generally be classified into *Visual aids*, *Audio aids* and *Audio-Visual aids*. Choose one example from each of these categories and explain how the teaching/learning aid should be prepared and/or used in the teaching of Religious Education in the classroom.
3. Discuss *Note-taking* as a teaching technique in secondary school Religious Education.
4. '*The questions you ask determine the level at which your pupils think*.'
Discuss **questioning** as a teaching technique and assessment method in secondary school Religious Education.
5. Discuss Interviews as a teaching technique in Religious Education in terms of preparations, procedure or process and educational value.
6. What advice would you give to a school head teacher who prefers a non-trained, prayerful and committed Christian to a non-committed trained teacher of Religious Education for teaching the subject in her school?

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

**THE UNIVERSITY OF ZAMIA
SCHOOL OF EDUCATION
DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION**

**2012/2013 SECOND SEMESTER EXAMINATIONS
(AUGUST/SEPTEMBER 2013)**

MSE 342/352/362

BIOLOGY, PHYSICS AND CHEMISTRY TEACHING METHODS II

TIME: THREE (3) HOURS

MARKS: 100

INFORMATION

1. There are **six (6)** questions in this examination paper.
2. Each question has a possible maximum mark of 20.
3. The number of marks allocated to each question or part of the question is shown in the brackets [].

INSTRUCTIONS

1. Answer question **ONE (1)** and
2. Any other **FOUR (4)** questions.
3. All the responses must be written in the answer booklet provided.

- Q1.** (a) List the Products of Science and give examples of each in your subject area of specialisation. [5]
- (b) Which Computer Software Application would you use to support your teaching/learning tasks in the following cases:
- (i) Lesson Plans
 - (ii) Pupil Marks Record
 - (iii) Lesson Delivery
 - (iv) Pupils' Tests and Examinations
 - (iv) Processing of Pupil Experimental results for their own analysis. [5]
- (c) Justify the teaching of science to secondary school pupils. [10]
- Q2.** Science practical activities can result in the development of scientific process skills among learners, which process skills a teacher intends to develop in each of the following instances:
- (a) A demonstration of the TEST FOR STARCH ON
- i. CASSAVA MEAL NSHIMA,
 - ii. ROASTED MICE and
 - iii. POWDERED GROUNDNUTS. [5]
- (b) A class practical of a titration of 25 cm³ of 0.5M H₂SO₄ acid with 1.0M KOH to determine the endpoint of the neutralisation reaction. [10]
- (c) A group practical activity to show the magnetic effect of a wire carrying current using a plotting compass. A wire carrying current has a magnetic field whose direction depends upon the direction of flow of current. [5]
- Q3.** For each of the theories of learning given below, identify an appropriate concept or topic in your subject area of specialisation and describe how you would teach that concept or topic using the principles of the theory:
- (a) Classical conditioning. [4]
 - (b) Operant conditioning. [4]
 - (c) Vygotsky's theory. [4]
 - (d) The constructivist theory. [4]
 - (e) Any one (1) of the four (4) stages of Piaget's theory [4]

- Q4.** (a) Justify why a chalkboard is a widely used teaching aid in the teaching of Biology, chemistry or physics in Zambia schools. [5]
- (b) Discuss issues you need to consider when using a chalkboard. [10]
- (c) Describe **FIVE (5)** ways in which motion picture films, when used properly as teaching aids in your subject area of specialisation, may be better than the chalk board. [5]
- Q5.** There are several ways of avoiding discipline problems during lessons in the laboratory. Discuss at least **EIGHT (8)** ways of avoiding discipline problems you would put in place during lessons in the laboratory. Include concrete examples in each case. [20]
- Q6.** (a) Learning names of pupils is not an easy task. Describe at least **FIVE (5)** ways you can use in learning pupils' names in your biology, chemistry or physics class. Give examples in each case. [10]
- (b) Describe the sequence of questions you may use when making a risk assessment of the practical activity you intend to make in your subject area of specialisation. [10]

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2012/2013 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

AUGUST/SEPTEMBER 2013

MSE 932: MATHEMATICS EDUCATION IV

TIME ALLOWED: THREE (3) HOURS

INFORMATION: There are **five (5)** questions in this paper. Each question carries 25 marks. Marks for parts of questions are shown in brackets[].

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

MARKS POSSIBLE: 100

1. Ethno-mathematics is relatively new among mathematicians and teachers of mathematics.
 - (a) Discuss the genesis of the concept(s) of ethno-mathematics. [10]
 - (b) Discuss the importance and relevance of ethno-mathematics to the teaching and learning of mathematics in classrooms in Zambia. [15]

2. Teaching mathematics is so often directed towards fluency with symbols as though the strategy is to ensure that pupils appear to behave like competent mathematicians even if they lack understanding.
 - (a) Explain how fluency with symbols does not equal understanding. [06]
 - (b) Outline the rich environments for mathematical language learning. [10]
 - (c) Explain how a well-developed mathematics language vocabulary can aid logical thinking. [09]

3. "Integration of new technologies in mathematics education is important..."
(Anonymous, 2011)
 - (a) Explain **three (3)** principles that should be considered as you plan to integrate technology in mathematics education. [06]
 - (b) Discuss the importance of integrating technology in a mathematics lesson. [12]
 - (c) With the help of concrete examples, relate how the use of fourth and fifth generations of technology in mathematics education can improve the teaching and learning of mathematics. [07]

4. (a) You enter a class to give an exercise on the previous topic you taught. Unfortunately, you are not in the mood to write down the questions on the board and hence you decide to dictate the questions to the class. You dictate the following question for the class to answer:

“Solve for x given that the square root of x added to two is equal to x ”

- (i) As you go round the class to mark the solutions you notice that the class is giving two different solutions. One group has $x = 2$ as a solution and the other group gives $x = 4$. Write down **two** mathematical equations which the class could have used to solve the dictated question. [08]
- (ii) If the correct solution you had in mind was $x = 2$, what would be the correct way of dictating the question? [03]
- (iii) What lessons can one learn from this style of presenting questions to the class? [04]
- [b] (i) Briefly explain how pupils can make use of the graph of $f(x) = \sin x$, $0^\circ \leq x \leq 360^\circ$ to sketch the graph of $g(x) = 4 + \sin(x - 45^\circ)$ [06]
- (ii) Given that $a \leq \frac{1}{g(x)} \leq b$, Find the values of the constants a and b . [04]

5. (a) Distinguish between *mathematical problem solving* and *mathematical investigation*. [05]
- (b) *Examination results* and the use of *self-appraisal forms* can give an indication of teacher performance.
- (i) Identify **two** disadvantages of using examination results to indicate teacher performance. [05]
- (ii) Cite **two** advantages of using self-appraisal forms to indicate teacher performance. [05]
- (c) “Teacher appraisal is an idea whose time has come”.
- Justifying your reasoning, indicate whether you *agree* or *disagree* with statement above. [10]

END OF EXAMINATION

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THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
SEMESTER ONE FINAL EXAMINATIONS 2012-13

PEM1011: STUDY AND COMMUNICATION SKILLS

TIME: THREE HOURS

INSTRUCTIONS: Answer only three questions in this paper. Question ONE is compulsory

Read the following passage and answer the questions that follow.

Following their furlong in England the Doctor and his family were considerably better in health than before, but they and their fellow workers continued to suffer from malaria, and it was **this** which led Dr. Fisher to move from Kavungu. The station there was close to swampy plains, so the Doctor began to search the surrounding country for a healthier site. In his traveling round the villages he was constantly on the look out for some fairly high locality, with a good water supply but well – drained and comparatively free from mosquitoes, yet close to the large populations among whom their missionary work lay. After much prayerful consideration a site was chosen at Kazombo, a fine, well-drained rise lying on the right bank of the Zambezi about 30 miles east of Kavungu and close to several large villages.

In May, 1899, Dr. and Mrs. Fisher and their family moved from Kavungu to Kazombo, accompanied by Mr. Coppithorne, Miss Carlie, Miss Brayshaw, and Mrs O'jon. It was the early dry season and the whole party camped out on a gentle slope overlooking the Zambesi Valley with a lovely view of shining river winding in and out of the hills. Camp life was pleasant and enjoyable for a time, but the rains were due to begin the following September and permanent buildings must be up before them.

At the outset there were endless difficulties over labour. The missionaries were the first Europeans to settle in the district, with the result that local people regarded them with suspicion. When the Doctor offered the standard rate of wages that had been paid for manual work at Kavungu there was pretence of great disappointment and hardly any men came for work. As time went on they found out that the Doctor, though not lavish, was always just in his dealings. They came in increasing numbers and soon the Kazombo hill was a hive of industry. There was a repetition of what had happened at Kwanjulula and again at Kavungu-gangs of men went out into the forest each morning, returning at midday with building material of various kinds- stout ironwood posts for uprights, long straight poles for rafters, great bundles of golden thatching grass, and balls of rolled bark rope made by stripping up the fibrous inner bark of certain trees. This latter material is used in almost every stage of house building in Central Africa, and it is one of the most difficult things to assess for purchase. At first the Doctor bought bark rope by the

size of the bundle, so much for a bundle about a foot in diameter. Then one day, when opening up bought some weeks previously, he discovered that there was a mere shell of bark rope rolled around a central core of sticks and leaves. He then announced that in future he would buy bark rope by weight; each bundle was weighed and this seemed satisfactory for a time, until some days later a small-sized bundle appeared unduly heavy for its size. When unrolled it revealed a stone-also the duplicity of its owner! After trying various methods the most satisfactory was found to buy the rope in short folded lengths, which could easily be counted.

The fact that he was up to all their dodges and at the same time fair in all his dealings with them went a long way towards endearing the Doctor to the Africans. Here was a new kind of white man, one who never used force but always kept his word to them and expected them to do the same with him. Thus unconsciously the true missionary is able to prepare minds for the idea a God who combines in **His** person the tenderest mercy with the strictest justice, one who is love and light.

(From Fisher W.S.and Hoyte J.(1987). **NDOTOLU;The life stories of Walter and Anna Fisher of Central Africa**.pp.94-5).

1. I) In paragraph one. Give an example of each of the following;
 - a) At comparison used as an adjective
 - b) Neuter gender
 - c) A contrast marker other than but and so
 - d) A gerund
 - e) A prepositional phrase which means to expect
 - f) Noun verb agreement in the first line of the first paragraph
 - g) A hyphenated compound word
 - h) A statement expressed in the passive voice
 - i) An example of a suffix in the third line of the first paragraph.
 - j) The Subject and predicate parts of the last sentence in the paragraph.

- II The word **them** is used to refer to what in the last sentence of the second paragraph?
- III Explain what type of word **outset** is in the first sentence of paragraph three.
- IV Show the negation used in the third sentence of paragraph three.
- V Paragraph three has several words used which end with **-ing**, identify any which is used as a gerund.
- VI Complete the table below after reading paragraph three carefully.

Root/stem	Word class	prefix	Word class	suffix	Word class
mission					
				suspicion	
		disappoint			
repeat					
				fibrous	
		unduly			
duplicate					
				pretence	
			verb		

VII In paragraph three the word **he** is used in the first sentence to refer to

VIII Identify an example of **apposition** in the last paragraph of the passage.

2. Discuss how active reading can be achieved in a reading session.
3. Write references for each of the following
 - i) A book by one author
 - ii) A book by two authors
 - iii) A chapter in a book
 - iv) An article in an online Journal
 - v) An article in a Journal
 - vi) A book by three authors
 - vii) An edited book
 - viii) A book by more than three author
4. Explain how each of the following docents can be used to enhance management in your work
 - a) Notice
 - b) Memorandum
 - c) Minutes
 - d) Report
 - e) Speech
5. Describe the factors you would use to decide whether to use oral or written communication

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

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

2012/13 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

PEM 2061: INNOVATION IN TEACHER EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

- The Examination paper consists of **six** questions;
 - Candidates should answer **four** questions only.
 - Answers must be written clearly and neatly.
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1. Describe five practical roles of a teacher.
2. Psychological principles on how children come from different areas of psychology: Outline five of them.
3. There are three vital features to the innovation process. State what they are and how you would execute them in relation teaching and learning of student teachers. Base your answer on Teacher Education in Zambia; however, you may draw from experiences elsewhere to support your answer.
4. Learning requires active and constructive involvement of the learner. Give at least five scenarios on how you would accomplish this with your learners.
5. Give five characteristics that would ensure a quality programme for teacher education.
6. Briefly discuss the following aspects of Joyce Epstein's framework of six types of involvement:
 - (i) Parenting,
 - (ii) Communicating,
 - (iii) Volunteering,
 - (iv) Learning at home,
 - (v) Collaborating with the community.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2012 SECOND SEMESTER FINAL EXAMINATIONS
PEM 3101: CROSS CUTTING ISSUES

DURATION: 3HOURS

Instructions

1. Answer four (4) questions, question (1) one is compulsory.
 2. Clearly indicate your computer number on the front cover of your answer booklet.
 3. Also, clearly write the number of the question you are answering in the left- hand margin of the sheets of paper contained in the answer booklet.
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1. Discuss the concept of “cross cutting issues” in education, showing clearly how they can be taught in Zambian colleges of education.
 2. Analyse pollution in Zambia. In the final analysis critically compare and contrast global warming and the ozone layer.
 3. The government of Zambia plans to introduce ICT as a support tool in the ministry in charge of education by 2016. (SNDP 2011). Discuss the opportunities, potentials and challenges of integrating educational ICTs in the education sector.
 4. Some people argued that the coming of human rights has compromised pupil’s discipline, especially classroom discipline. Evaluate this argument with exemplifications and thereby propose how best this argument could be resolved.
 5. Critically analyse the impact of HIV and AIDS in the Ministry of Education Science and Vocation Training and Early Education (MESVTEE). In the final analysis suggest ways of combating HIV and AIDS.
 6. Imagine that you have been appointed as a Permanent Secretary in a ministry in charge of gender. You have been asked to address trainers of trainers on gender issues during a workshop whose theme is “addressing gender issues at all levels of education”. The participants are educators at all levels in the Ministry of Education. During the address you are expected to clearly show instances when gender is an issue at each level of education. Describe how you would proceed.

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

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

INSTITUTE OF DISTANCE EDUCATION

SECOND SEMESTER 2012 FINAL EXAMINATIONS

PEM 3111: POLICY ISSUES AND EDUCATION STUDIES

TIME: THREE (3) HOURS

INSTRUCTIONS

1. Answer only three (3) questions, one (1) from each section.
 2. All questions carry equal marks (20).
 3. You are required to read all the questions carefully before selecting those to attempt.
 4. Write the question number you choose in the left hand margin.
 5. Please do not cut words at the end of each line.
 6. There are two printed pages in this examination
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SECTION A

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

1. Define the term policy and explain how it can be used to develop the education system in Zambia.
2. What are the strategic priorities in Zambia's Ministry of Education Strategic Plan (2003 to 2007)?
3. Discuss the strengths and weaknesses of the 1977 Educational Reforms.

SECTION B

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

Sociology of Education

1. With relevant examples, discuss the characteristics of social institutions.
2. Compare and contrast Cooley and Mead's symbolic interaction theory of socialization and Freud's conflict theory of socialization.
3. Discuss the three positions that best explain the relationship between the school and the community.

SECTION C

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

Educational Psychology

1. Using the various schedules of reinforcement, explain in detail how you would teach a grade one child from an abusive home, and why?
2. The National Education Policy (1996) gives the impression that Government is committed to ensuring quality in education. Use Abraham Maslow's hierarchy of needs to explain Government's inability to provide quality education.

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

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

INSTITUTE OF DISTANCE EDUCATION

SECOND SEMESTER 2012 FINAL EXAMINATIONS

PEM 3122: MONITORING AND EVALUATION

TIME: THREE (3) HOURS

INSTRUCTIONS

1. Answer only three (3) questions.
 2. All questions carry equal marks (20).
 3. You are required to read all the questions carefully before selecting those to attempt.
 4. Write the question number you choose in the left hand margin.
 5. Please do not cut words at the end of each line.
 6. There is one printed page in this examination.
-

1. What is Assessment? How would you apply the term in education?
2. Is Evaluation and Assessment the same? Comment on what you understand by both terms.
3. Comment on the state of the Examinations Council of Zambia in recent years.
4. Give your opinion on Monitoring.
5. Can Schools give genuine Continuous Assessment?
6. What is validity?
7. Is Evaluation necessary in the modern era?
8. What is the difference between performance indicators and results?
9. Discuss the terms analysis, capacity building and Continuing Professional Development.

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

**THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE LEARNING**

2012/2013 ACADEMIC YEAR, SECOND SEMESTER FINAL EXAMINATIONS

PEM 3139- APPLIED RESEARCH

TIME: 3 HOURS

INSTRUCTIONS

- THIS EXAMINATION CONTRIBUTES 50% TO THE COURSE GRADE.
 - THERE ARE FIVE QUESTIONS IN THIS PAPER. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.
-

1. You are about to undertake a research on re-entry policy in selected districts of the newly established Muchinga Province.
 - (a) Critically analyse the stages you are suppose to follow in designing your proposal **(8 Marks)**.
 - (b) Design a research proposal highlighting all the components that constitute a research proposal **(12Marks)**.
2. Applied research is designed to solve particular problems of the modern world rather than to acquire knowledge for knowledge's sake. Discuss how you can use applied research to help solve the problems confronting our Education system today **(15 Marks)**.
3. With relevant examples, discuss the difference between qualitative and quantitative research designs **(15 Marks)**.
4. Write short notes on the following concepts.
 - (i) Basic Research **(3 Marks)**
 - (ii) Applied research **(3 Marks)**
 - (iii) Evaluation research **(3 Marks)**
 - (iv) Action research **(3 Marks)**
 - (v) Experimental research **(3 Marks)**
5. In this course, you were exposed to report writing through your field research. Write a research report based on your field work experience or any topic of interest **(15 Marks)**.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF RELIGIOUS STUDIES
2013 UNIVERSITY EXAMINATIONS – SEMESTER TWO

**RS 202: BELIEFS AND PRACTICES OF AFRICAN TRADITIONAL
RELIGIONS IN SOUTHERN AFRICA**

(FULL TIME, PARALLEL & DISTANCE)

DURATION: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

ANSWER ANY **THREE (3)** QUESTIONS

ALL QUESTIONS CARRY EQUAL MARKS

MARKS WILL BE AWARDED ON THE BASIS OF CLARITY, IN DEPTH, COHERENCE, SYNTHESIS, GOOD ENGLISH AND ILLUSTRATIONS.

1. On the first day of opening the school term, the Head teacher has asked you to deliver a speech to the school assembly on the confusion surrounding certain beliefs in African Traditional Religion. Your speech should discuss the **confusions** and give the correct understanding of the **origins** of the beliefs in the lineage spirits, hunting spirits, royal spirits, nature spirits and God among the Bantu.
2. Re-examine the community where you live and state whether witchcraft is on the increase or decrease in Zambia today? Clearly account for your position.
3. Discuss the changing roles of women in African Traditional Religions using the example of the Bemba or Tonga.
4. Your friend who has never visited Zambia from overseas has sent you an email or letter asking you to update him/her on the rites of passage with special reference to the religious significance of the three stages of a rite of passage. Explain clearly to him/her the stages of the rite of passage while showing the religious significance of each stage.
5. Write an essay entitled 'Making the spirit: The case of the Bemba funeral rite.'
6. Clearly describe how the *Vimbuza* is unplugged among the Tumbuka by explaining what happens according to the tripartite unplugging format.
7. 'Possessing spirit refer to invading power or force that makes its victim ill until mollified by the performance of a dance drama in which the victim acts out the wishes of the invading spirit and comes to terms with it and is thereby cured.' Apply this statement to *Masabe* and *Ngulu*.
8. A young mother in the rural neighbourhood has suddenly lost her only child and she has come to inform you that she has plans of visiting a Diviner. From the knowledge you have acquired in your study of RS202, show the importance of Divination to this mother's traditional religious thought.
9. Explain how the art of divining is learnt among the Lamba.
10. Explain 'witchcraft' as a **theological** as well as a **sociological** phenomenon in Bantu cosmology.
11. Describe the role of a territorial shrine using the example of Mulenga wa Mpanga.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
RS 311: THEORIES OF RELIGIOUS CHANGE

TIME: THREE HOURS

Instructions:

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

Question One

- a. Briefly discuss Horton's theory of Religious Change.
- b. What does Horton mean by saying that the "Changes were already in the air"?

Question Two

- a. What is Ifeka-Moller's criticism of Horton's theory?
- b. Discuss her modified theory.

Question Three

- a. What methods did the Jesuit Fathers use to convert people to Catholicism at Chikuni?
- b. How does Carmody explain the lack of interest of the older generation in converting to Catholicism?

Question Four

- a. Outline and explain two approaches in the study of mission history in Africa.
- b. List and explain five types of conversion.

Question Five

- a. How Van Binsbergen does critique Horton's theory of conversion?
- b. Explain Van Binsgergen's alternative to Horton's theory.

Question six

- a. Strayer speaks of a nationalist perspective on African historiography. What does he mean?
- b. In what ways does strayer argue that missionaries were important mediators of modernity?

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

RS 312: THE IMPACT OF CHRISTIANITY AND ISLAM ON AFRICA II

TIME: THREE HOURS

Instructions:

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

1. Write detailed notes in paragraph form on any three of the following:
 - a) Montanism
 - b) Gnosticism
 - c) Sabellianism
 - d) Docetism
2. Discuss the development of the church in Ethiopia. Critically, why was Islamic penetration successful in Egypt and not in Ethiopia?
3. Critically, is it tenable to argue that the Emperor Constantine played any significant role in the development of the church in Africa?
4. Discuss the career of Samuel Adjai Crowther and the challenges he encountered in his mission.
5. Account for the decline of the church in Manikongo kingdom.
6. Why did Christianity in Liberia and Sierra Leone grow at a slow pace?
7. Discuss conversion strategies used by Muslims and the significance of trade routes in the spreading of Islam in West Africa.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2012/2013 ACADEMIC YEAR
FINAL EXAMINATIONS

RS 335: SCRIPTURES OF WORLD RELIGIONS

TIME: 3 HOURS

MARKS: 100

INSTRUCTIONS: Answer *question 1* which is compulsory and any other two questions. All questions carry equal marks.

1. a) What is scripture?
b) Why is scripture said to be a very complex phenomenon?
2. According to Kramer (1986), in scholarly scriptural interpretation, in order to achieve a meaningful and accurate interpretation of scripture, the use of various methods or approaches is far much better than a single method or approach. Discuss.
3. What are the sources of scripture in African Traditional Religion (s) and what characteristics accords them scriptural status in African traditional contexts?
4. What is *phenomenology* and of what benefit is it to the scholarly or scientific approach to scriptural interpretation?
5. Using the '*documentary hypothesis*', explain the traditions concerning the writing of the Pentateuch.
6. Discuss the '*Synoptic Problem*' and explain the solution to the problem.
7. a) Explain the three main doctrines evident in the Koran.
b) How do the Muslims regard the Koran?
8. a) Discuss the main Buddhist scriptures.
b) How can Buddhist scriptures be related to the *Shruti* and *Smriti* of Hinduism?

=====END OF EXAM=====

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF RELIGIOUS STUDIES

2012/2013 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

RS 335: SCRIPTURES OF WORLD RELIGIONS

TIME: THREE HOURS

MARKS: 50%

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) What is scripture?
b) What could be your advice to people who perceive 'scripture' as a simple phenomenon?
 2. As a scholar of scriptures, give a detailed account of why the '*complex context of composition of sacred texts*' is a reliable aspect in accurate scriptural interpretation.
 3. According to Kramer (1986), in scholarly scriptural exegesis, in order to achieve a meaningful and accurate interpretation of scripture, the use of various approaches is far much better than a single approach. Discuss.
 4. African religious scholars such as Mbiti, Magesa, Idowu, Mugambi and others have given a general defence of African Religion (s) against all forms of attack by Western religious scholars, missionaries and anthropologists. In the same lines, give a scholarly defence of African traditional religious scriptures as 'scriptures in their own right'.
 5. In detail, citing clear examples, discuss the Christian and Buddhist scriptural canonical similarities and differences.
 6. a) Between the Christian and Muslim scriptural canonisation processes which one is more plausible and why?
b) Give the Muslim attitude regarding interpretation of the Koran.
 7. a) Discuss the main categories of Buddhist scriptures.
b) How distinct are Buddhist scriptures from scriptures of other world religions.

=====END OF EXAM=====

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
2012/2013 ACADEMIC YEAR
FINAL EXAMINATIONS

RS 335: SCRIPTURES OF WORLD RELIGIONS

TIME: 3 HOURS

MARKS: 100

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