

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

SECOND SEMESTER EXAMINATIONS

2011/2012 ACADEMIC YEAR

1. CVE 112 - Introduction to Governance
2. CVE 212 - Introduction to Peace and Conflict Studies
3. CVE 222 - Citizenship Education
4. CVE 322 - Advanced Constitution And Human Rights Studies
5. CVE 412 - Advanced Population and Environmental Issues
6. CVE 422 - Core Values and Principles of Democracy
7. DS 221 - Principles of Sports Development
8. EAP 112 - The Role of Education in Development
9. EAP 912 - Educational Administration and Management
10. EAP 925 - Issues in Higher Education
11. EAP 955 - The Political Economy of Education
12. EED 112 - Introductory Ecology For Environmental Education
13. EED 222 - Gender And Climate Change
14. EED 242 - Environmental Journalism
15. ED 362 - Teaching And Learning Techniques in Environmental Education
16. EED 475 - Environmental Sustainability in Zambian Institutions
17. EPS 112 - Educational Psychology
18. EPS 115 - Developmental Outcomes –Primary School Years
19. EPS 131 - Sociology of Education
20. EPS 151 - Introduction to Special Education
21. EPS 231 - Sociology of Education
22. EPS 251 - Teaching Learners with Developmental Disabilities
23. EPS 252 - Teaching children with Specific Learning Disabilities
24. EPS 262 - Teaching Children With Communication Disorders
25. EPS 301 - Research Methods in Special Education
26. EPS 342 - Working With Families of Children with Disabilities
27. EPS 352 - Classroom Organization and Management in Special Education
28. EPS 372 - Teaching Children With Hearing Impairment
29. EPS 461 - Teaching Children With Visual Impairments
30. EPS 462 - Teaching Children With Intellectual Disabilities
31. EPS 472 - Counseling in Child Disability
32. ISE 132 - Basics of Education Theory II

33. ISE 152 - Anatomy And Physiology
34. ISE 182 - Introduction to Social Studies II
35. ISE 202 - Music Teaching Methods II
36. ISE 232 - Art in Primary School II

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

2011/12 ACADEMIC YEAR SECOND SEMESTER.

FINAL EXAMINATIONS [INTERNAL AND EXTERNAL]

CVE112: INTRODUCTION TO GOVERNANCE

TIME: THREE HOURS

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

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- Question 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.
- Question 2: Governance in the **pre-colonial** and **colonial** Zambian societies was the same. Discuss.
- Question 3: Explore good governance and show the role that civic education plays in promoting good governance.
- Question 4: Critically examine governance in Zambia from 24th October 1964 to the year 2012.
- Question 5: What is civil society? Identify and explain the three roles civil society plays in governance
- Question 6: What are NGOs? What do you think are the strengths and weaknesses of NGOs?
- Question 7: The terms **governance** and **government** are synonymous. Discuss.

END OF EXAMINATIONS

The University of Zambia

School of Education

Department of Language and Social Sciences Education

SECOND SEMESTER EXAMINATIONS MAY /JUNE 2012

CVE 212-INTRODUCTION TO PEACE AND CONFLICT STUDIES

(FULL TIME AND DISTANCE STUDENTS)

INSTRUCTIONS:

- a. THERE ARE FIVE(5) QUESTIONS IN THIS PAPER
- b. QUESTION ONE (1) IS COMPULSORY (40 Marks)
- c. AND ANSWER ANY OTHER TWO (2) FROM THE REST OF THE QUESTIONS

DURATION: THREE (3) HOURS

1. Critically discuss the role of civic education in peace and conflict studies.
2. Examine the concept of peace from the process perspective.
3. Using Dugan's Nested Paradigm of conflict foci explain an effort to answer the question of how a conflict resolution practitioner approaches a given situation differently from a peace researcher.
4. Critically examine how the systemic theories provide a socio-structural explanation for the emergence of violent social conflicts in society.
5. Critically discuss how conflict can be a motivation and an obstacle to development.

End of Examination

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

INSTITUTE OF DISTANCE EDUCATION

2011 SECOND SEMESTER FINAL EXAMINATION

CVE 222: CITIZENSHIP EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Discuss the concepts of citizenship and citizenship education. Is there a major difference between the two?
2. Explain the four elements of citizenship.
3. Outline the four periods of civic education in Canada and what each one entails.
4. How has the supranational citizenship come into being? What are the benefits of supranational citizenship?
5. Young citizens all over the world have been described as **ignorant**, **alienated** and **agnostic**. What do the three terms imply? Is this true to young Zambians as well?

******* END OF EXAMINATIONS *******

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

2011/12 ACADEMIC YEAR SECOND SEMESTER
EXAMINATIONS

CVE3 22: ADVANCED CONSTITUTION AND HUMAN RIGHTS STUDIES

TIME: THREE HOURS

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

1. Explore constitutionalism and constitutional government and show the significance of the constitution to democratic governance.
2. Compare the British constitution with that of the United States of America. In your view which one of these constitutions would you recommend for Zambia to adopt?
3. Make a critical comparison of the presidential and parliamentary systems of government. In your view which of the two would be suitable for developing countries like Zambia?
4. Using the case of Nigeria and Zambia explore constitutionalism in developing countries; highlighting the problems and the possible solutions to such problems.
5. Compare constitutionalism in Zambia with constitutionalism in America
6. Compare constitutionalism in Zambia with constitutionalism in England
7. Explore unitary and federal systems of government and suggest which of the two is suitable for Zambia.

THE UNIVERSITY OF ZAMBIA

2011 SECOND SEMESTER UNIVERSITY EXAMINATIONS

CVE 412 : ADVANCED POPULATION AND ENVIRONMENTAL ISSUES

TIME : THREE (3) HOURS

INSTRUCTIONS : Answer three (3) questions in this examination. Question **one** is **compulsory**. All the answers must be written in the answer booklet (s) provided. Credit will be given for use of relevant examples, illustrations and clarity.

1. With clear examples, discuss the implications of the high population situation in Zambia and suggest socio-economic sustainable measures that Government may put in place. (20 marks)
1. Explain how human population is both a factor for socio-economic development as well as a beneficiary of the development. (15 marks)
2. With illustrations, discuss the concepts of consumerism and enoughism and show how they relate to sustainability. (15 marks)
3. To what extent does religion and customary beliefs affect various dimensions of the environment in Zambia? (15 marks)
4. Critically examine the extent to which Hoffman's (1973) eight (8) schemes of non-economic values of children provide an explanation of the current fertility rates in rural Zambia. (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION
CIVIC EDUCATION
SECOND SEMESTER EXAMINATIONS
CVE 422: CORE VALUES AND PRINCIPLES OF DEMOCRACY

TIME: 3 HOURS

INSTRUCTIONS:

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

1. With reference to various definitions given by scholars discuss the origin and meaning of democracy.
2. Discuss the core values and principles of democracy and show how these values and principles are applied in Zambia.
3. What is “the independence of the Judiciary?” Explain some important conditions that can guarantee the independence of the Judiciary in a country like Zambia.
4. Comment on the democratization process and popular participation in Africa with special reference to Zambia.
5. Discuss the concept “government for the people.”

THE END



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Institute of Distance Education

2011/2012 SECOND SEMESTER ACADEMIC EXAMINATION

DSS - 221 PRINCIPLES OF SPORTS DEVELOPMENT

TIME: THREE (3) HOURS

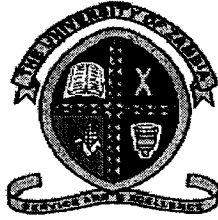
TOTAL MARKS: 100

INSTRUCTIONS:-

- **Attempt ANY FOUR (4) questions FROM THIS PAPER (100 marks).**
- **All responses MUST be written in the Booklets provided**
- **Marks will be awarded for good, clarity, precision and exemplification of ideas.**

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1. Critically analyze how participants are involved at each of the four stages of the Sports Development Continuum stating clearly where the activity takes place, what would be the participant's motivation and who would support the participant.
 2. Describe the differing roles and work areas within Sports Development
 3. Clearly describe and explain the organisation of sport in Zambia, nationally, provincially and locally.
 4. With examples, identify and discuss 'cross cutting agendas' that sport can contribute to in developing an individual as a whole person.
 5. Sports development can be described in a number of ways with a range of different purposes and is therefore very varied and extensive. Discuss the various purposes of sport development
 6. Sports development personnel can work in a number of different ways with different target groups and communities. Explain what is involved in sport specific, target sport development, facility and project based works.
 7. It is important to understand that there is inequality of access to leisure activities and that there are barriers that prevent people from taking part in sport. Identify and discuss the barriers to sport participation.
 8. With valid examples, discuss the role of sports NGOs in sport development in Zambia.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

2011/2012 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION FOR DISTANCE STUDENTS

EAP 112 – THE ROLE OF EDUCATION IN DEVELOPMENT

TIME ALLOWED : THREE (3) HOURS

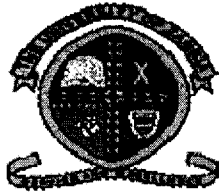
INSTRUCTIONS

- A) Answer only THREE (3) questions from the given nine (9) questions .
- B) All questions carry equal marks, i.e. 20 marks
- C) You are required to read through all the questions carefully before selecting which ones to attempt.
- D) Write the number of the question you are attempting on the booklet.
- E) There are two (2) printed pages in this examination.

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- 1. What practical measures has the Ministry of Education put in place over the years to try and eradicate poverty?
 - 2. Critically discuss the interrelationship between education and population in development.
 - 3. Sustainable Human Development has four major pillars and progress under them is observed through measurable indicators. Identify these pillars and their indicators through practical examples.
 - 4. Discuss the reasons for girls lagging behind in the participation and progression in education in Zambia. Highlight the current policy interventions to deal with gender imbalance that the Ministry of Education has put in place.
 - 5. UNESCO defines Literacy as the ability to identify, understand, interpret, create, communicate and to compute using printed and written materials. Discuss the factors that impede the attainment of these skills and their effect on emerging nations.

6. Diversification of the school curriculum has been identified as one of the solutions to the current high unemployment rates in Zambia. Discuss how this can be attained . Your analysis must include the policies the government has put in place.
7. What is the link between education and production? Discuss the importance of production activities in education, giving practical examples of such activities.
8. Using Mark Blaug's common assumptions about education and employment, discuss in detail both the positive and negative influences that education may have on employment.
9. Discuss the trends of the type of donor aid to education in Zambia. State the effects of donor aid on the provision of education in Zambia.

THE END OF THE EXAMINATION



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
EAP 912: EDUCATIONAL ADMINISTRATION AND MANAGEMENT
FINAL EXAMINATION

THURSDAY 31ST MAY, 2012

INSTRUCTIONS:

- a) There are nine (9) questions in this examination
 - b) Attempt only three (3) questions
 - c) Each question requires you to write a standard **ACADEMIC ESSAY**
 - d) There is one (1) printed page in this examination
 - e) Time: 09:00hrs to 12:00hrs (3 Hours)
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1. Discuss the findings of Professor Rensis Likert and his associates on the four systems of management as they studied patterns and styles of leaders and managers. What were the main characteristics of effective managers?
2. What is Performance Appraisal? Identify and critically discuss the main arguments in favour of the Performance Appraisal System in education.
3. Financial resources constitute the backbone of education provision. Discuss the ways in which the State manages financial resources in the education system and highlight the main issues that the School Manager ought to consider when managing financial resources.
4. Apply the Trait Approach as a theory in analyzing the main characteristics that effective leaders across a broad spectrum of organizations should possess. Point out how each of the characteristics facilitates effective leadership.
5. With practical examples, discuss the major areas of focus that a School Manager should pay attention to when providing instructional leadership within the education sector.
6. Analyze the major areas of focus in the "**Ministry of Education Strategic Plan 2003 to 2007**"?
7. How central is decision making to educational administration and management? Describe the decision types that you, as a manager, could use to address novel and unstructured issues in your organization.
8. Discuss the complexity of motivation in relation to education and show why, unlike industry and business, education has paid very little attention to "Motivation".
9. Examine the Principles and Goals for the Development of Education in Zambia's Third Republic.

END OF EXAMINATION

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

EAP 925: ISSUES IN HIGHER EDUCATION
2011 ACADEMIC YEAR-SECOND SEMESTER FINAL EXAMINATIONS
FULL-TIME STUDENTS

TIME: THREE (3) HOURS.

DATE: 4th June, 2012.

INSTRUCTIONS

- a. Write only the computer number on the answer sheet.
 - b. Answer any three (3) from the nine (9) questions given below.
 - c. All questions carry equal marks.
 - d. You are required to read through all the questions before selecting the three (3) questions you wish to attempt.
-

1. Discuss the organizational and administrative model of the University of Zambia. Suggest some changes to it that may make the institution function better.
2. Higher education has some individual and general aims. Examine these aims with special focus on Zambian higher education.
3. Discuss the objectives, organization and management of the Technical Education and Vocational Training in Zambia.
4. 'The *quality* of Zambia's schools reflects the quality of the *teachers* manning these schools on one hand, while on the other hand the quality of the teachers *reflects* the effectiveness of the institutions that *trained* them'. Discuss the above statement.
5. In many countries it is accepted that higher education delivers benefits beyond the individual and yet it faces the biggest challenge of funding. Describe the financing of higher education in Zambia from 1964 to date.
6. Critically examine the main features that distinguish higher education from other forms of education.
7. Explain the meaning of the concept 'curriculum' and examine the factors that affect implementation of curriculum change.
8. What are the legal requirements for the establishment of a private learning institution? Discuss the limitations that proprietors of these institutions face in order to meet the prescribed standards.
9. What are some of the constraints faced by educational development in the 21st Century?

END OF THE EXAMINATION



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

2012 -ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

**EAP955: THE POLITICAL ECONOMY OF EDUCATION
(FULLTIME AND PARALLEL STUDENTS)**

DURATION: THREE (3) HOURS.

TOTAL MARKS: 40

INSTRUCTIONS:

- a) Answer **any three (3)** questions from the **nine (9)** questions given below.
 - b) All questions carry equal marks, i.e.13 marks each and 1 mark will be given for good presentation.
 - c) You are required to read through all questions carefully before selecting which ones to attempt.
 - d) Do not cut words at the end of the line.
 - e) There are two (2) pages in this examination.
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- 1) Planning helps in forecasting the future, it makes the future visible to some extent. From this statement, critically explain what is involved in planning.

- 2) Accountability is one of the pillars on which Zambia's educational policy rests. Account for the principal suppliers financing education and the types of audits with regard to adherence to financial regulations and guidelines.

- 3) “Development is viewed as the change by which an entire social system, tuned to the diverse basic needs and desires of individuals and social groups within that system, moves away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better.” What role can education play in this?
- 4) Identify and discuss Zambia’s demand and supply factors in education.
- 5) Discuss why the Zambian government should allocate funds for education, citing the origins and allocation of finances for education.
- 6) Describe six leadership styles. Which leadership style is suitable for a school?
- 7) Describe the various roles a school head can play in managing his/her school.
- 8) Discuss with relevant examples the implications of adopting a capitalistic oriented ideology to the Zambian education. What measures should be put in place to counter the negative effects?
- 9) Assessing the nature of Development Economics, discuss the advantages and disadvantages of being “marginalised” or “uneducated” in such a context.

END OF EXAMINATION!!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2012 ACADEMIC YEAR SECOND SEMISTER FINAL EXAMINATIONS

EED 112 INTRODUCTORY ECOLOGY FOR ENVIRONMENTAL EDUCATION

TIME : THREE HOURS

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

1. Write short explanatory notes on the following:

- A. Characteristics of a freshwater habitat. (5marks)
- B. Anatomical adaptations of hydrophytes.(5marks)
- C. Energy flow within an ecosystem. (5marks)
- D. Biodiversity conservation. (5marks)

- 2 Using appropriate examples, explain how **deep sea animals** are adapted to their habitat. (15marks)
- 3 Ecology is a recognised means by which human beings can address various environmental problems. **Discuss.** (15marks)
- 4 Explain the components of the population equation shown below and show how each component contributes to population change. (15marks)

$$N_1 = N_2 + B - D + I - E$$

- 5 A grassland area on the verge of active volcano is covered by molten lava and totally destroyed after a severe volcanic eruption.
- (a) Offer a detailed account of the ecological succession process the area mentioned above will undergo. (10marks)
 - (b) Give a description of the main types of ecological succession. (3 marks)
 - (c) Briefly explain the concept of ecological dominance. (2marks)
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2011 SECOND SEMESTER UNIVERSITY EXAMINATIONS

EED 222 : GENDER AND CLIMATE CHANGE

TIME : THREE (3) HOURS

INSTRUCTIONS : Answer three (3) questions in this examination. Question **one** is **compulsory**. All the answers must be written in the answer booklet (s) provided. Credit will be given for use of relevant examples, illustrations and for clarity.

1. Identify key strategic sectors that must be targeted to reduce global carbon emissions from fossil fuels which cause Green House Gas (GHG) emissions and suggest socio- economically and environmentally sustainable alternatives to reduce the emissions.
2. Suppose you are Minister of Energy, Environment and Natural Resources, suggest sustainable mitigation and adaptation measures that you would put in place to reduce climate change effects being experienced in Zambia.
3. With clear examples, discuss how women can serve as active participants in the worldwide transition to environmentally sustainable energy production and consumption.
4. Discuss the direct and indirect risks of climate change and their potential effects on gender.
5. Analyse the implications of the legal instruments to climate change initiatives and policies at the national and international levels.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
2011 SECOND SEMESTER EXAMINATIONS
EED 242: ENVIRONMENTAL JOURNALISM

TIME: THREE (3) HOURS

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

1. Write short explanatory notes on the following:
 - a. Problems associated with telephone interviews
 - b. Hard and soft news story types
 - c. The seven determinants of news
 - d. Leaked documents and tip-offs (20 Marks)
2. With the help of clear examples and illustrations, describe the basic media laws and ethics. (15 Marks)
3. Outline and assess language basics in news stories writing. (15 Marks)
4. Describe the steps involved before, during and after an interview. (15 Marks)
5. Compare and contrast print and broadcast media. (15 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2011 SECOND SEMESTER EXAMINATION

**EED 362: TEACHING AND LEARNING TECHNIQUES IN
ENVIRONMENTAL EDUCATION**

TIME: THREE (3) HOURS

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

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1. Discuss in details how the concepts of ecosystem services and action competency can be applied to teach people about an environmental problem of your choice. (20 marks)
 2. Devise a scheme and record of work on biodiversity loss for three (3) weeks. (15 marks)
 3. Using the framework for active learning, explain how you could help your learners plan activities to investigate an environmental issue. (15 marks)
 4. With examples, discuss how best you could make use of the concept of strong sustainability to teach an environmental topic to adult learners. (15 marks)
 5. Discuss the various ways of introducing a lesson. (15 marks)
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END OF EXAMINATIONS

The University of Zambia
School of Education
Second Semester Examinations

May/June 2012

EED 475 : Environmental Sustainability in Zambian Institutions

Time : THREE (3) HOURS

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

1. "While [institutions] by no means stand alone as the sole cause of multiple social and ecological crises, they indisputably play a prominent role in their creation and persistence", (State of the World 2012, p. 87).
Critically, discuss the institution you were recently attached to in relation to the above statement. **(20 marks)**
2. With reference to the institution you were recently attached to, discuss new ways by which environmental education is being practiced in the world today. **(15 marks)**
3. It was recently reported that a husband of Chikopela village in Chilubi Island killed his wife over a "roof owl", (Times of Zambia, Saturday May 5, 2012). You are interested in establishing a non – governmental organization (NGO) to conduct non – formal environmental education in Zambia about owls. Describe the importance, nature and structure of an organization like the one you intend to establish. **(15 marks)**
4. Describe different ways by which institutions may devise a sustainability strategy (plan) **(15marks)**
5. From what you know about the institution you were recently attached to, devise a strategic, financial and sustainability plan for it so that differences among these three types of plans are shown. **(15 marks)**

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

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**2011/2012 SECOND SEMESTER FINAL EXAMINATION
EPS 112-EDUCATIONAL PSYCHOLOGY.**

COMPUTER#:

MARKS (50%)

INSTRUCTIONS:

This paper has five sections A, B, C, D and E. You are required to answer the questions in all the five sections.

Section A has 10 multiple choice questions; you are required to circle the correct answer out of the provided four options.

Section B has short answer questions and section C has true or false statements were you are expected to circle either true or false.

Section D has short explanation questions. Section E has two essay questions please chose only ONE.

Section A (10 Marks)

- 1) A researcher is interested in knowing whether 12 year olds and 60 year olds have the same views over diabetes what sort of research should she venture in.....
 - a) Correlational research
 - b) Descriptive
 - c) Cross sectional
 - d) Experimental
- 2) Longitudinal research has the following weaknesses except
 - a) Time consuming
 - b) Difficult maintaining contacts
 - c) Test effect
 - d) Reliability effect
- 3) A researcher wishes to find out if the patriotic front is likely to win the forth coming election than the movement for multi-party democracy. What sort of research should she conduct?
 - a) Experimental
 - b) Correlation
 - c) Descriptive
 - d) Longitudinal

4) 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

5) The prenatal development period is divided in three parts namely germinal, embryonic and foetal period. In this developmental process the embryonic period is from.....

- a) Day 1-8 b) 9-20 weeks c) 3-8 weeks d) 4-9 week

6) According to Sigmund Freud is a defence mechanism which involves suppression of unwanted feeling or thought by redirecting it from a more threatening person to a weaker one.

- a) Displacement b) Regression c) Reaction formation d) Projection

7) Telling a woman to keep check of her body temperature when she ovulates is an example of.....

- a) Assisted reproductive technologies b) Artificial insemination c) Vitro fertilisation d) Reproductive health

8)..... Is the use of one word to stand for an entire thought?

- a) Pivot words b) Holophrase c) Overextension d) Under extension

9) The knowledge of children that their gender remains the same throughout life is called?

- a) Gender identity b) Gender consistency c) Gender stability d) Sex roles

10 According to Urie Bronfenbrenner's ecological system the defines the social system in which the child does not operate directly such as the child's mother's workplace.

- a) Meso-system b) Ecosystem c) Microsystem d) Macro system

Section B (10 marks)

1) is The tendency to focus on one aspect of a situation to the neglect of other important features.

2) is the ability to recognise that a change in one aspect of water (its height) is compensated for by change in another aspect (its width)

3) According to Lev Vygotsky..... is an approach in which pupils talk to themselves through learning tasks.

- 4) Concepts are eitheror.....
- 5) The..... is the stage when a child does not experience release of libido.
- 6) The language acquisition device is associated with which theorist.....
- 7) The four levels of concept attainment are.....,,,

Section C (10 Marks) For the following statements write weather they are true or false

- 1) Teratogenic effects can only influence child development at prenatal stage . True [] false []
- 2) German measles is also known as rubella True[] False []
- 3) Malnutrition is an example of a teratogen True [] False []
- 4) Opinion polls are an example of correlational research True [] false []
- 5) In an experiment the treatment group is never manipulated True[] False []
- 6) Sex anomalies such as klinefelters syndrome (XXY) are caused by incomplete division of sex chromosomes True [] False []
- 7) Cognitive self-instruction and reciprocal teaching are examples of assisted learning True [] False[]
- 8) According to social development roles men are associated with expressive roles True[] False []
- 9) Kohlberg divided moral reasoning into six levels and three sequences True [] False []
- 10) John B Watson, Mary cover johns and Ivan Pavlov are theorists of learning True [] False []

Section D(10 Marks)

Write short notes on each of the following terminologies. **All answers must be written on the spaces on this paper Note do not use extra paper provided**

- 1) Regression

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2) Zone of Proximal development

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3) Neutral stimulus

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4) Vicarious conditioning

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5) Stimulus discrimination

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Section E (10 Marks)

Write One of the following essays on Separate answer sheet provided and attach it to the question paper.

- 1) Some theorists believe that morality should be taught in schools while others do not.
Discuss
- 2) Write about Eric H Erickson's 8 Psychosocial stages and their implication for teachers

The End

THE UNIVERSITY OF ZAMBIA
SCHOOL EDUCATION
2011 ACADEMIC YEAR-SECOND SEMESTER EXAMINATIONS

EPS 115: DEVELOPMENTAL OUTCOMES-PRIMARY SCHOOL YEARS

Time: Three (3) hours

Instructions:

- This examination contributes 50% to the course grade.
- The question paper has three sections - A, B and C.
- Section A is 10 marks and contains multiple choice questions while section B is 15 marks and contains brief explanation of concepts. Section C is 25 marks and requires short essays.
- Read the instructions carefully on each section before you provide any response.
- All responses must be written on the answer booklet provided.

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Section A 10 marks: Multiple choice questions.

You are required to write A, B, C or D for your response.

1. Research shows that girls are generally more_____ and boys tend to be more_____.
 - a. analytic , social
 - b. vocal , mathematical
 - c. slower, faster
 - d. emotional , aggressive

2. It is important for parents to lay down moral foundations for their children between 7 and 11 before they reach _____
 - a. adulthood
 - b. kindergarten
 - c. adolescence
 - d. middle childhood

3. Children_____in terms of how they perceive them and give labels.
 - a. recognize friends
 - b. appreciate others
 - c. categorise adults
 - d. name teachers

4. Children's school performance is also related to their _____life.
 - a. operational
 - b. cognitive
 - c. family
 - d. emotional

5. _____ is one of the developmental outcomes in middle childhood
 - a. reasoning
 - b. interaction
 - c. literacy
 - d. decision making

6. Children in primary school read for _____
 - a. others
 - b. knowledge
 - c. enjoyment
 - d. competition

7. _____play reflects a child's level of mental development.
 - a. social
 - b. cognitive
 - c. physical
 - d. parallel

8. _____ theories emphasize the therapeutic, hedonistic aspects of cooperation among children.
 - a. cognitive
 - b. psychosocial
 - c. recreation
 - d. psychoanalytic

9. Research has shown that children learn more from being _____rather than being _____.
 - a. punished, reinforced
 - b. told, beaten
 - c. taught, instructed
 - d. rewarded, punished.

10. After _____, children develop an increasingly sophisticated understanding of syntax.
 - a. 10 years
 - b. 7 years
 - c. 9 years
 - d. 11 years

Section B 15 marks: Briefly explain on each of the following.

11. Market Exchange Stage: (2 marks)
12. Conservation of numbers (2 marks)
13. Three basic skills of schooling (3 marks)
14. Autonomous and heteronomous Morality (2 marks)
15. Personality traits of a Somatotonic (2 marks)
16. Punishment and discipline (2 marks)
17. Assimilation and Accommodation (2 marks)

Section C 25 marks: Write short essays: Question 18 is compulsory. Choose any other TWO questions.

18. Children who are constantly directed and molded lose confidence and spontaneity for creative thinking. Explain the **seven** steps suggested by Papalia (1998) to promote creativity or intellectual performance. (11 marks)
19. During middle and late childhood, children acquire more social knowledge. What are the **five** steps through which children process social information? (7 marks)
20. What are the **three** most important considerations of the middle and late childhood stage of development? (7 marks)
21. According to Child (1993), what is the significance of Child play? (7 marks)
22. According to Bruner (1996), what is cognitive growth and how can you know that a child has reached cognitive growth? (7 marks)

End of the examination

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATION- MAY/JUNE 2011

INSTITUTUE OF DISTANCE EDUCATION

EPS 131: SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

INSTRUCTIONS

1. Answer any **three** questions.
 2. Each Question carries **20** Marks.
 3. Write your computer number clearly on the answer booklet
 4. Credit will be given for well thought out answers
-

- Q1.** The process of Socialization is from the cradle to the grave. Discuss
- Q2.** Discuss the social functions of education in Zambia and show how the high school system is fulfilling these functions.
- Q3.** What do you consider to be the merits and demerits of a bureaucracy?
- Q4.** There are three schools of thought that best explain the relationship between the school and the community. Critically explain the differences between the three schools of thought using the secondary/high school that you attended before coming to the University of Zambia.
- Q5.** Using examples from the Zambian education system, discuss Durkheim's four themes of Sociology of Education.
- Q6.** Compare and contrast the Labeling theory and the New Sociology of Education theory. Which theory is more relevant to you as a classroom teacher and why?

All the Best

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2011 ACADEMIC YEAR, SECOND SEMESTER
FINAL EXAMINATION

EPS - 151 INTRODUCTION TO SPECIAL EDUCATION

TIME - THREE (3) HOURS

INSTRUCTIONS:

Read the following instructions carefully

- i) This exam contributes 50% to the course grade
- ii) There are three sections in this paper
- iii) Answer all the questions in section A
- iv) Answer any five (5) questions in section B
- v) Answer only one (1) question in section C
- vi) All answers must be written in the booklets provided.

Section A (10 MARKS)

Answer all questions in this section. Tick the most appropriate letter of the given multiple choice responses.

1. The term disability refers to.....
 - a) Limitation or restriction in the use of a particular organ in the daily performance of certain tasks.
 - b) Limitation and inability to use a particular organ in performing tasks.
 - c) An actual loss of an organ by a human being.

- d) A severe limitation and restriction on human activities.
2. The first missionaries to introduce education for learners with disabilities in central Africa were.....
- a) The Roman Catholic.
 - b) The Paris Evangelical mission Society (PEMS).
 - c) The London Missionary Society (LMS).
 - d) The Dutch Reformed Missionaries.
3. For each of the following events, indicate the year when it happened.
- a) the Zambian government possessed all mission run schools through a presidential decree.
 - b) Lusaka College for Teachers of the Handicapped was opened.
 - c) the University of Zambia started offering degree programs in Special Education.
 - d) Educating our Future was published.
4. For each statement given below, indicate whether it is true or false.
- a) All human beings have a right to education.
 - b) All learners with disabilities have cognitive challenges so they cannot compete equitably with their able bodied peers.
 - c) Since the nationalization of all schools, all special Education schools are now run by government.
 - d) Inclusive education can sometimes become discriminatory if the learner with disabilities is not given the required learning materials.

Section B. (20 Marks).

There are seven questions in this section. In not more than two paragraphs for each question, you are expected to briefly answer only five of them.

Briefly discuss the following concepts.

5. The political argument for providing education to persons with disabilities. (4 MARKS).
6. The economic argument for providing education to persons with disabilities. (4 MARKS).
7. A special unit. (4 MARKS).
8. A Handicapped person. (4 MARKS).
9. The history of human rights. (4 MARKS).
10. The period of accelerated growth in education. (4 MARKS).
11. Normalization. (4 marks).

Section C. (20 marks).

There are three questions in this section. You are expected to answer only one of them.

12. It has been understood as a matter of fact and truth that conventional education is cardinal for the holistic development of an individual, children with disabilities inclusive. Discuss any five points why a number of children with disabilities are never taken to school (20 marks).
13. Discuss the major achievements and the main failures by Ministry of education on the provision of education to learners with disabilities in Zambia. (20 marks.)
14. Differentiate Special Education from Inclusive Education. What are the main benefits of inclusive education? Discuss. (20 marks).

END OF EXAM

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS (MAY/JUNE, 2011)

INSTITUTE OF DISTANCE EDUCATION

EPS 231: SOCIOLOGY OF EDUCATION

TIME: 3 HOURS

INSTRUCTIONS:

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

Q1. What do you consider to be some of the dangers associated with socialization?

Q2. With relevant examples, discuss latent functions and dysfunctions of the Zambian education system.

Q3. Several leadership styles are applied in the day-to-day running of learning institutions. Discuss the advantages and disadvantages of these leadership styles.

Q4. Using relevant examples discuss the roles of a school teacher.

Q5. Discuss sociology of education using the four perspectives of understanding the discipline of sociology of education.

Q6. With reference to the labelling theory and using examples from the Zambian education system, discuss how a teacher can affect the academic performance of pupils.

All the best!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2011 ACADEMIC YEAR, SECOND SEMESTER
FINAL EXAMINATION

**EPS-251 TEACHING LEARNERS WITH DEVELOPMENTAL
DISABILITIES.**

TIME - THREE (3) HOURS

INSTRUCTIONS:

Read the following instructions carefully

- i) This exam contributes 50% to the course grade
- ii) There are three sections in this paper
- iii) Answer all the questions in section A
- iv) Answer all questions in section B
- v) Answer only one (1) question in section C
- vi) All answers must be written in the booklets provided.

Section A (5MARKS)

Answer all questions in this section. Tick the most appropriate letter of the given multiple choice responses.

1. The phrase developmental disability refers to....
 - (A). A diverse group of severe chronic conditions that are due to mental and/or physical impairments and they may begin at any age before 22 years.
 - (b). A chronic illness that lasts the whole life.

- (c). any mental or physical disability that may begin at infancy and progress through life.
- (d). Generic conditions that are incurable and may affect one's speech and language.

2. The majority of Down syndrome conditions are caused at....

- (A). Birth.
- (b). Six months.
- (c). before birth.
- (d). Postnatal.

3. Which of the following couples would be at a greater risk of giving birth to an autistic child?

- (a). Husband aged 28 years and wife aged 33 years.
- (b). Wife aged 44 years and husband aged 49 years.
- (c). Husband aged 37 years and wife aged 32 years.
- (d). Wife aged 34 years and husband aged 63 years.

4. The growth and development of Chanda has surprised his parents and neighbours. When his peers began crawling between six and eight months, he began crawling after two years. Similarly, his peers began producing babbling sounds before the age of nine months, Chanda began babbling two months ago at the age of three years. This condition may be referred to as...

- (a). Developmental disability.
- (b). Developmental progression.
- (c). Developmental depression.
- (d). Developmental delay.

5. According to the recently released information by the World Health Organization (2010) on the prevalence of people with developmental disabilities, it was estimated that there were about---- persons with developmental disabilities.

- (a). 20%
- (b). 14%
- (c). 1.4%
- (d). 0.2%

SECTION (B) (25 MARKS).

There are six questions in this section. Answer all of them.

6. State the four types of Spina bifida. (4 marks).

7. Discuss any four characteristics of Down-syndrome. (4 marks).

8. Write any four prenatal causes of Developmental disabilities. (4 marks).

9. State the four types of Cerebral Palsy. (4 marks).

10. Mention any four signs of Epileptic convulsions. (4 marks).

11. Briefly discuss the four types of cerebral palsy. (5 marks).

SECTION (C) (20 Marks).

There are four questions in this section. Choose only one question and write an essay on that given topic.

11. (I). With examples, define developmental disabilities. (5 marks).

(II). Developmental disabilities affect about 1.4% of people in the world and some researchers have found that the prevalence of mild developmental disabilities is likely to be higher in areas of poverty and deprivation and among people of certain ethnicities. Discuss. (15 marks).

12. With examples, discuss the social, environmental and physical causes of developmental disabilities. (20 marks).

13. Describe the special characteristics of a child with autism. As a special teacher, explain any five pedagogical approaches you would use to help a learner with autism in class. (20 marks).

14. Individuals with Down syndrome experience a number of problems which affect how they perform in their daily activities. With adequate examples explain how Down syndrome can be managed especially in childhood and adolescent stages. (20 marks).

The end of the exam.

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION
SECOND SEMESTER FINAL EXAMINATIONS, MAY/JUNE 2012
EPS 252- TEACHING CHILDREN WITH SPECIFIC LEARNING DISABILITIES

DURATION: THREE (3) HOURS

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 **ONE** QUESTION IN SECTION **C**.
- WRITE **ALL** YOUR ANSWERS IN THE ANSWER BOOKLET PROVIDED.

SECTION A

State whether True or False by writing letter **T** for true and letter **F** for false in your answer booklet, (10 Marks, 1 Mark each).

1. According to Kalima (2006) the prevalence of mathematical disabilities among grade 5 pupils in primary schools in Zambia is 3.2% to 9%. **T F**

2. The Integration Phase in the historical development of Specific/Learning Disabilities (SLDs) saw SLDs become an established discipline. **T F**

3. A teratogen is any disease, drug, or other environmental agent that can harm a developing foetus in the womb. **T F**

4. Attention Deficit Hyperactivity Disorders are an example of Non Verbal Learning Disabilities. T F
5. During the intermediate phase of reading development, children move from learning to read to reading to learn. T F
6. The Zambian education system does not have an estimate of the prevalence levels of Specific Learning Disabilities in all the schools. T F
7. Cruickshank (1961) and Frostig (1964) have linked SLDs to problems in motor skills, perceptual integration, balance and tactile and kinaesthetic disorders. T F
8. A clinical teaching cycle has five phases which are inter-linked and the last phase is the modification of the assessment. T F
9. Excessive intake of sugar cannot cause ADHD. T F
10. Dysgraphia is a neurological condition that causes a child to have writing difficulties. T F

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. The assessment of children with Specific Learning Disabilities focuses on the inconsistencies between a child's Intelligence Quotient (IQ) and academic achievement. Briefly **explain**.
12. Illustrate the Dopamine Hypothesis as regards children with Attention Deficits Hyperactivity Disorders (ADHD).

13. With four (4) specific examples and brief explanations, describe a teratogen and its effects on a developing foetus.
14. List and describe two characteristics of Specific/Learning Disabilities.
15. Describe the characteristics of the Transition Phase (1930-1960) in the historical development of Specific Learning Disabilities.
16. Explain the Neuropsychological/developmental causes of Specific Learning Disabilities.
17. Describe four of the problems that affect children's ability to learn how to read.
18. Show your understanding of social skills disabilities.
19. Write a brief discussion of two types of alternative assessment.
20. Describe the behavioural management of Attention Deficit Hyperactivity Disorders.

SECTION C

There are **three** questions in this section. Write an essay on **ONE** of the questions, (20 Marks).

21. Malama Tembo is a boy aged 9. Even as a preschooler, he would tear through the house like a tornado, shouting, roughhousing, and climbing the furniture. No toy or activity ever held his interest for more than a few minutes and he would often dart off without warning, seemingly unaware of the dangers of a busy street or a crowded mall. It was exhausting to teach or take care of Malama, but Malama's parents had not been too concerned back then. "Boys will be boys" Musonda's mum would tell herself. But at age 8, he was no easier to handle. It was a struggle to get Malama to settle down long enough to complete even the simplest tasks, from simple chores to homework. When his teacher's comments about his inattention and disruptive behavior in class became too frequent to

ignore, Malama's mum took him to the doctor, who recommended an evaluation for a possible disability.

You are part of the team assessing and evaluating Malama Tembo. From the description of Malama's behavior;

a). Identify the possible disability/condition that Malama may be suffering from and the four factors you will have to consider when making a diagnosis, (5 Marks).

b). With specific and relevant examples, critically analyse the major three sub-types of this disability focusing on five characteristics in each subtype, (15 Marks).

22. Kondwelani Lwenga is a grade 8 pupil at the University of Zambia Secondary School (UNZA SEC.) She has been identified as having a specific learning disability in Reading and Writing. You are one of her teachers and an expert in special education having recently graduated from the University of Zambia with a degree in Special Education. During your studies, you learnt about a teaching method known as Differentiated Instructions. The head teacher at your school has requested you to write a paper on Differentiated Instructions to present to other teachers during the next staff meeting.

a). Write your paper discussing differentiated instructions and highlighting the advantages and disadvantages of Differentiated Instructions, (8 Marks).

b). With specific and relevant examples, describe how you would address Kondwelani Lwenga's difficulties in Reading and Writing using differentiated instructions, (12 Marks).

23. Critically analyse the three major classifications of teaching methods focusing on the three sub-types in each category, (20 Marks).

END OF EXAMINATION. ALL THE BEST!!!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2011 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

EPS 262- TEACHING CHILDREN WITH COMMUNICATION DISORDERS

TIME: THREE (3) HOURS

INSTRUCTIONS

- i. There are two sections in this examination paper.
- ii. Answer all questions in Sections A, and any three (3) questions in Section B.
- iii. In section B, attempt question 11 and any other two questions.
- iv. This examination contributes 50% to the total course grade.

SECTION A: MULTIPLE CHOICE QUESTIONS (10 MARKS)

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

1. The centrepiece of the Cognitive determinism theory of language acquisition states that
 - a) True language use has a cardinal feature of expressing meaning.
 - b) A child has an inborn capacity for language learning.
 - c) When a parent responds favourably to the child's vocalisations, the vocalisations or something like it will increase in frequency
 - d) When a mother utters words that flood the child with pleasant feelings, the child will repeat them more often.
2. Assessment of children with Language disabilities is slowly evolving as there is a growing number of clinicians who are advocating for non-standardised approaches. This is because of concerns such as the following except
 - a) Strange clinical environments
 - b) The child being less anxious
 - c) Strange testing tasks
 - d) The child being unsure of the examiner

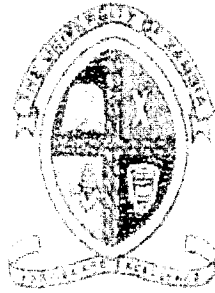
3. As opposed to natural inhalation and exhalation, when breathing for Speech the Respiratory System works differently as is outlined in the following except
- Inhalation is quick and a bit more deeply while speaking
 - Exhalation of air is controlled and very precise
 - Controlled exhalation to maintain rate of air flow
 - Immediately relax the muscles of inhalation as we begin to speak
4. Aphasia therapy aims to achieve the following except
- Improve the person's ability to communicate
 - Weigh the language problems
 - Learn other methods of communicating
 - Restore language abilities as much as possible
5. Cavities of the _____ make up the resonating system.
- Throat
 - Mouth and nose
 - Throat and nose
 - Throat, mouth and nose
6. Denasality is characterised by lack of nasality because sounds such as /m/, /n/ and /ŋ/ lose some of their nasality and turn into
- /b/, /p/ and /ŋ/
 - /b/, /d/ and /j/
 - /b/, /d/ and /g/
 - /b/, /q/ and /g/
7. Which of the following is not an indicator of communicative problems in children?
- Inappropriate responses to questions.
 - Excessive loudness in one's voice.
 - Failure to follow instructions.
 - Isolating oneself from other children.

8. Voice quality disorders have been exceptionally difficult to describe. However professionals have come up with a few terms that have gained wide acceptance, such as the following except
- a) A strident voice.
 - b) A breathy voice.
 - c) A hypernasal voice.
 - d) A continuant voice.
9. Once a cancer patient undergoes surgical removal of the larynx he may undergo speech rehabilitation to enhance acquiring a new voice referred to as _____ voice.
- a) Esophageal
 - b) Alaryngeal
 - c) Buccal
 - d) Laryngectomy
10. Which of the following best describes Psychogenic stuttering?
- a) It can be traced to variations in genes that govern lysosomal metabolism.
 - b) It has a mean onset of 30 months with a very high rate of early recovery
 - c) It is acquired in adulthood as a result of a neurological event such as a stroke or a head injury
 - d) It has homogeneous symptoms such as a sudden onset and can be associated to a significant event.

SECTION B. There are four questions in this section; Answer questions 11 and any other two.

11. Although Cid was born after a full term of pregnancy, her parents noticed that she generally lagged behind in reaching most developmental milestones. This pattern continued even after Cid was enrolled in pre-school, as she took a while to grasp new information and had to be retained in preschool for three years. Later when she was due for grade one, the school felt it was necessary to do an assessment on Cid to ascertain her eligibility for grade one tasks. This was mainly because in as much as she made good positive strides, she was not very expressive and occasionally showed some forms of echolalia.
- i) Define assessment, and state the exact type of assessment that Cid would have to be subjected to and why.
 - ii) Describe other forms of assessment that school psychologists and personnel usually have to perform.
 - iii) Explain the four pillars of assessment.
 - iv) Obtaining a language sample is always a basic element in assessment of children with impaired language. Highlight why and how the psychologist/speech pathologist would get this sample from Cid who was at multi-word level.
 - v) Describe how the speech pathologist would get the language sample from children who are at either nonverbal or single word level of language ability. (20 marks)
12. Some form of fluency disorder displays secondary behaviours that are learnt and become linked to primary behaviours. The secondary behaviours include eye blinking, hand tapping and loss of eye contact. Explain this fluency disorder, its primary behaviours and how it can be treated/prevented. (10 marks)
13. With examples, discuss one disorder of articulation, highlighting the causes and the main activities a teacher can use in therapy sessions, involving children with this condition. (10 marks)
14. Describe the two types of non-fluent aphasia, the symptoms and how a speech pathologist would come up with a good treatment plan. (10 marks)

End of Examination.



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS-MAY/JUNE 2011

INSTITUTE OF DISTANCE EDUCATION

EPS 301: RESEARCH METHODS IN SPECIAL EDUCATION

TIME: 3 HOURS

INSTRUCTIONS

This examination contributes 40% to the course grade.

There are **TWO** sections in this question paper. Section A requires short answers and contributes 20%, while Section B has essay questions and contributes 20% to the examination component of the course.

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

Computer Number: -----

SECTION A (20%)

Answer all the questions in Section A in the spaces provided.

1. List four reasons that make a background to a study important.

a.....

.....

b.....

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c.....

.....

d.....

.....

2. List four qualities of a good background to a study.

a.....

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b.....

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c.....

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d.....

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3. One of the characteristics of the scientific method in research is objectivity. What do you understand by this statement?

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4. a. Formulate a topic for research in Special Education.

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b. Using your topic, formulate a statement of the problem for your study.

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c. Describe your study population and sampling technique.

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5. List three advantages of a well designed research questionnaire.

a.....
b.....
c.....

6. As a researcher you should give attention to ethical issues associated with carrying out your research. Name five of issues.

a.....
b.....
c.....
d.....
e.....

SECTION B (20%)

Answer **any two** questions in Section B.

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

Each question carries 10 marks.

1. Identify five criteria for selecting a research problem. With relevant examples, explain the implications of the failure to adhere to the criteria you have identified.
2. Your friend wants to carry out a research on a very rare type of physical disability in a certain region. Using the knowledge you have acquired in research, suggest the research design he or she should use and justify your decision.
3. Outline the elements in a research proposal and explain the importance of each of these elements.

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

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

2011 SECOND SEMESTER EXAMINATION

**EPS 342: WORKING WITH FAMILIES OF CHILDREN WITH
DISABILITIES**

TIME: 3 HOURS.

Instructions:

- This examination contributes 40% to your course grade.
 - Write all your responses in the answer booklet provided.
 - There are six (6) 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. Study the table below and answer the questions that follow.

STAGE.	CHARACTERISTICS.	POSSIBLE SOLUTIONS.
Shock:		
Denial		
Anger		
Sadness		
Detachment		
Reorganization:		
Adaptation:		

- (a) Draw the table above and for each stage, indicate the common characteristics in the second column. In the third column, provide the possible advice you would give a parent at a particular stage. **(7 marks)**.
- (b) Briefly discuss the family systems theory and its conceptual framework. In your discussion, examine the importance of this theory to professionals helping to solve problems in children with disabilities. **(13 marks)**.

2. In the ecological model, one of the most important influences of the macrosystem is legislation. With examples, describe the inadequacies of the Zambian legislation concerning persons with disabilities. **(10 marks)**
3. After the tripartite elections, Disabled People's Organizations carried out a research to assess the participation of persons with disabilities in the elections. The study revealed that 28% of the registered voters with disabilities did not vote. The 72% of those who voted did so with a lot of difficulties. Generally, the study observes that the Electoral Commission of Zambia does not provide the required facilities and services to enable persons with disabilities equitably participate in the elections. The report also cites the negative attitudes of the electoral Commission of Zambia in dealing with disability issues. As a concerned teacher of special education:
- i) Explain how you would organize parents and sensitize them about the outcome of the research as indicated above.
 - ii) Educate parents on how to advocate for the rights of persons with disabilities.
- (10 marks)**
4. Discuss the partnership model and its recommendations to professionals and parents. **(10 marks)**
5. Parents can directly or indirectly contribute to the welfare of their children with disabilities. As a professional, describe the importance of a school in working with parents of children with disabilities. **(10 marks)**
6. Research has shown that most of the families become unstable when one of their children is diagnosed with a disability. As an expert in working with families, analyze the child and parent factors that need to be understood in order to appreciate the degree and extent of the impact of a disability on that family. **(10 marks).**

End of examination

The University of Zambia
Institute of Distance Education
2011/2 Academic Year Second Semester Final Examination
EPS 352: Classroom Organization and Management in Special Education

Time: Three (3) hours

Instructions

- (i) There are two (2) sections in this examination paper,
- (ii) In section A, there are multiple choice questions. Answer all questions. Write your answers in the booklet provided,
- (iii) In section B, there are six (6) questions, attempt question nine (9) and any other two (2)
- (iv) This examination contributes, 40% to the total course mark

Section A: Multiple Choice Questions (8 marks)

There are eight (8) questions in this section. Answer all questions. Write your answers in the answer booklet provided

1. One of the following off-task behaviors in the class of learners with hearing impairments occurs, the least number of times. Which one?

A: noise-making,

B: fighting,

C: bullying,

D: day-dreaming
2. Who should determine class rules in a class of learners with intellectual disabilities, in order of significance in the process of making such rules,

A: parents; teachers; and head-teachers,

B: pupils; teachers; and head-teachers,

C: parents; pupils and head-teachers,

D: head-teachers; pupils and parents
3. One of the main advantages of keeping a pupil's profile in a class of learners with intellectual disabilities, is that:

A: it is easy to improve on classroom organization,

B: it is easy to improve on lesson delivery in the class,

C: it is easy to monitor teachers' lesson performance in the class,

- D: it is easy to monitor learners 'lesson outcomes
4. Effectiveness in the management of a class of learners with visually impairments, can best be measured through:
- A: rigidity in the presentation of instructional materials,
- B: flexibility in the presentation of instructional materials,
- C: increased teacher-pupils' interactions,
- D: reduced teachers-pupils' interactions
5. If a hearing impaired pupil in a class is rewarded for a behaviour which is counter-productive to learning, the reward serves as a:
- A: destructive negative reinforcer,
- B: destructive positive reinforcer,
- C: positive reinforcer,
- D: negative reinforcer
6. A daily class routine in a special education class, simply means:
- A: allotment of learning time to academic events for a class,
- B: allotment of time to class events,
- C: allotment of time to outdoor events for a class,
- D: allotment of time to social events for a class
7. A least restrictive learning environment for pupils with physical and health conditions included in the mainstream classrooms is that, which is "responsive" to diverse learning needs of the pupils. The concept, "responsiveness," may correctly be interpreted to mean:
- A: having sufficient time; appropriate space; relevant curriculum and qualified personnel,
- B: availability of adequate material; equipment; further and qualified personnel,
- C: existence of appropriate infrastructure; furniture; equipment and qualified personnel,
- D: availability of relevant curriculum; materials; equipment; infrastructure and qualified Personnel

8. A major weakness in the use of a traditional or desk row sitting arrangement in a class of learners with physical and health impairments, is that:

A: it discourages learner-independence,

B: it encourages social-interactions,

C: it discourages pupil-participate,

D: it encourages cheating in the class

Section B: Essay Type Questions (32 marks)

There are six (6) questions in this section, attempt question nine (9) and any other two (2). Question nine (9) carries 14 marks, while the remaining questions carry 9 marks, each,

9. Prepare a records of work done for a period of 15 working days starting 4th June, 2012 on the topic: "money and shopping" in Activities for Daily Living (ADL) for a level 2 class of learners with intellectual disabilities and give reasons why teachers ought to regularly maintain records of work done in special education classrooms (14 marks).
10. Discuss ways in which a physical learning environment, can impede the learning of learners with physical impairments in a special education classroom and suggest how such challenges could be minimized in day to day classroom practice (9 marks).
11. Critically analyse instructional roles of a teacher in a class of learners with hearing impairments and give reason why most teachers are not able to fulfill their instructional roles in their special education classrooms (9 marks).
12. Your head teacher has asked you to give a talk to your fellow teachers on Ginott's theory on cooperation through classroom communication and its implications on special education classroom practice at a Teachers' Group Meeting. Prepare talking points in readiness for your presentation (9 marks).
- 13, Explain how each of the following could influence the learning outcomes of pupils with communication disorders in a special education classroom:
 - (i) Body language as a tool in behavioural management,
 - (ii) Learner centeredness in classroom set up,
 - (iii) Judgmental language in classroom communication (9 marks).
14. Speculate on factors that can lead to pupils in your class of learners with visual impairments talking out of turns (making-noise) in the course of your lesson and suggest actions you would take to restore order in your classroom (9 marks).

End of Examination

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

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

**EPS 372 TEACHING CHILDREN WITH HEARING
IMPAIRMENT**

SECOND SEMESTER EXAMINATION

TIME: 3 HOURS

INTRODUCTION:

There are six Questions in this paper. Answer 3 questions only. Question 1 is compulsory; answer the compulsory question and two other questions

Question 1 is a compulsory question.

1. Develop teaching strategies in the use of Sign language as a means of instructing the hearing impaired in the classroom situation. (20 marks)
2. Hearing loss may be ranked as mild, moderate, severe or profound.
Rank the hearing loss beginning from mild to severe hearing loss in decibels. (10 marks)
3. Show how you would teach spelling to the class of the hearing impairment. (10 marks)
4. List and Narrate conditions necessary for Sign Language to take place. (10 marks)
5. List and explain in detail the hearing aids you have studied in this course. (10 marks)
6. Discuss in detail the Difference between Audiology and autology. (10 marks)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

2011/2012 SECOND SEMESTER FINAL EXAMINATIONS – MAY/JUNE

EPS 462- TEACHING CHILDREN WITH INTELLECTUAL DISABILITIES.

TIME: THREE HOURS.

THIS EXAMINATION CONTRIBUTES 40% TO THE COURSE GRADE.

INSTRUCTIONS:

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

- 1 The Education Policy of 1996 provides that “*the Ministry of Education will ensure quality of Educational opportunities for children with Special Educational Needs*” (MoE, 1996).

 With specific examples, discuss the extent to which the Zambian education system has failed to provide quality education to persons with intellectual disabilities (**16 Marks**).

- 2 Every classroom is an ecosystem. It has certain inputs and outputs but within the classroom there are four key factors that might influence effective curriculum implementation. Discuss the key factors in relation to learners with intellectual disabilities (**12 Marks**).

- 3 Society plays a major role in the successful integration of individuals with intellectual disabilities in society. Critically analyse the relevance of collaboration between parents and various stakeholders in the provision of appropriate services for children with intellectual disabilities (**12 Marks**).

- 4 Critically analyse the philosophical foundations of the learner-centred approach and its significance in the education of children with intellectual disabilities (**12 Marks**).

- 5 Children with intellectual disabilities present a challenge when it comes to curriculum development due to their diverse learning needs. Thus, it is imperative that various curriculum models are applied in their education delivery. The Director, Standards and Education has called on your expertise to prepare a paper on the curriculum for persons with intellectual disabilities.

Compare and contrast the different curriculum models that you might recommend, highlighting the advantages and disadvantages of each of them **(12 Marks)**.

- 6 The term intellectual disabilities has been perceived differently by various professionals in the field.

- (a) Outline the various professional paradigms in the definition of intellectual disabilities.
(b) Identify and explain the factors that have influenced the change of terminologies from mental retardation to intellectual disabilities **(12 Marks)**.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
2011 ACADEMIC YEAR-SECOND SEMESTER EXAMINATION

EPS 472: COUNSELLING IN CHILD DISABILITY – PRACTICAL

Time: Three (3) hours

Instructions:

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

-
1. Tadziona is a 18 year old girl and she is partially sighted. She is in grade 12. She is an average performer in class but feels she can do better. She tries to concentrate both in class and private studies but finds her mind wondering a lot. Sometimes she gets very frustrated in class when her teacher shouts at her. Instead of improving she becomes worse and this time she has failed English Language.

Counselling dialogue:

(Tadziona enters the counselling room with a gloomy looking face)

Counsellor: (Smiling) Good morning. Please sit down on the chair here.

Tadziona: (Smiling back). Thank you sir.

Counsellor: (Leaning forward). You look unhappy today.

Tadziona: Yes, sir. I am very unhappy because my teacher shouted and called me a fool during his lesson.

Counsellor: I understand how you feel.

Tadziona: Thank you sir.

Counsellor: Let me assure you that what we discuss here will be kept in confidence.

Tadziona: Sure. Do not tell my English teacher that I was here complaining of him.

Counsellor: In addition, I will respect you and I expect the same from you. But I am wondering whether he meant to call you a fool?

Tadziona: Today is the second time he shouted at me.

Counsellor: (Nodding) Mmm.

Tadziona: (Looks down, then up) I have been trying very hard to improve my performance yet my teacher seems not to appreciate my efforts.

Counsellor: (Pats her shoulders but she screams). But how did you fail this time?

Tadziona: (Shivering with fear) Sir, I am planning to do better this term.

Counsellor: I can see you are shivering and looking scared. Is there something wrong with you?

Tadziona: I do not like men touching me.

Counsellor: Okay. Do not worry. This is an action of empathy. (Pats on her shoulders again but she screams at him and said, *do not touch me you rapist.*)

Answer the following questions:

- From the above case study:
- i) Identify instances of how the counsellor used empathy, genuineness, and acceptance. **(5 marks)**
 - ii) Analyse how various skills of active listening, attentive listening and non-verbal listening have been used by the counsellor. **(5 marks)**
 - iii) Examine the action of the counsellor by patting the client on the shoulder and the response of the client. Explain these actions in relation to the golden rule of ethical and unethical practices in counselling. **(2 marks)**
 - iv) What aspects of rapport were omitted by the counsellor? **(4 marks)**
2. In order to know whether what is being practiced is counselling or not, a seasoned counsellor checks such activities against the basic characteristics of counselling. Examine the characteristics of counselling and explain how they help the client with disabilities in a counselling practice. **(12 marks)**
- 3 (i) You have just conducted HIV test on a client with a disability using the Abbott test. Describe how the positive, negative and invalid HIV results are identified. **(5 marks)**
- (ii) One of the aims of post test counselling is to help the person to pass through the stages and reach an acceptance of his/her condition. Outline major points you need to review with your client in the post test HIV counselling. **(7 marks)**
4. Write short notes on the following concepts
- (i) Five characteristics of a fully functioning person
 - (ii) Perls' doctrine and its counselling implications.
 - (iii) How systematic desensitisation counselling technique is used.
 - (iv) Why time, action and procedural limits are necessary in a counselling relationship.
 - (v) How attending skills particularly the 'SOLER' can help in counselling practice.
- 12 marks**
5. Using the distributive and adjustive process how can you distinguish Guidance services from Counselling services? **(12 marks)**

End of examination.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

2012 ACADEMIC YEAR, SECOND SEMESTER FINAL EXAMINATION

COURSE: ISE 132 – BASICS OF ART EDUCATION II THEORY

TIME: THREE (3) HOURS

40% Marks

INSTRUCTIONS:

- (a) There are five questions in this paper, **answer three** questions from **question one up to four** and all the questions from question five.
 - (b) Question one is compulsory.
 - (c) Question one up to question four carries 10 marks each, while question five carry one mark for each question
 - (d) Clarity, precision and coherent presentation of ideas will be given credit.
-

1. Explain in detail the factors that influence individual reactions to works of art.
2. What is the difference between a Mosaic and a collage.
3. Mention three different types of paper and the kind of paper craft that can be made from them.
4. Mention three different printing techniques and explain in detail how each one of them functions.
5. Define the following concepts:-
 - a) Calligraphy
 - b) Artifact
 - c) Montage
 - d) X-height letters
 - e) Phonogram
 - f) Impression
 - g) Ideogram

Show the parts of a letter using the following:-

- h) Arm
- i) Bar
- j) Curve

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION (DPE).

ANATOMY AND PHYSIOLOGY (1SE152) EXAMINATION MAY/JUNE
2012

TIME: 3HRS

QUESTION ONE IS COMPULSORY ANSWER ANY OTHER TWO QUESTIONS

100% MARKS

1. A healthy body is key to positive sports results. Discuss the functions of the skin, muscular and skeletal systems and how their health status impacts on sports.
2. A football tournament is always a joy for the pupils if very well organized. Discuss some of the systems of play you would encourage the coaches to use for primary school children and why.
3. Define football and discuss the best way to teach football in today's world without losing any ingredients of the game.
4. Discuss the history of world football up to 1964.
5. Suffering from obesity is as bad as suffering from anorexia nervosa and bulimia nervosa. Define and explain the similarities and differences of the three eating disorders mentioned above.
6. The nervous system is said to control all the body systems. Explain in detail why this is so and how it benefits sport between the ages of 0 to 12 years.
7. Discuss the food you would recommend for a sports person who is heavily involved in sport and would like to attain fitness for a whole soccer season.

END OF EXAMINATION! ALL THE BEST!

PCM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION/ INSTITUTE OF DISTANCE EDUCATION

UNIVERSITY EXAMINATIONS FOR THE SECOND SEMESTER OF 2011 ACADEMIC YEAR, 20 MAY

8 JUNE 2012

ISE 182: INTRODUCTION TO SOCIAL STUDIES II

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

SECTION A

1. Why was Indirect Rule introduced in Northern Rhodesia?
2. How would you explain the evolution of the systems of administering Africans in urban areas?
3. What challenges did settler agriculture face during the period before 1930?
4. Discuss the causes and impact of labour migration in colonial Zambia.
5. What motivated financiers to invest in the copper mining industry after the First World War?
6. Why did the colonial government divide the land into African reserves and crown land?
7. Discuss the impact on Northern Rhodesia of the Great Depression of the early 1930.
8. What reason were advanced for the creation of the Federation of Rhodesia and Nyasaland?

SECTION B

9. What is foreign aid? Has foreign aid contributed to Zambia's development in general?
10. Is foreign aid a blessing or slavery?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

2011/2012 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

ISE 202: MUSIC TEACHING METHODS II

TIME: THREE HOURS

TOTAL MARKS: 100

INSTRUCTIONS:

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

There are ~~seven~~⁸ questions in this paper. **ANSWER** only **five** questions. Each question is worth 20 marks.

QUESTIONS:

1. Discuss the perception of Musical Arts Education in Zambian/African communities.
2. Describe and discuss the following in the context of paraxial musical arts education in accordance with David Elliott (1995):
 - The musicer;
 - Musicing;
 - Music;
 - Context.
3. Discuss musical arts education in Zambia from both the aesthetic and the paraxial philosophical view points.
4. Describe the process of acquiring musical arts knowledge and skills in the traditional ethnic communities of Zambia.
5. Outline your personal philosophy of music education in relation to the paraxial and the aesthetic philosophies.
6. Contrast the Aesthetic philosophy of music education with the Zambian indigenous philosophies of musical arts education.
7. You are asked by your school board to justify why musical arts should be a part of the curriculum. State your case in terms of philosophical and psychological implications.
8. Outline how you would organise a musical arts performing programme at your school.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

DEPARTMENT OF PRIMARY EDUCATION

2012 ACADEMIC YEAR, SECOND SEMESTER FINAL EXAMINATION

COURSE: ISE 232 – ART IN PRIMARY SCHOOL II

TIME: THREE (3) HOURS

40% Marks

INSTRUCTIONS:

- (a) There are five questions in this paper, **answer three** questions from **question one up to four** and all the questions from question five.
 - (b) Question one is compulsory.
 - (c) Clarity, precision and coherent presentation of ideas will be given credit.
-

1. Unusual artifacts have an impact on the children in the classroom because they help stimulate their creative thinking. Explain the advantages of this kind of learning. (14 marks)
2. State the difference between printing using vegetables such as cabbage, onions or potatoes and stencil printing. (8 marks)
3. Mention one type of paper that can be used to make a three dimensional Sculpture and state five advantages of paper sculptures over metal Sculptures. (8 marks)
4. Produce a drawing of a repeated pattern or a picture by combining different decorative stitches. (8 marks)
5. Define the following concepts :- (1 mark for each question)
 - a) Calligraphy
 - b) Print
 - c) Mobile
 - d) Gesture
 - e) Needle work
 - f) Stitch
 - g) Mono print
 - h) decoration
 - i) Drawing
 - j) Impression

END OF EXAMINATION